

5-2011

## Assisting the accompanying partner: A dramaturgical explanatory study of dual career couples offices

Christine Promin  
*University of Nevada, Las Vegas*

Follow this and additional works at: <https://digitalscholarship.unlv.edu/thesesdissertations>



Part of the [Curriculum and Social Inquiry Commons](#), [Educational Psychology Commons](#), [Social and Philosophical Foundations of Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

### Repository Citation

Promin, Christine, "Assisting the accompanying partner: A dramaturgical explanatory study of dual career couples offices" (2011). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 922.  
<http://dx.doi.org/10.34917/2261439>

This Dissertation is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Dissertation in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Dissertation has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).

ASSISTING THE ACCOMPANYING PARTNER: A DRAMATURGICAL  
EXPLANATORY STUDY OF DUAL CAREER COUPLES OFFICES

by

Christine Kali Promin

Bachelor of Fine Arts  
University of North Carolina, Greensboro  
2000

Master of Fine Arts  
Stony Brook University  
2003

A dissertation submitted in partial fulfillment  
of the requirements for the

**Doctor of Philosophy Degree in Higher Education  
Department of Educational Leadership  
College of Education**

**Graduate College  
University of Nevada, Las Vegas  
May 2011**

Copyright by Christine Kali Promin 2011  
All Rights Reserved



**THE GRADUATE COLLEGE**

We recommend the dissertation prepared under our supervision by

**Christine Promin**

entitled

**Assisting the Accompanying Partner: A Dramaturgical Explanatory Study of Dual Career Couples Offices**

be accepted in partial fulfillment of the requirements for the degree of

**Doctor of Philosophy in Higher Education**

Department of Educational Leadership

Teresa Jordan, Committee Chair

Sally Bomotti, Committee Member

Gerald Kops, Committee Member

Edith Rusch, Committee Member

LeAnn Putney, Graduate Faculty Representative

Ronald Smith, Ph. D., Vice President for Research and Graduate Studies  
and Dean of the Graduate College

**May 2011**

## ABSTRACT

### **Assisting the Accompanying Partner: A Dramaturgical Explanatory Study of Dual Career Couples Offices**

by

Christine Promin

Dr. Teresa Jordan, Examination Committee Chair  
Professor of Educational Leadership  
University of Nevada, Las Vegas

This study is a mixed methods explanatory sequential design framed in resource dependency theory that uses Goffman's dramaturgical analysis to explore how the dual career couples offices address issues, serve constituencies, and relate to the broader institution. The researcher examined schools with dual career offices by using the Higher Education Dual Couple Network [HEDCN]. In Phase I of the study, the researcher surveyed HEDCN affiliates regarding their dual career offices. In Phase II of the study, three schools from the HEDCN sample were selected through purposeful sampling for site visits which included in-depth, one-on-one interviews, observations, and artifact analysis.

The research concludes with a discussion of potential, effective strategies gleaned from the data analysis that academic institutions might use to implement their own dual career office. Every institution wants to hire competitive faculty and administrators. Having a dual career office supports these institutional efforts. Based on the vast literature review, artifacts, and the findings of this study, the researcher arrived at the following dual career office suggestions: maintaining a healthy host office relationship, having a connected dual career

director, providing abundant dual career services, including refining assistance to ranked faculty and administrator partners for two years, and completing a yearly evaluation.

## ACKNOWLEDGEMENTS

It was been an incredible five year journey. I have had the opportunity to meet amazing people and travel to new places. I am very fortune to have had the opportunity to live in Las Vegas and attend UNLV which crafted me into the person and researcher I am today. My gratitude goes to my committee: Dr. Sally Bomotti, Dr. Gerald Kops, Dr. Le Ann Putney, Dr. Edith Rusch, and especially my advisor, Dr. Teresa Jordan. These individuals provided me an opportunity to learn the standards of scholarly excellence by questioning, challenging, and guiding me throughout my course of study. Dr. Jordan nurtured and mentored me throughout my doctoral program and my dissertation process. I am honored to have been her graduate assistant and humbled to have had the opportunity to work with her. My thanks also goes out to everyone in the Graduate College for their continuous assistance.

I want to thank my Mom, Dad, Grandma, friends, students, co-workers, and colleagues who have supported and guided me through this process. A special acknowledgement goes out to Amanda, Cloyd, Dave, Gary, Leo, Marian, Paco, Peter, Rafelle, Shelley, and Steve. I also want to thank my participants, editor, transcriptionist, travel agent, and boss without whom this course of action would not have been possible. Lastly, this is dedicated to the struggles I endured in the process and people that didn't believe it was possible for me to achieve- "Look at me now!".

## TABLE OF CONTENTS

ABSTRACT .....	iii
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES .....	xi
CHAPTER 1 INTRODUCTION .....	1
Statement of Problem .....	2
Purpose of Study.....	4
Research Questions.....	4
Conceptual Framework .....	5
Resource Dependency Theory.....	6
Dramaturgy .....	7
Methodology.....	9
Phase I: Survey.....	10
Pilot Test.....	10
Phase II: Site Visits .....	11
Interviews.....	11
Assumptions.....	12
Delimitations and Limitations.....	12
Role of Researcher .....	12
Definitions .....	13
Significance of Study.....	15
Summary.....	16
CHAPTER 2 REVIEW OF LITERATURE .....	17
Introduction.....	17
Dual Career Polices in Business .....	17
Dual Career Couples in Academia .....	22
Research on Dual Career Couples.....	26
The Dual Career Office.....	27
Resource Dependency Theory .....	34
Dramaturgical Analysis .....	37
Summary .....	42
CHAPTER 3 METHODOLOGY .....	43
Introduction.....	43
Purpose of Study .....	43
Research Questions .....	44
Methodology .....	44
Design .....	45
Phase I: Survey .....	46
Instrumentation and Data Collection.....	46
Survey Sample .....	47



Pilot Test.....	48
Reliability and Validity .....	48
Phase II: Site Visits.....	48
Data Collection .....	48
Purposive Sampling .....	49
Pilot Test.....	49
Interview Protocol .....	50
Data Analysis.....	51
Dramaturgical Analysis .....	52
Team.....	55
Performer.....	55
Scripts.....	57
Costume .....	57
Setting.....	58
Impression Management .....	58
The Front .....	60
The Back.....	61
Dramatic Realization .....	62
Domain Analysis .....	67
Trustworthiness.....	67
Summary.....	68
CHAPTER 4    PHASE I: PILOT STUDY .....	69
Pilot Study    70	
Rural State University .....	71
Coastal State University .....	75
Pilot: Survey Findings .....	75
Pilot: Site Visits .....	78
Pilot: Cross Case Analysis .....	80
Pilot Study Recommendations .....	84
Conclusion .....	84
CHAPTER 5    PHASE I: SURVEY.....	86
Demographics .....	88
Office Characteristics .....	90
Services.....	91
Marketing.....	94
Program Characteristics .....	95
Conclusion.....	96
CHAPTER 6    PHASE II: SITE VISITS .....	97
Private University.....	97
Midwestern State University .....	103
European University .....	108
Conclusion.....	112

CHAPTER 7	PHASE II: CROSS CASE ANALYSIS .....	113
	Dramaturgical Analysis .....	113
	Team .....	113
	Actor/ Role.....	114
	Script .....	115
	Costume .....	116
	Setting .....	116
	Impression Management .....	117
	Front .....	118
	Back.....	118
	Dramatic Realization.....	118
	Differences in Dual Career Offices .....	123
	Resource Dependency Theory .....	125
	Dual Career Director’s Role.....	127
	Conclusion.....	128
CHAPTER 8	SUMMARY, CONCLUSIONS, and RECOMMENDATIONS ....	130
	Summary 130	
	Research Questions Answered .....	130
	Research Question 1 .....	131
	Research Question 2.....	132
	Research Question 3.....	134
	Research Question 4.....	136
	Research Question 5.....	138
	Research Question 6.....	139
	Discussion .....	141
	Conclusions .....	142
	Implications.....	143
	Recommendations.....	144
	Critic of Research Methods .....	145
	Further Research.....	146
REFERENCES	.....	148
APPENDIX A	SURVEY.....	163
APPENDIX B	INTERVIEW QUESTIONS .....	168
APPENDIX C	FIELD NOTE TEMPLATE .....	169
APPENDIX D	RURAL STATE FIELD NOTES.....	170
APPENDIX E	COASTAL STATE FIELD NOTES .....	172
APPENDIX F	RECRUITMENT EMAIL .....	174

APPENDIX G	INFORMED CONSENT SURVEY.....	175
APPENDIX H	INFORMED CONSENT INTERVIEW.....	177
APPENDIX I	INFORMED CONSENT VIDEO/ AUDIO TAPE .....	179
APPENDIX J	INFORMED CONSENT ARTIFACTS .....	180
VITA	.....	182

## TABLES

Table 3.1 Study Methodology .....	45
Table 3.2 Sample Interview Questions .....	50
Table 3.3 Dramaturgical Concepts in Dual Career Office... ..	53
Table 3.4 Research Question Matrix .....	63
Table 4.1 Research Question 1 .....	73
Table 4.2 Dramaturgical Concepts .....	77
Table 4.3 Difference in Dual Career Offices .....	79
Table 4.4 Resource Dependency Theory .....	81
Table 4.5 Dual Career Director's Role .....	82
Table 5.1 Demographics .....	88
Table 5.2 Office Characteristics.....	90
Table 5.3 Characteristics of Services .....	92
Table 5.4 Marketing Characteristics .....	93
Table 5.5 Program Characteristics .....	94
Table 7.1 Dramaturgical Concepts .....	117
Table 7.2 Difference in Dual Career Offices .....	122
Table 7.3 Resource Dependency Theory .....	124
Table 7.4 Dual Career Director's Role.....	125
Table 8.1 Research Question #1 .....	129
Table 8.2 Research Question #2 .....	131
Table 8.3 Research Question #3.....	133
Table 8.4 Research Question #4.....	134
Table 8.5 Research Question #5.....	136
Table 8.6 Research Question #6.....	138

# CHAPTER 1

## INTRODUCTION

The successful recruitment of new faculty to educational institutions increasingly involves consideration of dual career couple issues such as the placement of the prospect's partner (Blanshan & Gee, 1993; Bruce & Reed, 1991; Burke, 1998; Gee, 1991; Horning, 1997). A majority of families rely on two incomes to survive, and nearly two-thirds of all married people in the work force are in dual-career families (Leonard & Sommer, 1995). Thus, commercial companies, non-profit organizations, and institutions face challenges in existing nepotism policies, personnel policies and practices, accommodations for competitiveness, trailing spouses' careers, and the psychological challenges facing dual career couples (Ercolano, 1997). Many businesses have already incorporated dual career hiring policies and employee assistance programs as the dual career family becomes the norm.

The rising number of women graduating from higher education institutions contributes to the growth in two-career families. That increase particularly feeds the increase in two-career academic couples (Ferber & Loeb, 1997). Astin and Milem's 1997 study of academia found 35% of men and 40% of women employed in the field have academic spouses. A study of the academic labor market at research universities concluded that spouse employment (that is, whether a spouse could find a position) is a factor in 20 percent of the appointments and resignations (Burke, 1998). Academic couples face a difficult challenge finding two positions that will permit both partners to live in the same

geographic region and address personal goals (Perry & Perry, 2000). This growing population in academic institutions (such as The Higher Education Dual Network) has begun to create policies and programs to deal with dual faculty hires. Thus, the challenge often faced by hiring officials attempting to recruit faculty is to find a second suitable teaching position for a partner on faculties of limited numbers (Blanshan & Gee, 1993; Bruce & Reed, 1991; Weiler & Yancey, 1992). While institutions realize that bolstering dual career opportunities can be beneficial to their futures, couples deem it a quality-of-life issue (Perry & Perry, 2000). Most colleges don't have formal policies for dealing with this situation because administrators want to maintain flexibility and discretion over who gets hired (Wolf-Wendell, Twombly, & Rice, 2000; Wilson, 2002).

### **Statement of Problem**

To date, only a few studies of dual career couples focus on the dual career office. Two studies (Fleig-Palmer, Murrin, Palmer, & Rathert, 2003; Hunt, 2009) examined dual career programs by surveying institutions about their dual career office. Another study (Wolf-Wendell, et al., 2000) presents a case study of these offices.

Publications such as *The Chronicles of Higher Education* have covered the topic of dual career couples; however, research studies about the frequency of hiring couples and the support such couples receive have been available only recently (Perry & Perry, 2000; Wilson, 2002). One expert in the field has stated, "in relatively crude market terms, the bargaining power of the dual career couple

is increasing while the ability of the institution to buy elsewhere is declining” (Gee, 1991, p.54).

While universities are likely to have a spousal accommodation policy (such as an EEOC statement stating that the institute does not discriminate against dual career couples) in order to attract top researchers, most higher education institutions do not have formal policies regarding dual career hires (Wolf-Wendel, et al., 2000). Typical strategies that universities employ to assist dual career couples include assisting the spouse or partner to find employment, hiring the trailing spouse in an adjunct or non tenure-track positions, creating a shared position, creating or finding an administrative position within the institution, and finding the trailing partner a tenure-track position (Wolf- Wendel et al., 2000). Universities assist dual career couples in other ways such as through relocation assistance, maintaining a dual career office, providing access to career services, and providing administrative assistance. The topic is not germane just to higher education; many businesses and international companies are also dealing with the issue of spousal hire (Carter, 1997; Leonard & Sommer, 1995; Reynolds & Bennett, 1991).

The first major study of dual hire couples was the study by Wolf-Wendel et al. (2000) who paved the way for explanatory research on the issues of dual couples in academia. They surveyed 360 administrators at institutions about their dual career policies. In addition a significant number of dissertation researchers have examined the issue of dual career couples. These studies focused on a discussion of the varied policies in place. In August 2008 The Clayman Institute

for Gender Research at Stanford University published a national study highlighting dual career issues. Stanford holds dual career academic couples conferences every June. The Sloan Foundation has set aside grants to study the issue of dual careers (within and outside academia). In turn the university community is coming together to respond to the issue's challenges.

### **Purpose of Study**

The purpose of this study was to examine dual career offices using a mixed methods explanatory sequential design (Creswell, 2003) to explore how these offices addressed issues, served constituencies, and related to the broader institution. The research concludes with a discussion of potential, effective strategies gleaned from the data analysis that academic institutions might use to implement their own dual career offices.

### **Research Questions**

The study addressed the following research questions:

- 1) How does an institution's dual career office address dual career hires?
- 2) How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and provosts?
- 3) How does a dual career office fit into the organizational structure of an institution?
- 4) What are the values, routines, and traditions of the dual career office?
- 5) How does a dual career office director manage and broker resources?
- 6) In what way does impression management illustrate the relationships between the dual career office and its institution?



## Conceptual Framework

The conceptual frameworks for this study are situated in the literature of resource dependency theory and symbolic interactionism. The frameworks were selected based on the symbiotic didactic relationship that exists between resource dependency theory (e.g., interdependent relationship, actor) and dramaturgy (its impression management, actor, team). The team or interdependent units relies on each other for resources and support. In Goffman's dramaturgical analysis, social interaction is examined through impression management (role, settings, clothing, words, and non-verbal actions) and its power relationship with a team. Organizational action is social action, and is therefore one variety of dramaturgy (Edelman, 1987; Gusfield, 1989; Merelman, 1984).

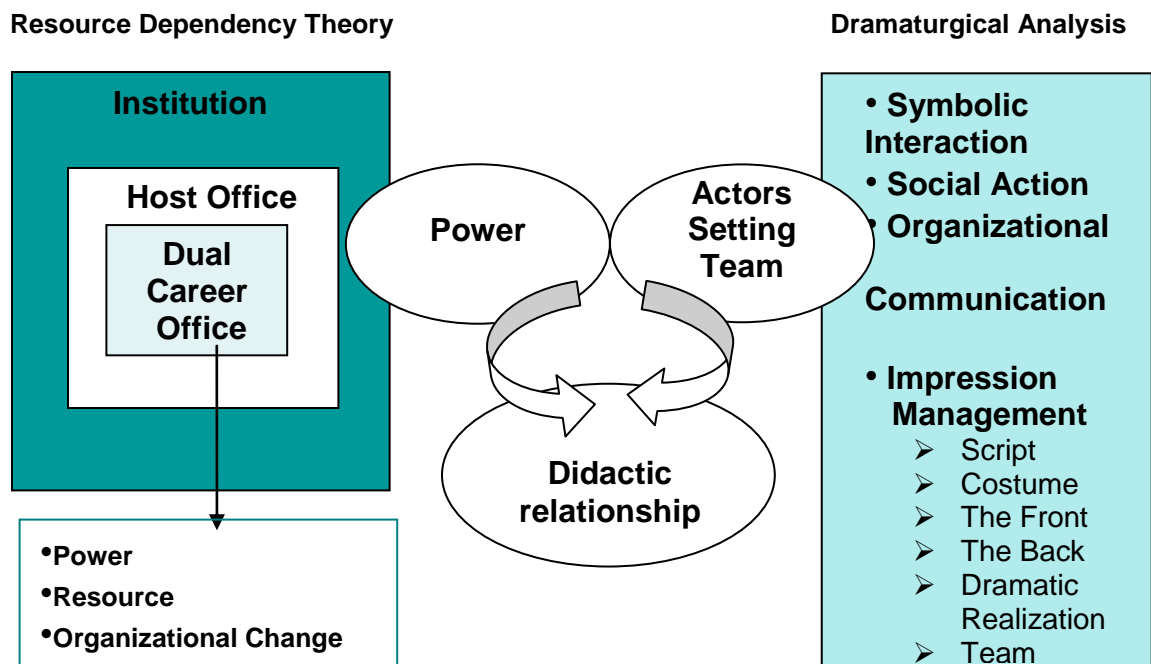


Figure 1.1. Conceptual Framework for Dual Career Office Study

## Resource Dependency Theory

Resource Dependency Theory seeks to explain organizational and inter-organizational behavior in terms of those critical resources which an organization must have in order to survive and function (Johnson, 1995, p.3). The most important resource for any organization is, of course, money or capital; without it no organization can survive. The key to organizational survival is the ability to acquire and maintain resources (Leslie & Slaughter, 1997; Pfeffer & Salancik, 1978). If these ingredients are absent, the organization must *interact* with others that control those resources (Hickson & Pugh, 1997; Ulrich & Barney, 1984). Pfeffer and Salancik (1978) stated that the interdependence with others relates to the availability of resources and the demand for them.

Resource dependency theory conceptualizes organizations as interdependent with their environments or with other organizations for their survival (Lavendar, 2007). Because organizations, especially universities, are not self directed and independent (Hickson & Pugh, 1997), they need resources for their survival. These resources include money, materials, personnel, information, and technology (Lavendar, 2007). The extent of this dependency, naturally, varies from one organization to another.

Resource dependency theory draws from an open systems perspective. The resource dependency theory argues that the need for an organization to be open to its environment derives from its dependence on that environment to obtain critical resources (De Wit & Verhoeven, 2000). According to an open systems theory, an organization will respond to and become dependent on those

organizations in its environment that control resources which are critical to its operations and over which it has little control (Johnson, 1995). Resource dependency theory emphasizes “the flow or exchange of resources between and among organizations, dependencies and power differentials created as a result of unequal resource exchange, the constraining effects on organizational action, and the efforts by organizational leaders to manage dependence” (Johnson, 1995).

The way that academic institutions respond to expectations from the environment cannot be understood if one does not take into account the factors that are internal to the organization (De Wit & Verhoeven, 2000). This means that researchers must pay attention not only to power distributions and power relationships but also to prevailing values, routines, and traditions. In the field of higher education, certain characteristics of the university make it “hard to move” (Gornitzka, 1999, p.11). Implementing organizational change is therefore not straightforward as universities are structurally differentiated. Faculties or departments are quite independent from each other in many respects. Their identities and features can differ considerably. With these differing features in organizations, it is important to explore a variety of dual career offices.

### **Dramaturgy**

This research utilized a sociological perspective stemming from symbolic interactionism (Benford & Hunt, 1992; Goffman, 1959; Kivisto & Pittman, 2007; Young & Massey, 1978) to explore social interaction and communication within organizations. Mead’s definition for symbolic interactionism focuses on how the

symbolic processes of role taking, imaginative rehearsal, and self-evaluation by individuals attempting to adjust to one another are the basis for social organization (Mead, 1934). The term *dramaturgy* first appeared in Erving Goffman's 1959 *Presentation of Self in Everyday Life*, which was heavily influenced by Kenneth Burke (1945). In Goffman's dramaturgical model, social interaction is analyzed as if it were part of a theatrical performance (Frech, 2005; Goffman, 1959; Hendrickson, 2006; Kivisto & Pittman, 2007). Goffman's model is a sub theory of social interaction. People in their everyday lives manage a role, settings, clothing, words, and non-verbal actions to give a particular impression, as if on stage; Goffman called this *impression management*.

In Goffman's dramaturgical metaphor the role is the particular image that an individual actor wants to convey. Continuing the metaphor reveals that an institution produces an image of commitment to dual career couples by creating a dual career office. This setting establishes a particular atmosphere and provides a context for actions to follow. The dual career office is a recruiting center. The layout, housing, location, furniture, and personnel all come together to facilitate job hiring. Costumes are essential to convey visual impression. How a person dresses can imply wealth, education, social status, and other attributes. Thus, the way employees dress reflects upon the organization which they represent. Extending Goffman's metaphor casts words as the text of a script used to convey meaning. Goffman claimed that scripts are vital to interpersonal interaction. The wording and phrasing of documents says volumes about an organization.

Dramaturgy addresses “not what people do nor what they intend to do, not even why they do it, but *how* they do it . . . “ (Brissett & Edgley, 1990).

### **Methodology**

This study is a mixed methods explanatory sequential design framed in resource dependency theory that uses Goffman’s dramaturgical analysis. Organizational theorists use resource dependency theory to explain the interdependence between organizations and their environments (Pfeffer & Salancik, 1978; Hickson & Pugh, 1997; Scott, 1992). This construct served as the foundation for exploring how dual career offices’ rely on and relate to the organizational unit in which they are housed and to the broader institution itself. In addition, a form of symbolic interactionism, dramaturgy supported the exploration of social interactions and communications within the dual career office and the social interactions and communications between the dual career office and the institutional organization (Goffman, 1959).

The researcher examined institutions with dual career offices by using the Higher Education Dual Career Network [HEDCN]. In Phase I of the study, the researcher surveyed HEDCN affiliates regarding their dual career offices. Based on the results of the survey, in Phase II of the study, 3 schools from the HEDCN sample were selected through purposeful sampling for in-depth, one-on-one interviews, observations, and artifact analysis.

## **Phase I: Survey**

### **Pilot Test**

A pilot study at two HEDCN institutions ensured reliability of the survey instrument. In the pilot study, the researcher used a modified survey of an original instrument developed by Dawn Elizabeth Hunt, Office of the Vice Provost for Faculty Advancement at The University of Virginia, entitled “Dual Career Program Survey” (Hunt, 2009). The researcher surveyed and interviewed dual career office staff to facilitate survey question refinement. After input from the interviewees, survey questions were modified and refined.

### **Survey**

The researcher surveyed HEDCN affiliates regarding their dual career offices. Dual career office staff and administrators were asked to complete a modified version of the Hunt survey (2009) to produce a picture of how dual career office staff and administrators view their organizations. The survey was distributed via the Internet using a secure survey instrument and, to ensure anonymity, the online survey asked only for basic background data. The goal was to query as many dual career office employees and policy makers as possible to gain a wide-ranging perspective. The survey produced descriptive statistics of the characteristics of dual career offices. The data was analyzed through IBM SPSS Statistics version 17.0 (formerly known as SPSS Statistics). Information from the survey informed the interview protocol for the site study.

## Phase II: Site Visits

### Interviews

Based on the results of the survey, 3 schools from the HEDCN sample were selected for further in depth analysis through purposeful sampling in consultation with Joan Murrin, an expert on dual career offices. Murrin provided guidance for the development of sample criteria, which included: 1) institutional type (public, private, elite), 2) representing a distinct geographic area of the country, 3) having a dual career office established and stable as reflected in the office's history, and 4) being housed/supported in an independent location. An initial step in the research required evaluating each of the survey respondents' websites to find information about individual dual career offices and the services they provide.

The site interview questions were developed using the existing literature, dramaturgical studies, and results from the pilot study. The interview questions explored social interactions and messages by utilizing Goffman's dramaturgical analysis.

The software *Atlas.ti* was used for analysis which will include examination of interview transcripts, university policies, field notes, and information on dual career hires and an office's university website. The data analysis employed multiple foci using content analysis, document analysis, domain analysis, and discourse analysis in an effort to bring all data together inductively in a creative synthesis (Hatch, 2002).

## **Assumptions**

This study is based on the assumption that the individuals interviewed and surveyed for the study accurately portrayed information about their dual career offices. The researcher imagined that the dual career offices studied would be housed and function similarly to the dual career offices discussed in the extant literature. The researcher assumed that the dual career office works with academic units, deans, and provosts and that it works in tandem with other academic units as delineated in the literature on effective dual career offices. The researcher presumed to reveal some connection between values, routines, and traditions of the dual career office with the importance placed on the office by institutional leaders. The researcher believed that the interdependent relationship between the dual career office and the supporting office would affect how the dual career office can effectively negotiate its resources. The researcher believed based on the extant literature that where the dual career office is housed within the institution would affect its impression management.

## **Delimitations and Limitations**

The study is delimited to HEDCN member institutions. The limitations of the study include the potential for researcher bias and limitations inherent in survey research including the difficulty with insuring the breadth of respondents' attitudes, perceptions, and experiences as chronicled by a survey instrument.

## **Role of Researcher**

The researcher was an interviewer, document analyst, and a participant observer in the investigation process. Specific to the role of participant observer,



Spradley (1980) makes a distinction between the ordinary observer in a social situation and a participant observer. Spradley notes that ordinary observers (or insiders) give little thought to the social situations they encounter due to their familiarity with the setting, while the participant observer (or outsider) in a social situation first “engages in activities appropriate to the situation” and second, “observes the activities, people, and physical aspects of the situation” (Spradley, 1980, p.54). Functioning in the role of participant observer allows for both “objective observations and subjective feelings” (Spradley, 1980, p.58). As a result there exists a bias in qualitative research (Merriam, 1998). This researcher’s bias as a participant observer grows out of the belief that dual career offices are assets to institutions. This is due in part to the fact that she is a female academic professional who dates other academic professionals. Thus, a dual career office is seen as a potential benefit to the researcher.

### **Definitions**

Accompanying partner: New politically correct term for trailing spouse defined as the partner of the primary hire (“Higher education dual”).

Business casual: it includes suits worn with dressy sport shirts or fine-gauge knits and tailored separates, such as dress trousers, dressy collared sport shirts that do not require a tie, fine knit shirts and sweaters, as well as sport coats. Low-level business casual includes khakis, chinos, and knit golf shirts. For women, business casual includes pantsuits, tailored separates, such as skirts, slacks, blouses, sweaters, sweater sets, and jackets (Maysonave, 1999).

Communication: sending messages of significance for others or the collective representation of ideas (Manning, 1992).

Dramaturgy: a sociological perspective stemming from symbolic interaction first coined by Erving Goffman (Goffman, 1959).

Dual career couple: two people in a committed relationship--whether married or unmarried, heterosexual or homosexual--who are both pursuing careers (Fleig-Palmer et al., 2003)

Dual career office/relocation office: an organization within an institution that offers support and resources to help spouses or partners of employees or potential employees explore their own employment options in the community (Wolf-Wendel et al., 2003).

General Business: this category for men still demands a tie and it's still worn with a dress shirt. For women, this category includes tailored pantsuits, businesslike dresses, and coordinated dressy separates. When wearing separates, tailored jackets are required (Maysonave, 1999).

HEDCN: Higher Education Dual Career Network. HEDCN is an informal network of individuals working at institutions of higher education around the world on issues related to faculty and/or staff dual career recruitment ("Higher education dual").

Impression management: People in their everyday lives manage a role, settings, clothing, words, and non-verbal actions to give a particular impression, as if on stage (Goffman, 1959).

Organizational communication: the processing of data in message form into, through, and out of channels formally designated within defined organizations (Hare & Blumberg, 1988).

Performance: all activity of a given participant on a given occasion which serves to influence in any way any of the other participants in an interaction (Hare & Blumberg, 1988).

Traditional business attire: includes business suits, dress shirts, and ties for men. It includes business-oriented suits for women, both skirted suits and tailored pantsuits (Maysonave, 1999).

Trailing spouse/ partner: the spouse or partner that is not the primary hire. Two-body problem: the difficulty of finding two professional jobs in the same geographic location (McNeil & Sher, 1999).

### **Significance of Study**

The findings of this study are significant on three levels: practical, substantive, and theoretical. On a practical level, the study provided an in-depth view of dual career offices. At the substantive level, the study provided information and insight that may be useful to administrators about how to create dual career offices. Many administrators have questions about the best way to handle dual career couples, and some worry about the ethics and legality involved in the dual hiring process. On a theoretical level, this research built on the emerging body of literature about dual career offices.

## **Summary**

This dissertation is organized as follows: Chapter One introduced the study and included the problem statement, the purpose of the study, and research questions; provided the conceptual framework; introduced the methodology; and defined the significance of the study. Chapter Two reviewed the literature addressing a short history of women in academia, literature on dual career couples in academia, studies conducted on dual career couples in academia, dual career hiring in business, organizational theory research, and dramaturgical analysis. Each topic provided a foundation for understanding dual career couples and organizational approaches to accommodating dual career couples.

Chapter Three described in detail the research methods and design procedures used to define and analyze issues surrounding dual career offices. Chapter Four reported on the pilot study and its findings. Chapter Five depicted the results of the HEDCN survey in Phase I: Survey results. Chapter Six described three site visits of offices in Phase II: Site Visits. Chapter Seven Phase II: Cross Case Analysis provided an investigation into each dual career office using dramaturgical analysis through content and discourse analysis. Chapter Eight concluded with a summary, findings, and recommendations for further studies.

## CHAPTER 2

### REVIEW OF LITERATURE

#### **Introduction**

The previous century saw a substantial influx of women into the workplace, and the roles of men and women began to change. This change, fueled by the Women's Movement, resulted in progress toward workplace equality of men and women (Frieden, 1963). The steady decline in the earning power of men's wages and the increase in commercial spending made women's employment a necessity for many working families (Wilkie, 1991). Today, 54% of married couples are dual career couples (US Census Bureau, 2000), and a majority of families rely on two incomes to survive. Not only are two incomes necessary for the needs of most families, but these families are also less vulnerable than single-earners to suffer financial collapse due to a lay-off of one of the earners (Roehling & Moen, 2003). Dual career earners are crucial for a family's economic vitality.

Historically men have been the head of the household with relatively mobile family units. Now that women have joined the workforce in greater numbers, these assumptions and practices require rethinking. The majority of all professionals today are partnered with other professionals (Frieden, 1991).

#### **Dual Career Policies in Business**

Many businesses are incorporating dual career hiring policies and employee assistance as the dual career family becomes the norm. A majority of families rely on two incomes to survive. Companies that attempt to attract new

hires are often asked about employment opportunities for spouses or partners. Proactive corporations have programs—including child and elder care, flexible benefits, job sharing, part-time work, telecommuting, parental leave, personal leave, personal time, and employee assistance programs—reflecting the changing perspective of corporate interest and involvement (Carter, 1997). Dual career assistance is especially important in international relocation, due to the difficulty in obtaining employment for foreign nationals in most countries. Couples have had to find creative solutions when a spouse can't find a job abroad; some couples now work in two different countries that are close to one another (Reynolds & Bennett, 1991). Employees are turning down transfers and promotions if their employer cannot assure comparable opportunities for a spouse or partner.

Leonard and Sommer (1995) state:

“for successful employee relocations, employers now need to provide some form of meaningful re-employment assistance for the employee's partner or significant other. The partner may say, “What about my career? I make the same amount of money, and I like my job. I worked hard to get where I am. This isn't fair.” (p.41)

According to The Cornell Employment and Family Careers Center, 59% of men and 52% of women said that their spouse's careers were as important as their own. The Center also found that 39% of women and 12% of men consider their spouse's job to be more important than their own.

A decade ago the most important relocation concern of employees included one partner's reluctance to give up a career (cited by 87%), the increase in dual careers (83%), and dependence on two incomes (70%) (Harvey & Wiese,

1998). According to Atlas Van Line's 1995 Annual Survey of Corporate Relocation Policies, the number one reason employees gave for turning down relocation was concern for families (Harvey & Wiese, 1998). The study also found that at one time only 16% of responding companies offered employment assistance in relocating spouses. Trailing partners who do not find employment before the relocation, run the risk of being unemployed after they relocate or of taking a cut in pay or benefits (Harvey & Wiese, 1998). The loss of a second income and of self-esteem on the part of the trailing spouse who often can not find work can put stress on the couple and put them at risk of divorce (Reynolds & Bennett, 1991). Many couples are unwilling to relocate unless the accompanying spouse receives suitable employment assistance.

Several studies reveal that the top reason employee relocations fail is unhappiness or dissatisfaction with the move on the part of the employee's spouse or family (Leonard & Sommer, 1995). Third-party relocation providers have made career support services for relocating partners an integral part of their services (Leonard & Sommer, 1995). The companies that provide services have ad hoc or informal approaches to addressing the problems of dual career couples. Other companies use the following strategies: career and life planning counseling, inter-company networking, continuing education, job-hunting/ fact-finding trips, international spouse assistance programs, intra-company employment, commuter marriage support, short-term assignments, and miscellaneous stopgap supports (Reynolds & Bennett, 1991).

Several types of assistance are common in business and industry and cover a range of benefits: company-paid visits to the new area, cultural information, real-estate assistance, spouse or partner employment assistance, information about care for children or elder relatives, educational information, cost-of-living adjustments, and help in selling the current home. There is little empirical research examining the relationship between relocation assistance and adjustment, but most reported accounts support the importance of these types of help (Wolf-Wendel et al., 2003).

The United States Military recognizes that it must be responsive to the needs of dual career couples where both spouses are in the service as well as where only one spouse is employed militarily. According to a 1988 Department of Defense directive, the military must not “impede or otherwise interfere with the right of a spouse of a military member to pursue and hold a job . . . on or off a military installation” (Department of Defense, 1988, p.3). Further, the directive indicates that dual career married couples are to be sent to the same geographic area whenever possible (Department of Defense, 1988). However, in an interview about couples in the military, a captain noted off-the-record that “. . . couples generally always stay together. But they are given the worst assignments, because we know they’ll take it to stay together” (personal communication, July 31, 2008).

The Department of Defense issued a *Report on Military Spouse Education and Employment in 2008*; it discusses the two major issues facing the military family/ spouse who must relocate. These issues are managing the education of



children and sustaining a spouse's career while their military sponsor is in the service of his or her country (Department of Defense, 2008). Contributing to the difficulty in gaining employment is the fact that only 10% of military wives stay in the same home for 5 years. National Public Radio's *Marketplace* aired a story highlighting the difficulties of military dual career couples. It stated that military families move approximately every three years, which burdens the trailing spouse with finding a job in a new town, often meaning thousands of dollars in missed earning potential (National Public Radio *Market Place*, 2009) . In 2007, The US Department of Labor began a collaborative program to provide Career Advancement Accounts to military spouses in eight states at 18 installations (Department of Defense, 2008). The stated goal is getting military spouses into portable careers to help manage the mobile military lifestyle.

Military spouses are major contributors to their families' well-being. The Department of Defense has set up a military spouse career center website (<http://www.military.com/spouse>). Services include resume assistance, job board, career advice, family support, online community, a newsletter, and career training information.

Many large employment sectors and the military recognize that dual career couples are a development that must be addressed to recruit the top employees. Academics, however, provide a special challenge. Unlike other professions, academics with doctorates are highly trained in an exceedingly specialized area that more narrowly defines suitable employment (Wolf-Wendel et al., 2000).

## Dual Career Couples in Academia

Women's representation in higher education rose steadily after 1971, following the introduction of equal opportunity legislation. Laws gave women access to higher education; attitudes toward women faculty began to change, and women became a larger percentage of the graduating doctorates.

Nevertheless, some women continued to have access problems. Anti-nepotism rules barred women from teaching at the same university as their husbands. For example, a spouse at The University of Wisconsin in 1974 was told she would never be offered a position on the faculty while her husband was also on the faculty (Ferber & Loeb, 1997).

Women have inundated higher education over the past few decades and colleges and universities give access to environments where academically inclined people are more likely to meet a similarly focused partner (Hakim, 2000). Attending university significantly increases the chances that a woman will marry a university graduate. By the 1990s, two-thirds of graduate women married a man with equal or better qualifications (Hakim, 2000). Many academics meet their partners in graduate school. Women faculty are more likely to be single than men (15% compared to 8%); married women faculty are more likely than men to be partnered with other academics (Astin & Milem, 1997).

It isn't uncommon for couples to compete in the same area of expertise, a situation that diminishes the likelihood that both partners will obtain a job at the same institution. Finding places for both spouses has become a major challenge in faculty recruitment, finding two positions in the same department virtually

impossible (Wilson, 2002). A 1992 study in the *Journal of College Science Teaching* found that (53) 80% of married women scientists are married to other scientists (Ercolano, 1997). New PhDs in the same field, looking for their first jobs soon after marriage, find themselves on a short list in competition with each other for the same job (Perry & Perry, 2000). Perry and Perry recommend job sharing as a good way to start out, but they recognize that young scholars may still have concerns about the idea. These authors cite many couples who launched their careers together, each with a half-time job, but with full benefits for both. The alternative is a commuter marriage. By Lucia Perillo's estimate, "half of my colleagues (25) have commuted for some part of their married or quasi-married lives" (Perillo, 1998, p.46).

Astin and Milem 1997 study was part of the HERI (Higher Education Research Institute) UCLA 1989 national faculty surveyed 432 institutions, 51,574 participants responded. Astin and Milem's 1997 study explored the demographics of faculty couples. Men's academic partners were in numerous fields from 21% in engineering to 45% in education and fine arts. Women's academic partners were likewise in numerous fields: from 22% in health-related fields, to 55% in agriculture (Astin & Milem, 1997). Women with academic partners tend to publish more than do women with nonacademic partners and having an academic partner is a positive indicator for achieving higher rank for both men and women (Astin & Milem, 1997). Creamer's 1999 study also found that after controlling for other factors, having a PhD in the same field as a spouse positively increased publications.

Robin Wilson writes extensively on the subject of dual career couples in the *Chronicle of Higher Education*. Wilson found that academic couples who work at the same university are happier and report less stress in balancing their jobs and their families' lives than do dual career couples in which the spouses works at different universities or one works outside academia (Wilson, 2002). Academics who have been accommodated, often women, have had to live with the stigma. These women are seldom treated as serious scholars (Wilson, 2002). Collier states, "Couples seemed to be compelled to defend their abilities to combat existing stereotypes, relating to incompetence, they confronted within their prospective colleges and departments" (Collier, 2001, p.134). When a job opportunity involved a move from one location to another, career decisions were never balanced for both parties; one career always suffered as a result of a move (Collier, 2001). Moves made by academic women to accommodate their husbands' careers tended to disadvantage their own. Many women who move to accommodate their husbands are unable to find academic employment and may find themselves either unemployed or under-employed (Johari & Bradshaw, 2002). Loeb & Ferber (in their survey of 706 married faculty members) report that regardless of sex, the second spouses were initially hired at slightly lower ranks than similarly qualified first spouse (Loeb & Ferber, 1997). Given this situation, it's not unlikely that a candidate's acceptance of an offer will be contingent upon his or her spouse or partner locating employment in the same community (Mannix, 2001). Abbas Johari states, "Despite living most of the week in separate cities, we are working to create a balanced relationship, or system, within our

academic work and our ordinary lives.” (Johari & Bradshaw, 2002, p.97). Amy Bradshaw states, “Our mutual dissatisfaction at being so far apart was the primary reason he accepted a position at a smaller state university in Lawson, Oklahoma (90 miles away). We both want careers we enjoy and we both want to be together” (Johari & Bradshaw, 2002, p.97). Some women end up taking marginal jobs for which they are overqualified, simply because they want to be at the same institutions as their husbands (Mangan, 1989).

Some couples run into problems when it comes time to accommodate a spouse similar to Fowler and DePauw’s experience at Virginia Polytechnic Institute. Fowler and DePauw discuss their problems in the *Journal of Lesbian Studies* about the university recanting its offer to Fowler (Fowler & DePauw, 2007). This created a rift in the university community; many saw it as discrimination on the basis of sexual orientation. Eventually the university offered Fowler a position, but only after a long struggle (Fowler & DePauw, 2007).

Not everyone is an advocate for dual career couples hiring. One university member from a college in the East claimed, “Being married is not like publishing an extra book or article. I would hate to imagine how many times I’ve lost a job to a spouse” (Mannix, 2001, p.6). One faculty member stated, “We accept the fact that no one is entitled to a job simply because of marriage. At the same time, no one should preclude us from employment because of marriage. We plead for flexibility” (Mannix, 2001, p.6). Participants (total of 25) in Collier’s study felt that academic couple hiring is neither in the best interest of the individual nor in that of the institution in every case (Collier, 2001).

## **Research on Dual Career Couples**

Wolf-Wendel, et al.'s 2000 surveyed the Deans of the American Association of Colleges and Universities (AACU) on their institutions' dual career couples strategies. The 59% response rate for the survey represented 360 out of 617 schools. Of the responses to the survey, 24% (75) reported having dual career policies, which they defined as written or unwritten, customary, systematic approaches to a given employment situation. Only 15% (25) stated that they would do nothing to assist a faculty member who requested a spouse or partner accommodation. The majority did something to assist member spouses.

Institutions are most likely to assist people of color, full professors, women, and then spouses (in that order). Over half indicated a willingness to offer assistance to unmarried or domestic partners. Half the institutions with policies indicated they had been successful in hiring half the individuals that asked for accommodations. Thirty-six percent of institutions without policies also indicated that providing assistance for spouses enabled them to attract more than half of the faculty they wished to hire. Eighty percent agreed that accommodation is a somewhat important issue. Institutions with no policies cited legal barriers and EEOC concerns (Wolf-Wendel et al., 2000).

Eighty percent of colleges and universities responding to the survey, said that they would do something to assist a new hire's spouse or partner in finding employment (Wolf-Wendel et al., 2000). Typical strategies include assisting the spouse or partner to find work, hiring the trailing spouse in an adjunct or non tenure-track earning position, creating a shared position, creating or finding an

administrative position for the trailing spouse within the institution, and finding the trailing spouse a tenure-track position (Wolf- Wendell et al., 2000). Mannix (2001) states that a more common solution is to find non-tenure berths or part-time, adjunct, temporary, or sabbatical replacement slots, or create shared, split positions for the pair.

Barriers to creating policies include communication problems, departmental autonomy, lack of availability of positions, and lack of resources (Wolf-Wendel et al., 2000). Departments like to have control over their hiring decisions. The quality of the trailing spouses work is also a factor. Lack of resources and available funding was an important barrier to policy development in their study. One research university listed its reason for not having a policy as “affirmative action” and the expectation of open competition (Wolf-Wendel et al., 2000).

### **The Dual Career Office**

In the past, a potential employee was at the mercy of the department chair or search committee. Informal services for couples depended upon department chairs’ or colleagues’ willingness to provide relocation information and job placement assistance. These conditions led to the creation of the first dual career offices in the 1980s (Schiebinger, Henderson, & Gilmartin, 2008). However, most offices were formed within the last few years, and formal relocation or dual career offices are only now becoming more prevalent at large institutions.

Formal dual career offices can ease the job hunt and transition to a new community. Although there is little empirical evidence, there is reason to believe

that formal dual career offices may help universities compete for star faculty and establish positive relationships with their surrounding communities (Wolf-Wendel et al., 2003). The dual career specialist can negotiate the inter-institutional bureaucracy, assist in and make introductions, serve as a clearinghouse for on-campus employment opportunities, and counsel accompanying spouses or partners to think broadly about their skills and interests (Wolf-Wendel et al., 2003).

Assisting a partner or spouse takes a number of forms, from passive assistance (providing information), to somewhat more active assistance (sending resumes or helping write resumes) to very active involvement through a dual career relocation office (Wolf-Wendel et al., 2003). In the words of one dual career office director:

The ultimate objective of spousal career assistance is to help the transferring spouse transition to a new career opportunity. The emphasis is not on the provider giving or finding the client a job; rather it is on providing spouses with the information, guidance and resources to facilitate the self-achievement of this goal (Wolf-Wendel et al., 2003, p. 46).

According to Wolf-Wendel et al (2003), the most common approach to helping spouses or partners find a position outside the university was to send a letters or make phone calls on their behalf. A dual career office may provide a coordinator to offer services such as job counseling, resume advice, or job listings; send information such as position announcements and classified advertisements to the spouse or partner; and pay for the accompanying spouse to visit campus (Wolf-Wendel et al., 2003). Most dual career offices have a



network of local businesses with whom they regularly communicate and share information on job leads and candidates (Wolf-Wendel et al., 2003).

Depending on the size of both the institution and the office, the most developed offices have full-time or part-time staff. Advanced dual career offices have dual career specialist who assist partners with their off-campus search. Other universities contract with an independent local career management company or employment agency to assist partners with off-campus job searches (Schiebinger et al., 2008). However, many found independent agencies more expensive than running their own operation. Formal relocation or dual career offices are becoming more prevalent in large institutions. Universities recognize the competitive edge this gives the university as well as its value in retaining faculty and staff. In fall 1999 Purdue University hosted a conference of Big Ten universities devoted to dual career relocation services. The conference revealed that most Big Ten campuses had or had plans to institute a formal dual office. Another organization HEDCN (Higher Education Dual Career Network) held its first Dual Careers Conference on April 25, 2003, hosted by the University of Iowa's Dual Career Network (DCN). Eighteen participants from 16 different institutions from the U.S and Canada met to collaborate and share the challenges of assisting dual career couples in securing employment. The major goals of this conference were to establish benchmark practices among existing programs and provide universities without programs with information on current trends and practices. In Stanford's report six out of thirteen schools offered dual career programs (Schiebinger et al., 2008). Two schools, Cornell and

Pennsylvania State University, have well developed programs. Other research institutions took notice, Harvard University and University of California, Berkley, have followed suit and established dual career offices on their campuses.

Dual career offices differ from institution to institution. However, some commonalities found in the Wolf-Wendel et al., 2003 study were the following: 1) These offices serve new employees and those in the recruitment process for one to two years. 2) They have program brochures describing the services they provide. 3) They include a statement releasing them from legal liability for finding the spouse or partner a job. 4) They have a program coordinator who is employed by the university at least half-time (p.72). Most programs have secretarial support. Differences among the programs include where the office is housed and the functionary to whom the staff reports to. The office is typically housed in an Office of Vice Provost for Faculty Development, Human Resources, or the equivalent (Schiebinger et al., 2008). The office may report to a variety of players such as the vice provost, dean of faculty, human resources director, career services director, or affirmative action officer, depending on where it is situated within the institution (Wolf-Wendel et al., 2003).

Programs also differ in services and in who is eligible to receive those services, and for what length of time. The most comprehensive office serves new faculty members, professional and administrative staff, civil service staff, and classified or union members (Wolf-Wendel et al., 2003). Other programs only accommodate faculty and senior administrators. Programs that have restrictions on services do so because of a lack of resources. Most dual career offices tend

to serve spouses and partners seeking employment off-campus according to Wolf-Wendel, et al., 2000. The Stanford report found that staff primarily assisted non academics with their job searches and faculty members assisted academic partners. The period of eligibility for office services varies from campus-to-campus. Some allow assistance to be provided to finalists in a job search, others restrict it to signed faculty contracts.

Other differences in programs are the breadth of services and the activity of the dual career services specialist (Wolf-Wendel et al., 2003). Some programs provide an employer contact sheet; others will call the prospective employer. Services at the dual career office can focus on spousal employment or relocation services (housing, schools, day care, etc.) (Wolf-Wendel et al., 2003). One can not tell exactly what the office offers simply by the office's name alone; some offices are titled dual career office others are called relocation office.

Many institutions have developed local career networks. The university shares recruiting information and resources. To be successful, career networks need: financial support, a coordinator, and actively maintained professional affiliations with groups such as hospitals, school districts, and chambers of commerce (McLoud, 2001). These connections also help foster a positive town and gown relationship.

University dual career offices are relatively new and therefore have not completed evaluations nor published evaluation results. Universities need to collect data and evaluate their dual career program to assist universities in strategic planning and ensure equitable treatment of all faculty partners, both

academic and non-academic. The information that does exist suggests that dual career spousal satisfaction is high. The University of California, Santa Cruz, published results stating that 70 percent of officials reported the service helped them recruit faculty and staff (Aebersold, 2001). The University of Arkansas reported that its office placed an average of 60% of referrals. Dual career offices are less controversial than other options for dealing with the dual career employment needs of today's faculty (Wolf-Wendel et al., 2003).

Not every campus can afford a dual career office. Staff salaries are the biggest component of the relocation services budget (Wolf-Wendel et al., 2003). There is the operating budget needed to run the office which typically includes phone, fax, postage stamps, and office supplies. These offices need money for publications and web-site development. One office specialist estimated that the cost per client runs about \$1,300. This is considerably less than what it costs to conduct a national search should a faculty member or administrator leave (Wolf-Wendel et al., 2003).

The Stanford report noted earlier recommends both the development of dual career programs and the evaluation of them (Schiebinger et al., 2008). This study concluded that universities should hire dedicated staff or outside consultants to assist faculty relocation. For partners of new or current faculty seeking academic positions, programs should appoint a senior faculty member to serve in an official capacity such as special assistant, vice provost, or the like. According to the study, this administrator ought to work with departments to place partners. For partners seeking non-academic positions, program staff or

consultants should be available to assist their efforts. Program staff can assist all faculty members with relocation matters including: housing, daycare, elder care, and school selections. Universities, the study suggested, need to collect data and evaluate their programs. The authors of the Stanford report continued their research on dual career couples by launching a Facebook page for such couples. This creates a forum for couples to connect, organize as a community, and share their experiences. Every year Stanford holds a dual career conference where institutions describe their dual career program and couples share their experience. The June 2009 Stanford Conference was taped and is available on its website:

*<http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/Conference2009.html>*

The existing literature makes a series of recommendations. In the conclusion of Wolf-Wendel et al.'s 2003 book, the authors recommend that institutions provide relocation assistance to prospective and new employees and their spouses. They recognize that this may be difficult for small colleges but indicate that large universities should offer such services. The goodwill created far out weighs the cost. Job seekers appreciate having an office dedicated to helping them make a transition to a new community. Wolf-Wendel et al. 2003 recommend that universities do the following: 1) establish a relocation office and appoint a coordinator, 2) provide financial support for the office, 3) produce a brochure to publicize the services offered and make it available to all prospective candidates, 4) establish the dual career office as a clearinghouse for on-campus

as well as off-campus positions, 5) ensure that dual career offices participate in career networks with nearby institutions and with business and industry, and 6) have dual career offices address some of the emotional aspects of relocation (Wolf-Wendel, et al., 2003, p.68).

### **Resource Dependency Theory**

A level of mutual dependence exists between the larger institution and its dual career office. This highlights the dual career office's dependence on the institution and the institution's dependence on the dual career office.

Although resource dependency theory was originally formulated to discuss relationships between organizations, the theory is also applicable to smaller group relationships among units within an organization (Morphew, 1997). One important decision made within all organizations is the allocation of scarce resources to organizational subunits (Pfeffer & Salancik, 1978). Resource allocation decisions are important in understanding how resources are distributed to various activities within a larger society (Boulding, 1963).

Many scholars are associated with the development of resource dependency theory (Benson, 1975; Hasenfeld, 1972; Jacob, 1974; Pfeffer & Salancik, 1978; Zald, 1970). Organizational resources take a variety of forms, e.g., raw materials, capital, personnel, information, technology and technological innovations, social support, various services, and production operations not performed by the focal organization, among others (Galskiewicz & Marsden, 1978). Depending on the resource needs of the focal organization and the subsequent exchange balance, the evolving relationship that exists between the

focal organization and a given resource provider can assume a variety of forms: dependent, reciprocal, or dominant (Silver, 1993).

The building blocks of organizational treatments of power and dependence (Burt, 1983; Jacobs, 1974; Pfeffer & Salancik, 1978; Thompson, 1976) can be traced to Emerson's theory of power-dependence relations (Emerson, 1962).

In Emerson's exchange framework, the power capability of actor  $j$  in relation to actor  $i$  is the inverse of  $i$ 's dependence on  $j$ . In turn dependence is a function of resource criticality and the availability of alternative providers of critical resources. An actor  $i$ , therefore is dependent upon actor  $j$  (1) in proportion to  $i$ 's need for resources that  $j$  can provide and (2) in inverse proportion to the availability of alternative actors capable of providing the same resources to  $i$ . Conversely, the dependence of actor  $j$  on actor  $i$  varies (1) in proportion to  $j$ 's need for resources that  $i$  can provide and (2) inversely with the availability of alternative actors capable of providing the same resources to  $j$  (Emerson, 1962).

Emerson (1962) suggests that a given social actor 'A' is dependent on actor 'B' to the extent that  $B$  controls some resource or performance valued by  $A$ , and to the extent that  $A$  cannot obtain this resources or behavior from alternative people. For Emerson, such asymmetric dependence leads to asymmetric power relations between individuals. Hence, power is conceptualized as the adverse of dependence, i.e., to the extent that  $A$  is dependent on  $B$ ,  $B$  has power over  $A$ . Blau (1964) states that situations of asymmetric dependence and power are rather unstable. In such a relationship, the less powerful actor will often pursue activities which seek to minimize the effects of this power differential. This was seen in Goffman's dramaturgical analysis when examining the performer or dual career office staff.

Resource dependence theory provides the reflexive practitioner with a useful way of framing the relationship between the actions and behavior of an organization and its environment (Johnson, 1995). Different actors compete to advance their values and interests and the means they find important (Clegg, 1990; Mintzberg, 1983). The resource dependency theory tends to see power as the consequence of a number of causal mechanisms. Though often related to the division of labor, power can also be seen as a property of relations (Pfeffer, 1981). The power struggle within an organization takes place in complex and continuously changing patterns of interaction, governed by rules that are not fixed (Clegg, 1990). The actors try to exploit these rules to their own advantage (De Wit & Verhoeven, 2000).

Power is a property of social relation. This construct can be defined as the difference between two actors' mutual dependence, or as the ratio of the power of the more powerful actor to that of the less powerful actor. For any given level of mutual dependence, there can be different levels of power imbalance in the dyad (Casciaro & Piskorski, 2005).

Resource dependence theory comes from an open systems perspective. The resource dependency theory argues that the need for an organization to be open to its environment is due to its dependence on that environment to obtain critical resources (De Wit & Verhoeven, 2000).

Resource dependency theory relies on three assumptions: 1) Organizations are assumed to be comprised of internal and external alliances that emerge from social exchanges which are formed to influence and control



behavior; 2) The environment is assumed to contain scarce and valued resources essential to organizational survival. As such, the environment poses the problem of the organization at risk or facing uncertainty in resource acquisition; 3) Organizations are assumed to work toward two related objectives: a) acquiring control over resources that minimize their dependence on other organizations and b) gaining control over resources that maximize the dependence of other organizations on themselves (Lavender, 2008, p.28). This theoretical framework suggests a relationship between dyadic interdependence (compromising both power imbalance and mutual dependence) and constraint absorption. This “language of actors” and “environment” lends itself to an analysis using Goffman’s dramaturgical analysis (Casciaro & Piskorski, 2005).

### **Dramaturgical Analysis**

Dramaturgy goes as far back as 1927, when early dramaturge Evreinoff used the “language and imagery of the stage” to write about the theatre in life (Brissett & Edgley, 1990; Evreinoff, 1927; Frech, 2005). At the middle of the twentieth century, it started to become a central theme in the social sciences when scholars began using the theatrical metaphor to discuss and analyze human action and interaction (Brissett & Edgley, 1990).

Burke (1945) conceptualized the theater metaphor into a *pentad*, a five elements conception of his dialectical framing process. Each of the five elements, act, scene, agent, agency, and purpose, becomes part of a frame to analyze human interaction. The *act* is what happened. The *scene* is the physical, geographical and cultural milieu of the action. The *agent* is the individual identity

and role played out in terms of the action. The *agency* is the means by which the agent is enabled to accomplish the action and the role the agent played. The *purpose* is the intended effect of the action along with a consideration of the perceived outcomes. According to Burke, all social action motives can be determined by investigating these five areas (Burke, 1969). Burke (1945) believed that life is theater.

In Goffman's 1955 essay, "On Face-Work: An Analysis of Ritual Elements in Social Interactions", he developed his initial thoughts on face-to-face interaction. Here Goffman insisted that social interaction is found in the presentation of the self to others. It occurs in a dramatic and symbolic way through performance that requires that agents manage their impressions on others (Frech, 2005). Face-work is a concept used to understand the coordinated, cooperative nature of social encounters across cultures (Gudykunst & Ting-Tooney, 1988; Ho, 1976). Building on Burke's work, Goffman (1959, 1961, 1963, 1964, 1969) tussled with the concept of symbolic interaction through dramaturgy throughout the 1960s. Goffman's concept of symbolic interaction based on face-to-face interaction consists mainly in the presentation of an image of the self to others. This self-presentation occurs in a dramatic and symbolic way. The presentation of self is a performance that requires managing an impression displayed to others. Goffman also talked about the five critical areas focused somewhat differently from Burke's five: performance, audience, stage, backstage, face-to-face work.

According to Goffman (1959) the dramaturgical performance is shaped by the environment and an audience. It is constructed to provide others with *impressions* that are consistent with the desired goals of the individual (p.17). This process of establishing social identity is closely allied to Goffman's concept of the *front* which is described as "the part of the individual's performance which regularly functions in a general and fixed fashion to define the situation for those who observe the performance" (Goffman, 1959, p.22).

Goffman uses the theatrical metaphor to analyze the interaction order (i.e. social situations or environments in which two or more individuals are physically in one another's presence) (Lemert & Branaman, 1997, p. 235). Lemert & Branaman (1997) began the exploration of the self as being a result of interaction, an outcome. In the mid-1950s Bateson (1955) began to consider interaction as communication. To accomplish preventative face-work, the use of polite behavior and expression as well as empathy and support are avoidance strategies (Tracy, 1990). Goffman's writings about face and face-work have spurred other scholars to consider symbolic interactions between people as a way to understand communication in many disciplines (Frech, 2005, p. 42). Gudykunst and Ting-Toomey (1998) discuss the different approaches to face-work between individualistic and collectivistic cultures. Nieragden (2000) discusses positive and negative face as communicative exchanges within a business context. Kerssen-Griep (2001) examines face-work and its motivational consequences in the college classroom.

Dramaturgical analysis seeks to understand the process by which communication expresses meaning and how this meaning is structured and orders social relations (Burke, 1962, 1965; Gusfield, 1989). Examples of the workings of drama are seen in historical documents and literature, in poetry, and in banal materials like office memos, news clippings, or even corporate annual reports (Manning, 1992). Symbols are real, effective, and affective, and symbolic action is powerful and constraining (Duncan, 1969, 1985). The features of organizational communication are of abiding analytic interest. Organizational action is social action, and is therefore one variety of dramaturgy (Edelman, 1987; Gusfield, 1989; Merelman, 1984).

Dramaturgy in its basic sense is how people behave or act. Many scholars have used Goffman's work as a foundation for exploring the drama of social reality and communication in the real world (Bauman, 1975; Collins, 1973, 2000; Combs & Mansfield, 1976; Lyman & Scott, 1975; Manning 1973, 1982, 1992). Buzzanell (1997) investigated invitational and dramaturgical leadership in alternative organizations.

Dubose (2007) uses Goffman's dramaturgical analysis to explain how first year black and white college freshman perceived racism on the University of Missouri, Columbia, campus. Thirty-seven females and nineteen males were asked- what students view as "acting black". Student responses were grouped into categories: academic/ scholastic, aesthetic/ stylistic, behavioral, and dispositional. The responses were mainly negative except the aesthetic/ stylistic category. Consequently, students' decisions to "act black" in academia were

highly correlated with academic failure. Dubose utilized Goffman's performance, front and back regions, and discrepant roles to discuss how individuals can act in a given setting to present a certain impression of themselves. Dubose extends Goffman's concept of dramaturgy into "racial dramaturgy" to refer to the attribution of racial labels to behavior, attitudes, or thoughts.

Dramaturgy studies symbolic action, and conceives of this exercise as a study of expressive meaning (Manning, 1992). It attaches particular importance to the ways in which signs (acts, objects, or gestures that symbolize or represent something else in the mind of someone) communicate aspects of social relations, or selectively reflect social relations within the group. Social action is purposive or determined in a sense. What is central to defining a problem is an identified relationship between forms of action and ambiguity, between what is done and what is said, and between behaviors and moral codes. Manning states, "understanding the uses and exploitation of symbolism (or manipulation of signifiers) is essential to understanding the workings of dramaturgy" (Manning, 1992, p.142).

The dramaturgical perspective recognizes that organizations use a slogan, a few words, or brief almost encoded messages to convey to the relevant public the complex, multifaceted events and social processes with which they cope. Images projected and maintained by an organization are an attempt to gain the complicity of an audience with its own position or claims, especially those that express, mark, or celebrate a value. The symbols presented in a drama are in order to maintain their ecological niche in an environment and to sustain the

appearance of control. Scholars have used dramaturgical analysis as a means for exploring the drama of social reality and communication in the real world (Bauman, 1975; Collins, 1973, 2000; Combs and Mansfield, 1976; Lyman and Scott, 1975; Manning, 1973, 1980, 1992).

### **Summary**

This review of the literature provided a foundation of existing research on dual career couples and dual career offices. It explored resource dependency theory (De Wit & Verhoeven, 2000; Lavendar, 2007; Pfeffer & Salancik, 1977) and looked at how dramaturgical analysis (Burke, 1945; Goffman, 1959; Kivisto & Pittman, 2007) is used to explore symbolic interaction. The researcher will combine resource dependency theory examining how the dual career office manages resources and Goffman's dramaturgical analysis examining its impression management, actor, and team to create a cohesive representation of how the dual career office functions.

## CHAPTER 3

### METHODOLOGY

*All the world's a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts . . .  
(William Shakespeare in As You Like It, Act II, Scene VII, Lines 1-4)*

#### **Introduction**

Individuals take on many roles: mother, son, colleague, teacher, boss, friend, ect. Individuals put on a costume (uniform, suit, gym attire) daily, and interact with others with both rehearsed and improvised speech. They decorate their workspaces to reflect individuality or corporate culture. Roles, costumes, speeches, and settings are all significant parts of the dual career office. Each aspect reflects the importance of dual career couples at the institution. This investigation will examine the resources and support the dual career office receives along with its location, personnel, media materials, and supporting documents through dramaturgical analysis.

#### **Purpose of Study**

The purpose of this study was to examine dual career offices using a mixed methods explanatory sequential design to explore how these offices address issues, serve constituencies, and relate to the broader institution. The research concluded with a discussion of potential effective strategies gleaned from the data analysis that academic institutions might use to implement their own dual career offices.

## **Research Questions**

The study addressed the following research questions:

Phase I Questions:

- 1) How does an institution's dual career office address dual career hires?
- 2) How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and provosts?

Phase II Questions:

- 3) How does a dual career office fit into the organizational structure of an institution?
- 4) What are the values, routines, and traditions of the dual career office?
- 5) How does a dual career office director manage and broker resources?
- 6) In what way does impression management illustrate the relationships between the dual career office and its institution?

## **Methodology**

This study is a mixed methods explanatory sequential research design.

The sequential explanatory design is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell, Clark, Gutman & Hanson, 2003). The quantitative results can be used to guide purposeful sampling for a primarily qualitative study (Creswell et al., 2003). This approach makes visible the difference through constructs being discussed in the qualitative data.

Mixed methods originated in 1959, when Cambell and Fiske used multiple methods to study the validity of psychological traits. Recognizing that all methods



have limitations, researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods (Creswell, 2003, p.15).

Qualitative and quantitative methods provide different pictures in which either alone may not be sufficient (Creswell, 2003). Mixed methods design provides additional evidence to support data. It mirrors real life and it is the latest methodology in research design. Mixed methods design was utilized in this study to achieve the first comprehensive picture of dual career offices.

### **Design**

The study design utilized sequential data collection and analysis. Marshall and Rossman (2006) encouraged the use of surveys to get a small amount of information from a large number of people. According to Creswell (2003), surveys can describe "attitudes, opinions, behaviors, or characteristics" (p. 388) of the sample population, which can inform the interview for Phase II. It provided both the focus of and the respondents for Phase II. The conclusions that are made on the basis of the results of the first-round led to the formation of questions, data collection, and data analysis for the next phase (Teddlé & Tashakkori, 2003, p. 22). The first round provided the justification; indeed the necessity; for a mixed methods approach, since "the results of the first study are needed to plan the next study; then it is clear that the two project should be conducted sequentially" (Morse, 2003, p. 205). Multiple approaches to data collection, analysis, and inference were employed in a sequence approach and provided conceptual and/or methodological grounds for the next one in the chain. To solicit methodological congruence, the quantitative study was completed prior

to the initiation of the qualitative study (Teddle & Tashakkori, 2003). By using sequential triangulation (Morse, 2003) these projects were concluded one after another to further inquiry, with the first project informing the nature of the second. In Phase I the researcher collected data on dual career offices through an adapted survey. An analysis of data from the survey informed the interview protocol used in Phase II. In the next phase of the study, the researcher used purposive sampling to select 3 institutions to conduct an in-depth dramaturgical analysis through site observations, interviews, and content analysis of artifacts. Table 3.1 outlines phases of the study and analyses.

Table 3.1  
*Study Methodology*

<b>Research Inquiry</b>	<b>Analysis</b>
<b>Phase I: Survey</b>	Descriptive statistic (description), univariate analysis (dispersion, central tendency, distribution)
<b>Phase II: Site Visit</b>	Examination of variables for purposeful sampling, artifacts of institution, interview, code themes, dramaturgical analysis

Table 3.1 Study Methodology

### **Phase I: Survey**

#### **Instrumentation and Data Collection**

The researcher modified a survey instrument developed by a dual career office director (Hunt, 2009). Dual career office staff and administrators completed the survey. Hunt developed the survey from the dual career literature, specifically Fleig-Palmer et al.'s (2003) survey. Hunt pilot tested and member checked the questions for content validity. The study surveyed 40 academic institutions in the

United States. The current investigation modified the survey instrument with authorization from Hunt to identify appropriate dual career offices for further examination through a dramaturgical lens. The study described in depth aspects of each selected office.

The survey was distributed via the Internet using the secure survey instrument, Survey Monkey. To ensure anonymity, the online survey asked for basic background data. The goal was to survey as many dual career office employees and policy makers as possible in order to gain a wide-ranging perspective of how different dual career offices' function. The data collected from the survey was analyzed through IBM SPSS Statistics version 17.0 (formerly known as SPSS Statistics). Univariate analysis (frequency distribution, median, and mode) produced descriptive statistics of the characteristics of the dual career offices.

### **Survey Sample**

HEDCN is an informal network of individuals working at institutions of higher education around the world on issues related to faculty and/or staff dual career recruitment. The current member institutions include universities not only from the United States, but also from Canada, Germany, and Switzerland. HEDCN's website provides numerous resources on its website including: a discussion forum, best practices, conference information, and a link to articles, books, and research studies on dual career couples. The HEDCN holds annual conferences; the first one was in 2003. The major goals of this conference was to establish benchmark practices among existing programs and provide universities

without programs with information on current trends and practices. This study's survey went out to all 45 HEDCN member institutions.

### **Pilot Test**

A pilot study at two HEDCNs ensured the reliability and validity for the adapted survey protocol. Nancy Abersold, HERC founder and former head of a Dual Career Services Program, assisted in the survey question refinement. The researcher surveyed dual career office staff and administrators. Member checking and peer debriefing was used in question selection and refinement.

### **Reliability and Validity**

The terms *reliability* and *validity* have deep roots in positivist research (Atheide & Johnson, 1994). *Reliability* refers to a method's dependability and duplicative nature. *Validity* refers to a measurement tool's ability to measure what it is suppose to measure (Polkinghorne, 1988). Validity, therefore, alludes to the potency of the analysis and reliability to the confidence and trust in the data (Atheide & Johnson, 1994). The researcher has chosen an existing survey instrument that has reliability and validity through its pilot testing, member checking, peer debriefing, and application (Lincoln & Guba, 1995). Reliability and validity will be further tested through the pilot test discussed above.

## **Phase II: Site Visits**

### **Data Collection**

After completion of Phase I, 3 dual career offices were chosen for a site study. The researcher interviewed dual career staff and administrators regarding their dual career office. The interviews consisted of pilot tested dramaturgical

questions. The interviews were audio and video taped and last many hours. The researcher collected artifacts from the site studies including: dual career office promotional materials, documents relating to dual career office creation, and any other relevant correspondence between the dual career office and administration.

To assist in the data collection phase, the researcher recorded observations in a field notebook and kept a field diary to chronicle the researcher's own thinking, feelings, experiences, and perceptions throughout the research process.

### **Purposive Sampling**

This inquiry examined selected HEDCN schools. These schools have dual career offices and offer sufficient diversity to support the trustworthiness of the ultimate conclusions of the research based on HEDCN institution survey results. The criteria for site selection included institutions that: 1) institutional type 2) represent a distinct geographic area of the country, 3) have a dual career office with an established existence and stability as seen in the office's history, and 4) host an office having a specific location within the organizational structure. Three schools were selected by the researcher in consultation with Joan Murrin an expert on dual career offices.

### **Pilot Test**

A pilot study at two HEDCN institutions ensured the trustworthiness of the interview protocol. Dual career office expert, Nancy Abersold, assisted in developing interview questions for site visits in Phase Two. The researcher interviewed dual career office staff. The researcher wrote in a reflexive journal

about the process which included observation descriptions. The interviews were audio taped and last approximately one hour. The researcher examined artifacts from the institution including: dual career office promotional materials, documents relating to dual career office creation, and any other relevant correspondence between the dual career office and administration.

### **Interview Protocol**

The researcher developed interview questions based on the survey results. A set of interview questions were developed utilizing Goffman literature, resource dependency theory, and dual career literature. The questions were chosen in consultation with the dual career expert, Nancy Abersold. Model interview questions organized by dramaturgical concepts maybe found in Table 3.2. These concepts are explained in detail in the section on dramaturgical analysis that follows:

Table 3.2  
*Sample Interview Questions*

<b>Dramaturgical Concepts</b>	<b>Interview Question</b>	<b>Evidence</b>
<b>Team</b>	What type of support do you receive from the supporting office? Financial? Personnel? Political? Describe the relationship you have with your hosting office? Has it always been housed there?	Documents: Dual career office creation documents, budgets, artifacts, vitae.
<b>Actor/ Performer</b>	What is your educational and occupational background? What type of training did you receive for your job? What training would have been	Documents: Degrees, certification

	beneficial given your job responsibilities?	
<b>Script</b>	How does your office promote your dual career services?	Documents: Dual career office promotional materials, website.
<b>Costume</b>		Observation: Clothing of dual career office employees.
<b>Setting</b>	Has the office always been in its current location? Is it a good location for the office?	Observation: Location of office on campus, traffic, relation to other offices, access.
<b>Impression Management</b>	If money were no object, what services/ resources would you like to have/ offer?	Observation: Is the actor sincere/ truthful? Is the office committed to the image it projects?
<b>The Front</b>		Observation: the setting, manner, and appearance of the dual career office and its employees.
<b>The Back</b>	Is there anything else I should know about the office?	Observation: will they reveal a secret?
<b>Dramatic Realization</b>		Observation: is the employee being truthful?

## Data Analysis

Document analysis included examination of university policies, field notes, recruitment material, and information on dual career hires and the dual career office's university website. Interview protocols were transcribed, coded, and analyzed. Dramaturgical analysis examined the actor, setting, stages, costuming, script, teams, and dramatic realization of each dual career office. The researcher analyzed data through multiple foci using content analysis, document analysis, and domain analysis. Spradley's (1980) cultural domain analysis was used to examine the semantic relationship of the actors to their positions. This multiple

analysis will inductively bring all data together through a creative synthesis (Hatch, 2002).

### **Dramaturgical Analysis**

The researcher used Goffman's dramaturgical analysis to examine communication and action. The researcher interviewed the personnel of each institutional office and observed that institution's websites, promotional material, and other forms of communication by focusing on the dramaturgical concepts: team, performer, script, costume, impression management, the front, the back, and dramatic realization. A dramaturgical approach facilitates an understanding of meaning and human interaction (Brissett & Edgley, 1990, p.2). The analytical scope of dramaturgy is broad. It goes beyond the study of rhetorical strategies (Gamson & Modigliani, 1989; Snow, Rochford, Worden, & Benford, 1986) to consider a plethora of additional processes associated with the social construction and communication of meaning, including formulating roles and characterization, managing performance regions, controlling information, sustaining dramatic tensions, and orchestrating emotions (Benford & Hunt, 1992). Dramaturgy can not only be employed to study crowd behavior, collective action related to particular events, and the everyday interaction of movement participants, it can also be used to analyze movement careers as well as the ebb and flow of social change (Benford & Hunt, 1992, p.38).

Goffman believed that his theory could be applied to all social activities and especially to commercial settings. Goffman's sociology is the study of how people get other people to see things in a certain way (Kivisto & Pittman, 2007).



They do this, Goffman claimed, by using a variety of theatrical tools. Goffman illustrated how individuals, both on-stage and off-stage and with various audiences, manifest themselves through performances and roles, scripts, and props. People, he maintained, are actors playing a part in the drama called life, with or without some degree of consciousness of what they are doing at any given time. Further, as these performers are also, at least in part, their own audience, the meanings that arise in their interactions become the shared reality for both the actor and the audience- whether this happens consensually or not. First, all interactions consist of performances. Goffman defined interaction as “. . . the reciprocal influence of individuals upon one another’s actions when in one another’s immediate physical presence” (Goffman, 1959, p.15). He defined performance as “. . . all the activity of a given participant on a given occasion which serves to influence in any way of the other participants” (Goffman, 1959, p.15).

The performance is theatrical, filled with the presentation of masks, roles, and scenes (Pacanowsky & O’ Donnell-Trujillo, 1983). Goffman’s theatre metaphor not only makes use of theatrical conventions such as stage, backstage, and script, but it also constantly looks for “aspects of the theatre that creep into everyday life” (Goffman, 1959, p.254) including expressive evidence of dramatic storytelling, choreography, sets, props, costumes, make-up/ masks, and dramatic lighting which are all pieces and parts of the performance (Brissett & Edgley, 1990). It is the performance that brings together an accomplishing, a completion to reality (Pacanowsky & O’ Donnell-Trujillo, 1983). The researcher

utilized Goffman’s dramaturgical concepts (team, actor, script, costume, setting, impression management, the front, the back, and dramatic realization) to analyze the dual career office. A summary table of dramaturgical data and its analyses is illustrated in Table 3.3.

## Team

The fundamental unit of social analysis for Goffman (1959) was not the individual but rather what he referred to as the *team*. The *team* is someone upon whose dramaturgical cooperation is dependent upon fostering a given definition of the situation (Goffman, 1959, p.83). A team is a group, but it is a grouping not in relation to a social structure or social organization but rather in relation to an interaction or series of interaction in which the relevant definition of the situation is maintained (Goffman, 1959, p. 104). A team puts on the show for others. The team members develop roles or parts. A team rationale, a sense of the single thing the participants are doing together at the time, evolves. As a result, all

Table 3.3:  
*Dramaturgical Concepts in Dual Career Offices*

<b>Dramaturgical Concepts</b>	<b>Data</b>	<b>How data is analyzed</b>
<b>Team</b>	The office’s relationship with its host office.	Resource dependency theory, survey, interview
<b>Actor/ Performer</b>	Dual career office staff, provost, and administrators	Observation, interview, Emerson’s exchange framework
<b>Script</b>	Speech and materials on the dual career office	Dual career website, institutional documents, interview
<b>Costume</b>	Dual career office staff, provost, and administrators	Observation
<b>Setting</b>	Dual career office, office in which it’s housed	Observation

<b>Impression Management</b>	Dual career office staff's commitment to dual career office and its image	Interview
<b>The Front</b>	Appearance and manner of dual career office and staff	Observation
<b>The Back</b>	Appearance of dual career staff and office when people are not observing, secrets	Observation, interview
<b>Dramatic Realization</b>	Dual career staff speech consistency	Observation, survey, interview

attempted expressions given, and expressions given off are intended to “steady the moral gaze” of the other.

The crux of dramaturgical social theory is that the analysis of how teams cooperate to foster particular impressions of reality reveals a complex system of interactions that is in many ways like the presentation of a play. The team in this study was the dual career office directors and the campus administration.

### **Performer**

Simmel (1950) pointed out that individuals play many roles in front of many different audiences (Wallace & Wolf, 1999). According to Simmel, social life would not be possible unless individuals made certain assumptions about themselves and others. All social situations depend on an actor's performance and an audience's response. Without both there is no meaning, and ultimately, no society (Hendrickson, 2002). Burke maintained that history can be viewed as a play and that human motivation or conduct is directly discussible in dramaturgical terms. As a result, he developed the dramatic pentad, a collection of generating principles, in an attempt to understand the evolution of human conduct and the attribution of subsequent motives. He developed these

principles after asking the question, “What is involved, when we say what people are doing and why they are doing it?”(Burke, 1969). Burke presented seven elements of a performance: belief in the role one is playing, the “mask”, dramatic realization, idealization, maintenance of excessive control, misrepresentation, and mystification.

The performer must act with what Goffman called *expressive responsibility* (Goffman, 1959, p.208). When communicating with expressive responsibility, the actor must manage a desired or expected impression. The performer must be cognizant of his or her own performance and detached enough from it to know how he or she is appearing to others. This awareness and detachment allows the performer to make necessary adjustments to manage that ultimate impression.

The performer can rather easily control and potentially manipulate the verbal expression he or she delivers, and the audience knows this (Hendrickson, 2002). Thus, how the performer appears to others is more dependent on expressions given off than on what he or she says.

An actor who cannot manipulate the common understanding successfully will fail. A basic problem for many performers is ensuring that the audience does not get information that would discredit the performance which the team is trying to enact. This requires being careful not to take on a discrepant role. Exercising control and caution in the dramatic situation is essential to the success of the performance. The performer attempts to maintain control, but is not always able to do so. Losing control of the drama disrupts and may spoil the performance. Unintended gestures, mis-acts, or miscues can result in a loss of control. This is

also true of information that slips out (or is given to the audience in some way) which is disruptive or discrediting to the performance. Sometimes actors communicate out-of-character; they slip up by giving away a secret. This can also occur when an actor chooses to step out-of-character to give inside information to the audience. The researcher hoped to gain the confidence of the actors so they are comfortable talking out-of-character. This can occur often when researchers are given information that is “off the record”. The actors in this study were the dual career office directors and administrators.

### **Script**

Goffman claimed that scripts are vital to interpersonal interaction. Most interpersonal communication is relatively improvisational. People make it up as they go along. In everyday life, however, some elements of conversation are well scripted. In some cases- a script is used to control and limit employee autonomy. A study of the Disney Stores employees revealed that employees used corporate scripts to greet and interact with customers (Kraft, 1994). Kraft noted that a so-called “Cast Member” became so reliant on a script that he or she mindlessly repeated the same message to every guest. Scripting provides direction for appropriate performances and the chosen vocabularies use words to supply the actors with information to give to the audience. Scripts in this study included all dual career office communications, dual career websites, and artifacts, and the interview transcript.

## **Costume**

Costuming is an essential element for an actor. Apparel is the quickest cue others use to form an impression of people and their social statuses. An individual's wardrobe is vital to presenting to the audience his or her particular role in the drama being played out at the moment (Kivisto & Pittman, 2007).

Costumes in this study were the clothing of dual career directors and administrators.

## **Setting**

Physical environment can establish a context for social interaction; if used skillfully, it can help one team convince others to adopt the preferred understanding of reality. Scenery, props, and location are part of the setting. The front, the décor in offices, homes, and other locations, incorporates the things performers bring with them or the things around them. Each item helps shape what others see in a performance. Thus a president needs a well-tailored suit and an imposing office. The setting for this study was the dual career office and the office in which it's housed.

## **Impression Management**

The art of impression management includes dramaturgical loyalty, dramaturgical discipline, and dramaturgical circumspection. Dramaturgical loyalty is the bond members of the same team share. Dramaturgical discipline must offer a show of intellectual and emotional involvement in the activity the team or individual presents, but the individuals involved must keep themselves from

actually being carried away. In dramaturgical circumspection team members need a little foresight in preparing in advance for things that may go wrong.

Goffman was interested in the problems caused by living life like a play and how that affects a person's psychological state and behavior. What happens when an actor is insincere? Goffman claimed that whenever actors adopt a role, they must take a position on their belief in the role; they must decide whether they feel that the impression of reality they will project is "true" (Kivisto & Pittman, 2007). Many teams will go to great lengths to convince individual performers of the reality of their presentation.

Goffman called the degree to which performers dissociate themselves from rather than wholeheartedly embrace themselves is called *role distance*. Social reality is a performed event, highly dependent on the various components of theater. For particular individuals to communicate the social reality which is most advantageous to them effectively, they must adopt roles relevant to their vocations. Impression management in organizations has been of interest in the organizational behavior literature (Russ, 1991). Much of this research is qualitative in nature and focuses on organizational communication. For example, Turner and Edgley (1976) examined impression management in funeral homes, while Maines (1977) utilized organizational analysis to argue that dramaturgy involves the negotiation of image and meaning through individual members of an organization. Gardner and Martinko (1988) looked at impression management in business organizations. Tierney and Webb (1996) examined corporate image

defense during a crisis. Hooghiemstra (2002) discussed corporate image creation.

Goffman's approach uses the concept of impression management to explain the way individuals behave in order to form an impression of their own selves and of others. Goffman suggested that individuals play certain parts before different types of people who are identified as their audience for the purpose of impression management. "When an individual plays a part he implicitly requests his observers to take seriously the impression that is portrayed before them. They are asked to believe that the character they see actually possesses the attributes he appears to possess" (Goffman, 1959, p.17). Goffman stated that individuals can portray cynical or sincere performances. A sincere performance is one that is believable or received well by an audience; a cynical performance is one that deludes the audience for purposes of what Goffman called self-interest or private gain (Goffman, 1959, p.18). As a result, the audience questions whether the cynical performer has a right to play a particular social role (Goffman, 1959, p.16). Goffman proposed that the "the social role we are striving to live up to (can be our mask) this mask is our truer self, the self we would like to be" (Goffman, 1959, p.19). The social role that an individual plays to conceal their masks can be observed in what Goffman called the front. The impression management in this study was the dual career office's image and commitment to that image.



## **The Front**

Goffman asserted that the front includes the setting which involves furniture, décor, physical layout, and other background items which supply the scenery and stage props for the spate of human action played out before, within, or upon it (Goffman, 1959, p.22). The personal front may include appearance indicators such as: insignia of office or rank, clothing, sex, age, racial or other ethnic characteristics, and physical characteristics. It also comprises manner, including: posture, speech patterns, facial expressions, bodily gestures, and the like (Goffman, 1959, p.24). Goffman (1959) suggested that two components comprise a personal front, appearance, and manner. Manner indicates what can be expected of the performer- what his or her interactional role will be in the oncoming situation. Manner includes posture, speech patterns, facial expressions, and bodily gestures. As a personal front is to the performance, costumes, make-up, and mannerisms are to stage plays. According to Goffman, formality prevails in the front region. In this study, the setting within the front region was identified as the dual career office.

## **The Back**

Goffman referred to the back region as the place where individuals are minus their costumes and out of character and discuss their views regarding their performance before their audience. Goffman stated that at particular times, areas can function as front or back regions depending on the setting, the performance given, and the individuals present. Thus the private office of an executive is certainly the front region where his statues in the organization are

intensively expressed by means of the quality of his office furnishings. And yet it can also serve as a back region because it is here that he can take his jacket off, loosen his tie, keep a bottle of liquor handy, and act in a chummy and even boisterous way with fellow executives (Goffman, 1959, p.126). This investigator hoped to be able to see a glimpse of the back stage.

If secrets discussed in the back region become known to audience members in the front region it can cause an individual's performance to be threatened and his role or her role to be viewed as discrepant (Goffman, 1959, p.141). Secrets discovered by members of the audience could diminish the validity of performances and as a result, the roles involved could be labeled as discrepant because individual performances contradict the secret that has been revealed. The researcher hoped to obtain secret information that would reveal the reality about the dual career office.

### **Dramatic Realization**

Dramatic realization occurs when people put their performances into action. Performers tend to offer their audience impressions that are idealized in several ways. When individuals present themselves to others, their performances will tend to incorporate the values of their specific society. Thus, for example, street beggars must highlight the harshness of their plight for gain.

Performers and audiences rely on cues for understanding meaning and intention in performance. The flip side of this is that unintended cues can take on expressive meaning that is similarly unintended. An audience that receives an unintended cue will see flaws in arguments and not believe the performer.

Performers may accidentally convey incapacity, impropriety, or disrespect by losing control of themselves, for example by belching, yawning, nodding off, showing distraction, or engaging in other involuntary acts. They may act in a way that suggests they are too much or too little engaged in the interaction by stuttering, forgetting a line, or appearing self-conscious. The performance may suffer from inadequate dramaturgy: A setting not put into order, an actor ready for the wrong performance, a performance riddled with uncomfortable lulls, etc. Actors must give a stable, unwaveringly consistent performance; otherwise they risk misrepresentation. When an audience discovers a fraud, it is really discovering performers who do not have the right to enact the parts they play. “Whether an honest performer wishes to convey the truth or whether a dishonest performer wishes to convey a falsehood, both must take care to enliven their performances with appropriate expressions, exclude from their performances expressions that might discredit the impression being fostered, and take care lest the audience impute unintended meanings” (Goffman, 1959, p.67). The researcher hoped to see the performers in the dual career offices for who they really are and to see what they truly believe by gaining the trust of the individuals being interviewed.

Observing theatrical conventions: setting, costume, body language, etc. enabled the researcher to analyze the symbolic interaction. Resource dependency was used as a lens to relate findings in the context of power relationships within the dual career office and the broader institution in which it is housed.

The broad data collection included site visits, observation, gathering artifacts, and interviews with both dual career office directors and administrators to produce a rich source of data. The researcher surveyed and interviewed these employees to develop an understanding of how each office functions. Table 3.5 provides a summary overview of the study through a research question matrix including: research questions addressed, data collected, processes of analysis, literature review, and a timeline for the study.

### Domain Analysis

“A cultural domain is a category of cultural meaning that includes other small categories” (Spradley, 1980, p.88). Domains are made of three basic elements: cover term, included terms, and semantic relationship (Spradley, 1980). Semantic relationships are important for discovering cultural domains. The semantic relationship operates on the general principle of inclusion. Its function is to define included terms by placing them inside the cultural domain. In this study, Spradley’s (1980) cultural domain analysis was used to examine the semantic relationship of the actors to their positions.

Table 3.4  
**Research Question Matrix**

<b>Research Questions</b>	<b>Kind of Data Collected</b>	<b>Process of Analysis</b>	<b>Literature</b>	<b>Time of Collection</b>
<b>How does an institution’s dual career office address dual career hires?</b>	<b>Documents:</b> dual career office website, dual career office creation documents, artifacts <b>Survey:</b> dual	IBM SPSS, transcription of interview, open coding, triangulation of data, content analysis of	*Burke, 1998 *Gee, 1991 *Horning, 1997 *Loeb & Ferber, 1997 *Astin & Milem, 1997	Survey- (March 2010) Eight to sixteen weeks of collection -

	<p>career office survey</p> <p><b>Interview:</b> dual career office staff, provost, administrators</p> <p><b>Observation:</b> The setting of the dual career office</p>	<p>artifacts, Goffman's analysis, cross case analysis, peer debriefing, member checking, journal reflexivity, "thick description"</p>	<p>* Wolf-Wendell, Twombly, &amp; Rice, 2000,2003</p>	<p>(April 2010- July 2010)</p> <p>Ongoing analysis- (April 2010- July 2010)</p>
<p><b>How does a dual career office serve an institution and facilitate the work of academic units, deans, and provosts?</b></p>	<p><b>Documents:</b> dual career office website, promotional materials</p> <p><b>Survey:</b> dual career office survey</p> <p><b>Interview:</b> dual career office staff, provost, administrators</p> <p><b>Literature Review</b></p>	<p>IBM SPSS, transcription of interview, open coding, triangulation of data, content analysis of artifacts, Goffman's analysis, cross case analysis</p>	<p>*Schiebinger, Henderson, &amp; Gilmartin, 2008</p> <p>*Wolf-Wendell, Twombly, &amp; Rice, 2003</p> <p>*Fleig-Palmer, Murrin, Palmer, &amp; Rathert, 2003</p> <p>*De Wit &amp; Verhoeven, 2000,</p> <p>*Gornitzha, 1999</p>	<p>Survey- (March 2010)</p> <p>Eight to sixteen weeks of collection - (April 2010- July 2010)</p> <p>Ongoing analysis- (April 2010- July 2010)</p>
<p><b>What are the values, routines, and traditions of the dual career office?</b></p>	<p><b>Documents:</b> dual career office website, dual career office creation documents, mission statement, promotional materials</p> <p><b>Interview:</b> dual career office staff, provost,</p>	<p>Transcription of interview, open coding, peer debriefing, member checking, content analysis of artifacts, journal reflexivity, "thick description"</p>	<p>*Schiebinger, Henderson, &amp; Gilmartin, 2008</p> <p>*Wolf-Wendell, Twombly, &amp; Rice, 2003</p> <p>*De Wit &amp; Verhoeven, 2000,</p> <p>*Gornitzha, 1999</p>	<p>Eight to sixteen weeks of collection - (April 2010- July 2010)</p> <p>Ongoing analysis- (April 2010- July</p>

	administrators <b>Literature Review</b> <b>Observation:</b> The verbal and non verbal communication of dual career office staff and administration	triangulation of data, Goffman's analysis, cross case analysis.		2010)
<b>Where does a dual career office fit into the organizational structure of an institution?</b>	<b>Survey:</b> dual career office survey <b>Interview:</b> dual career office staff, provost, administrators	IBM SPSS, transcription of interview, open coding, triangulation of data, content analysis of artifacts, Goffman's analysis, peer debriefing, member checking, journal reflexivity, "thick description"	*Wolf-Wendell, Twombly, & Rice, 2003 *Mintzberg, 1983 *Thompson, 1976 *Johnson, 1995	Survey- (March 2010) Eight to sixteen weeks of collection - (April 2010- July 2010) Ongoing analysis- (April 2010- July 2010)
<b>How does a dual career office director manage and broker resources?</b>	<b>Documents:</b> dual career office creation documents, budget <b>Survey:</b> dual career office survey <b>Interview:</b> dual career office staff, provost, administrators <b>Observation:</b> The setting of the dual career	IBM SPSS, transcription of interview, open coding, triangulation of data, content analysis of artifacts, journal reflexivity, "thick description"	* Wolf-Wendell, Twombly, & Rice, 2003 *Thompson, 1976 *Johnson, 1995, *De Wit & Verhoeven, 2000, *Gornitzha, 1999	Survey- (March 2010) Eight to sixteen weeks of collection - (April 2010- July 2010) Ongoing analysis- (April 2010-

	office			July 2010)
<b>How does the dual career office use impression management to affect its relationship with the institution?</b>	<b>Interview:</b> dual career office staff, provost, administrators <b>Observation:</b> The verbal and non verbal communication of dual career office staff and administration	Transcription of interview, open coding, triangulation of data, content analysis of artifacts, Goffman's analysis, peer debriefing, member checking, journal reflexivity, "thick description", journal reflexivity	*Frech, 2005 *Hendrickson, 2006 * Goffman, 1959, 1961 * Burke, 1945, 1962 *Simmel, 1950 * Dubose, 2007 *Manning, 1973, 1982	Eight to sixteen weeks of collection - (April 2010- July 2010) Ongoing analysis- (April 2010- July 2010)

### Trustworthiness

According to Harrison, MacGibbon, and Morton (2001) *trustworthiness* means the ways researchers work to meet the criteria of validity, credibility, and believability of their research- as assessed by the academy, academic communities, and study participants. The researcher seeks *trustworthiness* or significance of the data as it is found in the social world (Polkinghorne, 1988; Reissman, 1993). Thus, trustworthiness is desirable to ensure rigor and quality for the naturalistic study (Lincoln & Guba, 1985). Establishing criteria for trustworthiness is ensured through addressing the credibility, transferability, dependability, and confirmability of the study. To ensure *credibility* of the findings,

triangulation among data from interviews, the university website, and dual career office policy documents were used. Peer debriefing was used for *credibility*. *Transferability* was established through purposive sampling and detailed descriptions of case study sites. *Dependability* was ensured through the establishment of the case study database. *Confirmability* was achieved through triangulation and transcription of oral communication and field notes; as well as through member checks.

### **Summary**

Dramaturgical analysis provided a thick and rich description of information on dual career offices structure and organization. By using a two phase method of data collection, the researcher brought together two forms of analysis to understand more fully the phenomenon of the dual career office. The dual career office survey provided a large sample of data to examine the wide-ranging “thick description” of these dual career offices. Goffman’s dramaturgical analysis provided key details and descriptions of the workings of the office in context.



## CHAPTER 4

### PHASE I: PILOT STUDY

The next four chapters present the findings of this two-phase study. Phase I of the study consisted of a pilot study and a survey of HEDCN member institutions. Phase II was an in-depth interview with selected HEDCN institutions. The presentation of this study is divided into four separate chapters (Phase I: Pilot, Phase I: Survey, Phase II: Site Visits, and Phase II: Cross Case Analysis).

This study examined the characteristics of the dual career office, how the office served constituencies, and related to the boarder institution. The study was visualized to answer the following questions: Phase I Questions:

1) How does an institution's dual career office address dual career hires? 2) How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and provosts? Phase II Questions:

3) How does a dual career office fit into the organizational structure of an institution? 4) What are the values, routines, and traditions of the dual career office? 5) How does a dual career office director manage and broker resources? 6) In what way does impression management illustrate the relationships between the dual career office and its institution?

To develop a richer understanding of these offices, Phase I contained both descriptive statistics from the dual career survey, which helped paint a picture of the dual career office, as well as qualitative data from site visits. The results are presented in four sections. The first section is a description of the pilot study. The second is a narrative of each dual career office of the pilot study. The third

illustrates comparison and analysis of both dual career offices. The fourth offers recommendations.

### **Pilot Study**

The purpose of the pilot study was to ensure reliability and validity for the adapted survey and trustworthiness of the interview questionnaire. Nancy Abersold, Former Head of Dual Career Services Programs and HERC Founding Director, assisted in the survey question refinement and interview protocol. The Dual Career Program Survey (Appendix A) was used to survey two HEDCN institutions. Preliminary interview questions (Appendix B) were utilized to interview the dual career director and examine key dramaturgical concepts. Member checking and peer debriefing were employed in question selection and refinement. Purposeful sampling identified several dual career couples offices that had long established histories. The researcher used HEDCN's website to identify schools with dual career couples offices. Several offices were contacted to request their participation in the pilot study. Two schools responded and agreed to be participants in the pilot study.

For anonymity purposes the institutions were named Rural State University and Coastal State University. The researcher selected the schools based on their established dual career offices, which have been in existence for ten or more years. Both institutions were visited in March of 2010. The dual career director at each university was surveyed and then interviewed for approximately an hour. The researcher used a reflexive journal about the process – which included observation descriptions (Appendices C and D). Field

notes and observations were taken at each location. The researcher noted a description of the offices, personnel, and campus environment. The interviews were audio taped, transcribed, and analyzed. The researcher studied the institutions' websites, promotional materials, and other forms of communication by focusing on the dramaturgical concepts: team, performer, script, costume, impression management, the front, the back, and dramatic realization (see Table 4.2).

### **Rural State University**

Rural State is a doctoral granting public state institution of 32,000 students, located in a large town with a population of 64,000. Rural State is located amid farming communities with a major metropolitan city an hour's drive away.

The goal of the dual career program is to assist in the recruitment and retention of the best possible faculty; when faculty members were hired, they often had spouses or partners who had a career/profession of their own and were in need of employment. From this, the Partner Opportunity Program (POP) was created. The POP coordinator role began as a part-time position, and eventually turned into a full-time occupation, though the person coordinating the POP program handled other responsibilities as well. Currently, the POP program employs one and a half employees. The POP program has been in place for approximately 10-12 years. The current director has been responsible for the program for the last several years, initially supervising the coordinator and eventually handling the program directly. The director has been at the institution since 2002. In the

current fiscal climate, less faculty hiring is occurring; therefore, most of the POP's emphasis has been on retention. The Provost office houses and finances the POP program. The office provides the following services: resume/ CV critique, community networking resources, writing letters of support when a partner/ spouse applies for a job within the institution, working within the community/ region to help place the individual (in the institution or outside of the institution), listening to the clients/ helping them fit into a position, connecting with hiring units, calling employers directly about candidate, and the 2 year bridge program. The bridge program provides two years of funding to support trailing spouses in a university position. The director relies on connections to industry to assist trailing spouses. The director writes letters of support and works with other units who may have connections. The level of assistance support depends on the level of ability and the candidates' job skills. The POP program in the past provided a broader range of services including: finding a realtor, providing information about the school system, providing a tour of the city, and others but the office realized these services were duplicative because the hiring academic unit was already making these introductions. The total number of people the office served for the years 2003 through 2009 is 472. A client can receive services for up to 2 years, and sometimes longer. The POP program assists only faculty, senior managers, and administrators.

The limitations of the program services include: clients who are not job ready, have language issues, or lack relevant experience, among other similar situations. In these situations, the program came up with alternatives to assist:

internship program, language classes, and job training classes at the staff development center. The director's background is in academic personnel/human resources. In 2002, the current director became the director of faculty relations and development. The director also manages the Academic Work Life Balance Program, and has done so for the last seven years. The director holds a BA in Psychology and an MA in Organizational Psychology. Fostering relationships on campus is the key to success in this position, according to the director. The director speaks directly with deans and department heads to assist clients. The office limits who is eligible for the 2 year bridge funding for temporary positions. The host department pays half the salary; the Provost's office pays the other half.

### **Coastal State University**

Coastal State University is a doctoral granting public state university of 15,000 students, located in a large town of 54,000 residents. It is located along the coast, which makes real estate in the area expensive for the average middle-income family. It is within an hour-and-a-half's drive of a major metropolitan city.

The institution recognizes that choices made about seeking, accepting, and maintaining employment often involve decisions concerning two careers. The dual career service was created to respond to this need, and provides assistance and support during the employment searches of the spouses or partners of candidates and appointees for ladder-rank faculty and senior management positions. The academic senate was responding to faculty needs and the Assistant Vice Chancellor in charge of academic personnel pushed the creation of the office forward. The Provost's office houses and funds the dual

career program service. The director acts as a personal career coach and assists clients by concentrating efforts on the clients' career agenda, motivating, encouraging and challenging clients, helping them prioritize and implement career choices, urging them to take action, and guiding clients to information and resources. The total number of clients served is about 500 faculty and administrators over 5 years. The office assists anywhere from 20 to 40 recruitments in a year. The institution is currently in a hiring freeze. There is no limitation on how long trailing spouses can receive services. The director has a Bachelor's degree in Human Biology from an elite institution. The director managed a research team and was previously working in the institution's university relations' office. The director asserts that the key to success is having a good rapport with other people on campus. Every candidate that comes for a campus visit is taken to meet with the dual career services director, regardless of whether or not they have a spouse or partner. The director is the only dual career service employee with a half-time line. The director stated that she would like to be able to assist more clients and have money for a bridge program.

### **Pilot: Survey Findings**

The survey collected descriptive data on each dual career office including: location of school, school size, office location, who qualifies for assistance, services offered, length of services, how offices market and offer services, how many employees, and how it is staffed, among other characteristics. The survey results for the two pilot study institutions indicated similarities in the way each institution addressed dual career couples as shown in Table 4.1. Both dual

career offices were similar in demographics: public, doctoral granting degree, state universities located in large towns, office located in the Provosts office, existence for 10 + years, shared a similar vision and commitment to dual career couples as seen in assistance of hundreds of dual career couples. Both offices offered comparable services: job assistance, resume writing assistance, the writing of letters of support, and networking and community connections.

Table 4.1

*How does a dual career office address dual career couples?*

<b>Rural State University</b>	<b>Coastal State University</b>
Resume/ CV critique	Helping clients prioritize and implement career choices
Community/ networking resources	Community/ networking resources
Working with the community/ region to help place the individual	Coaching on job interviewing techniques and salary negotiation.
Writing letters of support	Writing letters of support
Persuading department heads and deans to hire trailing spouse	Talking to department heads and deans about trailing spouses
Providing two year funding for trailing spouse via Bridge Program	Attempting to find quality “fit” into an academic department

Both offices offered their program’s services to clients in the same way by offering brochures, a website, one-on-one meetings, referral to HERC website, and referral to outside services. They also marketed their program in similar ways utilizing websites, word-of-mouth, and campus-wide meetings. Neither office has collected data on their activities.

Differences were seen in to whom and at what point the office offers assistance. Rural State University assisted all faculty, administrators, and senior management when the candidate is chosen as a finalist. Coastal State University assisted only upper ranked faculty and senior administrators at any point in the

hiring process. Rural State placed a time limit on assistance, whereas Coastal State did not. Rural State University's office had two employees: one full-time for 20-29 hours a week, and one support staff for 10-19 hours a week. Coastal State had one employee for 20-29 hours a week.

### **Pilot: Site Visits**

The site visits consisted of interviewing the dual career directors and analyzing responses from the interview along with artifact collection and observations using Goffman's Dramaturgical Analysis, as shown in Table 4.2. The dramaturgical concepts highlighted are team, actor, role, script, costume, setting, impression management, front, back, and dramatic realization. Both teams created a friendly, helpful atmosphere. The actors differed in their roles as director of the dual career office. The Rural State University director was seen as a relentless recruiter; The Coastal State University director was seen as a faculty advocate and career coach. Coastal State University's dual career brochure states, "The coordinator acts as a personal career coach". The roles of these two directors are explained further in Table 4.5.

The scripts as observed in emails, both dual career websites, brochures, and during the interviews indicate overall professionalism in both offices. Rural State University's brochure was very formal with information on policies, procedures, and form locations. This university needed to have a copy of the researcher's IRB forms before an interview could be scheduled. Coastal State University's brochure was welcoming and informative. It requested anonymity for the school's participation in the study.



Rural State University's Provost's office was set in a purposeful, coordinated environment with many gatekeepers (both people and electronic) monitoring access to the office. The waiting area of the Provost's office was reminiscent of an upscale Beverly Hills plastic surgeon's office. The furniture design was modernist with heavy bulky square black furniture; a glass coffee table; frosted, dim overhead lighting; and textured carpet. University publications and posters are ubiquitous in the waiting area. Rural State University's dual career office was very planned and formal, with the university standards statement framed along with the university activity wall calendar and plants. Coastal State University has an open, laid-back, inviting atmosphere. The Provost's office waiting area had the feel of a small café; heavily-lit white walls surround numerous tall, round metal chairs with round glass tables. The dual career office was an inviting rectangular room adorned with motivational posters, a large magazine rack, and a large, round table.

Impression management was observed in speech, demeanor, website and brochures. Rural State University's dual career director stated her impression management directly, ". . . the office may not be the warmest of atmospheres, but its importance is stressed by housing it in the Provost's office." The director understands that it is not the friendliest environment but stresses that its professional appearance and location reaffirm the university's commitment to dual career couples. Coastal State University's dual career office had a friendly, laid-back environment seen upon first entering the office. One's eyes

immediately go to the large, round, wooden table evocative of a table from a kindergarten classroom.

The front or outward appearance was opposite of each other. Rural State University was very guarded. The director asked with a stern tone if the researcher was taking field notes; as a result the researcher was reluctant to ask about tape recording. In juxtaposition, Coastal State University was inviting and people were helpful. The director apologized to the researcher for cutting the interview short, because the director needed to visit her sick mother in the hospital. The back, or hidden, meanings and private information, was evident in Coastal State University's director's willing to give the researcher names and contact information of other people to interview.

Both performances were credible and supported, as seen in the dramatic realization of both dual career offices. Rural State University's office has a long and established history on campus, giving it substantial presence with the campus community. The director is respected by the campus community and pushes hard to get trailing spouses hired. Coastal State University has a long, established history as well, giving it credibility and making it a never-missed stop for all campus candidates. The director works half-time and was new in the position. The director works with the outside community to create connections, but the office was recently marked for elimination as a result of budget cuts.

Table 4.2  
*Dramaturgical Concepts*

<b>Dramaturgical concept</b>	<b>Rural State University</b>	<b>Coastal State University</b>
<b>Team</b>	<p>Assistant greeted researcher and showed researcher to the office. A team environment and protocol.</p> <p>People approached receptionist and asked if someone was in. She called the person on phone and they came out to greet guest.</p> <p>Director was grooming her assistant (staff position) to take over her dual career office responsibilities.</p>	<p>Friendly attitude with colleagues.</p> <p>No one approached researcher. Researcher went straight to elevator and went to dual career office.</p> <p>After interview, researcher sat and jotted down notes, no one asked any questions.</p> <p>Employee was only half time dual career office coordinator, only staff member.</p>
<b>Actor</b>	<p>Master's degree in organizational psychology. Former human resources director.</p>	<p>Bachelor's degree in Human biology. Researcher turned into academic personnel officer.</p>
<b>Role</b>	<p>The relentless recruiter</p>	<p>The faculty advocate</p>
<b>Script</b>	<p>Very rehearsed. Needed IRB approval before research study discussion began.</p>	<p>Very laid back. Wanted to make sure the study was not going to be published.</p>
<b>Costume</b>	<p>Dress was traditional business, everyone wearing a suit.</p>	<p>Dress was business casual in appearance.</p>
<b>Setting</b>	<p>Reception area:            The atmosphere was very textured and manicured. The carpet was tan and had deeply patterned grooves in it. The artwork was framed posters of past university events. The seating area was four couches facing a glass coffee table.</p>	<p>Reception area:            Floor was tiled with three different patterns in different areas.</p> <p>The room was very light wood that has an absence-of-color feel to it. The overhead lighting fixture was muted by</p>

	<p>University magazines litter the table. The large overhead light was muted a wooden, bench like fixture. The wall lamps were dimmed with frosted glass.</p> <p>Dual Career Office: Large window was an entire wall. Outside window is a balcony. Plants surround the office. The wall hangings were flowers and butterflies. University The Standards Statement was framed on the opposite wall along with the university activity wall calendar.</p>	<p>arched, tiered, light wooden grates.</p> <p>Dual Career Office: Large rectangular room.</p> <p>On wall are motivational posters.</p> <p>Large magazine rack holds dual career literature and work life literature.</p> <p>Two potted plants adorn the desk.</p>
<b>Impression management</b>	Director mentioned that it may not be the warmest atmosphere, but its importance is stressed by housing it in Provost's office.	Upon entering the office, eyes go to the middle of the room, a large round table. Reminds researcher of the large round table in a kindergarten classroom.
<b>Front</b>	Appeared very guarded. Director was uncomfortable when researcher was taking field notes; researcher was reluctant to ask about tape recording.	Apologized many times for having to cut interview short and go to the hospital to visit sick mother.
<b>Back</b>	Did not divulge any off-the-record information.	Gave researcher some names of others to consult about the topic.
<b>Dramatic realization</b>	Long established history gave it importance on campus. Director respected by campus community, pushed hard to get trailing spouses hired.	Long established history gave it credibility, always a stop for all campus candidates. Director worked half-time, new in position, worked with community creating connections.

## Pilot: Cross Case Analysis

The dual career offices differ in the following ways: geographic locations, director's power, how the director facilitates her job, focus, office environment, and commitment to dual career couples services.

Table 4.3  
*Differences in Dual Career Offices*

<b>Differences</b>	<b>Rural State University</b>	<b>Coastal State University</b>
<b>Environment</b>	<ul style="list-style-type: none"> <li>-Very formal rigid</li> <li>-Needed approval for everything</li> <li>-Member checking revealed researchers notes inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>-Friendly beach mentality</li> <li>-Very laid back atmosphere</li> </ul>
<b>Focus</b>	<ul style="list-style-type: none"> <li>-Tenure-track faculty, senior management, faculty</li> <li>-Works with partners and spouses of faculty hires/retentions that have been vetted through the Dean's offices</li> </ul>	<ul style="list-style-type: none"> <li>-Faculty with ladder-rank and senior administrators only</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>-2-year bridge program. Search waiver</li> <li>-Currently under university hiring freeze</li> <li>-Work focused on retention</li> </ul>	<ul style="list-style-type: none"> <li>-No special funding</li> <li>-Search waiver</li> <li>-Currently under university hiring freeze</li> <li>- The office was marked for elimination due to budget cuts</li> </ul>
<b>Services</b>	<ul style="list-style-type: none"> <li>-Resume CV Critique (some – not an emphasis)</li> <li>-Community networking resources</li> <li>-Writing letters of support when a partner/ spouse applies for a job within own institution</li> <li>-Working within community region to help place the individual (in the institution and outside the institution).</li> <li>-Listening to the clients/ helping them fit into a position</li> <li>-Connecting with hiring unit</li> <li>-Calling employers directly about candidate</li> <li>-2 year bridge program:</li> <li>-Waiver of policy for partners</li> </ul>	<ul style="list-style-type: none"> <li>-Resume/ CV Critique</li> <li>-Cover letter assistance</li> <li>-networking</li> <li>-Coaching on interview/ salary negotiations</li> <li>-Writing letters of support</li> <li>-Career counseling</li> <li>-Tutoring through own system</li> <li>-Working with HERC</li> <li>- Waiver of policy for partners</li> </ul>

<b>What's missing?</b>	-Does not assist lower rank staff, researchers, or post docs. -Would like to give everyone a job	-Does not assist staff, researchers, or post-docs -Would like to have funding for couples like a bridge program.
------------------------	---	---

The offices differed in geographic locations, as one is on the coast and the other is rural (see Table 4.3). At Rural State University, the director yielded real power (see Table 4.4) due to the director's ability to provide the trailing spouse with a 2 year funded position. The power that the Rural State University office wields was also due to the director's extensive human resources and psychology background. The Coastal State University director was a trained researcher.

Table 4.4  
*Resource Dependency Theory*

<b>Resource Dependency Theory</b>	<b>Rural State University</b>	<b>Costal State University</b>
<b>Power</b>	Relentless recruiter, bridge program funding, dual career office's human resources and psychology background	Trained researcher, faculty advocate
<b>Resources</b>	Funded by Provost to recruit and retain faculty and administrators, Bridge program funding	Funded by Provost to recruit and retain faculty and administrators, HERC office originated at this location
<b>Organizational Change</b>	Focus more on retention with recent hiring freeze	DCO was scheduled for elimination due to budget cuts

The Rural State University Director views the position as follows

. . . right now the job is more focused on retention. I just retained two senior faculty members by assisting their spouse with employment. I am successful at my job because of my persistence. I will call a faculty chair and ask if they have a position available. I will persist and ask if they are sure that they don't have a line. I have relationships with the chairs and they know how persistent I am when I am trying to find a partner a position.

The Coastal State University Director views the position as:

. . . right now with the downturn of the economy even very skilled people like the surgeon could go anywhere but they're not hiring right now at our local hospitals. Some are just so skilled that our community is small, they'd have to go to the hills, and they may not want to commute. There are all these factors that come into play like the health policy attorney she's just superbly qualified, too much so for anything in our area. Really, she would be more suited for a metropolitan area. But definitely networking has helped and she's found some consulting jobs.

Spradley's (1980) cultural domain analysis was used to examine the semantic relationship of the actors to their positions. The director at Rural State University had the persona of a relentless recruiter. The coastal State University director was categorized as a faculty advocate, as can be seen in Table 4.5.

Table 4.5  
*Dual Career Director's Role*

<b>X is the way (RSU) is a restless recruiter</b>	<b>X is a way (CSU) is a faculty advocate</b>
Persistently called deans and department heads to find employment for trailing spouse	Emailed and called deans and department heads to see if the trailing spouse was a "fit" with their departments
Had two year funding for trailing spouse as part of the Bridge Program	No special funding available
Clients could make an appointment with fulltime director or her assistant to discuss program	Clients could fill out inquiry on their website to get information or meet with half-time director
Her background was in human resources, has a Master's degree in organizational psychology.	Her background was in biology, managed a research center, and worked in university relations

The focus of Rural State University's dual career office was to assist any faculty or administrator. The focus of Coastal State University was to assist only ranked faculty and senior administrators. Rural State University's Provost's office had a very formal textured manicured environment. It had the feel of an expensive plastic surgeon's office. Access is limited and controlled by gatekeepers and locked doors. Coastal State University had an inviting laid-back environment; the dual career office had a short, round table that was reminiscent of a table found in a kindergarten classroom.

### **Pilot Study Recommendations**

The offices should continue to receive funding; they have assisted with the recruitment and retention of hundreds of faculty and administrators. The programs should have a 2 year bridge program funding for trailing spouses. The dual career offices should evaluate clients seeking dual career services to see if they were assisted. In the future, examining the office from administrators perceptive would provide a different insight.

### **Conclusion**

The Phase I Pilot study assisted the researcher in survey question refinement, protocol development, and interview question selection. It also provided the researcher with field experience utilizing surveys, interviews, observations, and journaling. Appendices D and E contain the researcher's pilot study field notes. Phase I: Pilot contains office descriptions to paint a picture of the dual career offices, as well as analysis in the form of resource dependency



theory and Goffman's Dramaturgical analysis. Phase I continues in Chapter 5, focusing on Phase I: Survey.

## CHAPTER 5

### PHASE I: SURVEY

The previous chapter relayed the results of the pilot study. This chapter introduces and discusses Phase I: Survey. The researcher surveyed Higher Education Dual Career Network (HEDCN) which consists of 45 institutions about its dual career offices. Sixteen institutions responded to the survey. HEDCN is an association of international university-based dual career programs that share expertise and resources surrounding recruitment, retention, and relocation of dual career couples, thereby increasing awareness of the impact of dual career programs on successful recruitment and retention efforts. The survey was distributed via the Internet as an email. The e-mail contained a recruitment letter (Appendix F) and a link to [surveymonkey.com](https://www.surveymonkey.com). The actual survey (Appendix A) focused primarily on the characteristics of the dual career office, including institution demographics, office services, marketing, and program characteristics.

The dual career surveys were analyzed using SPSS 16.0 utilizing descriptive statistics. The response rate for the survey was 35.5% or 16 respondents out of 45 institutions. The researcher sent out an invitation e-mail to the HEDCN listserv and requested participants to complete the survey on [surveymonkey.com](https://www.surveymonkey.com). Two additional e-mails were sent reminding participants of the survey's closing date (Dillman, 2000).

To answer the research questions the, researcher has designed the studies using Creswell's (2003) explanatory sequential study; this research consists of two complementary phases and the results of Phase I survey are

presented in this chapter. One purpose of this study was to understand how institutions' dual career offices manage dual career hires. The survey addressed this question within its detailed description of the office characteristics, characteristics of services, and program characteristics as seen in figure 5.1. A further function of this study was to comprehend how a dual career office serves an institution and facilitates work relationships. The survey examined this through its detailed description of institution demographics and both marketing characteristics and program characteristics as seen in figure 5.2.

**What types of services do you offer your clients? (Check all that apply)**

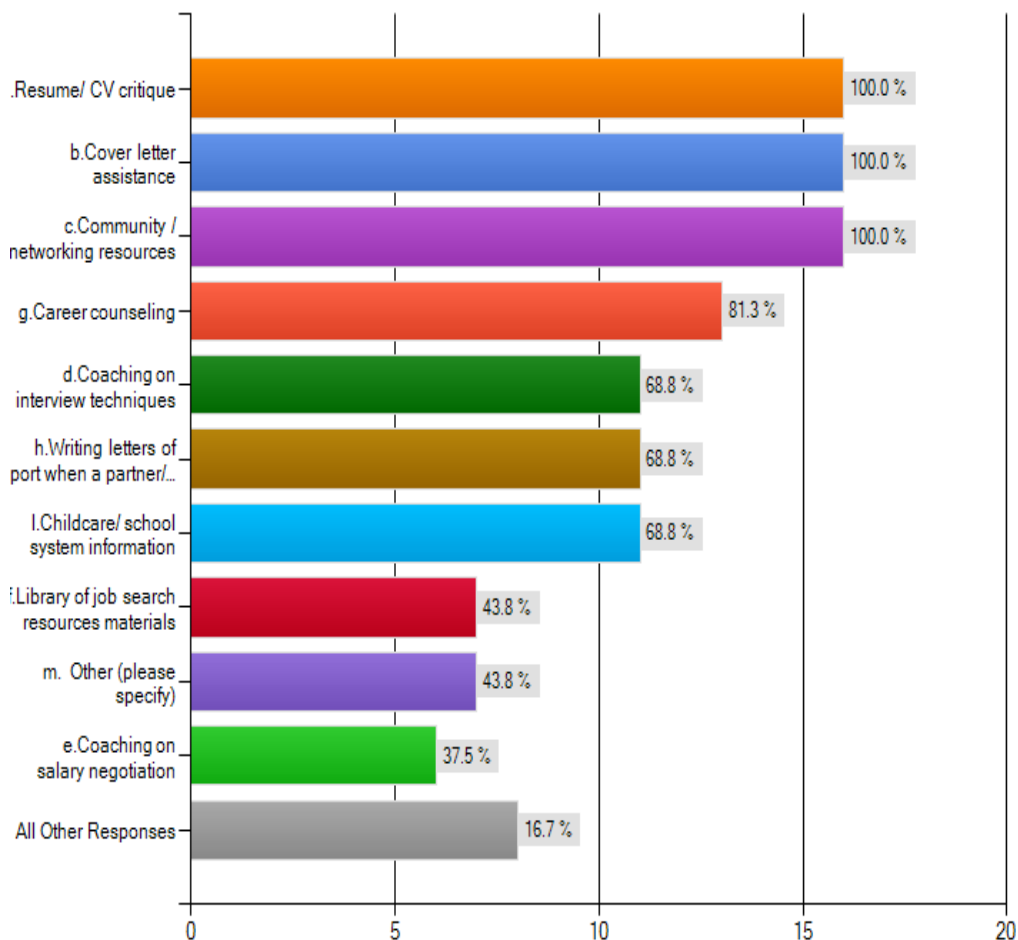


Figure 5.1. Phase I research question #1: How does a dual career office address dual career couples?

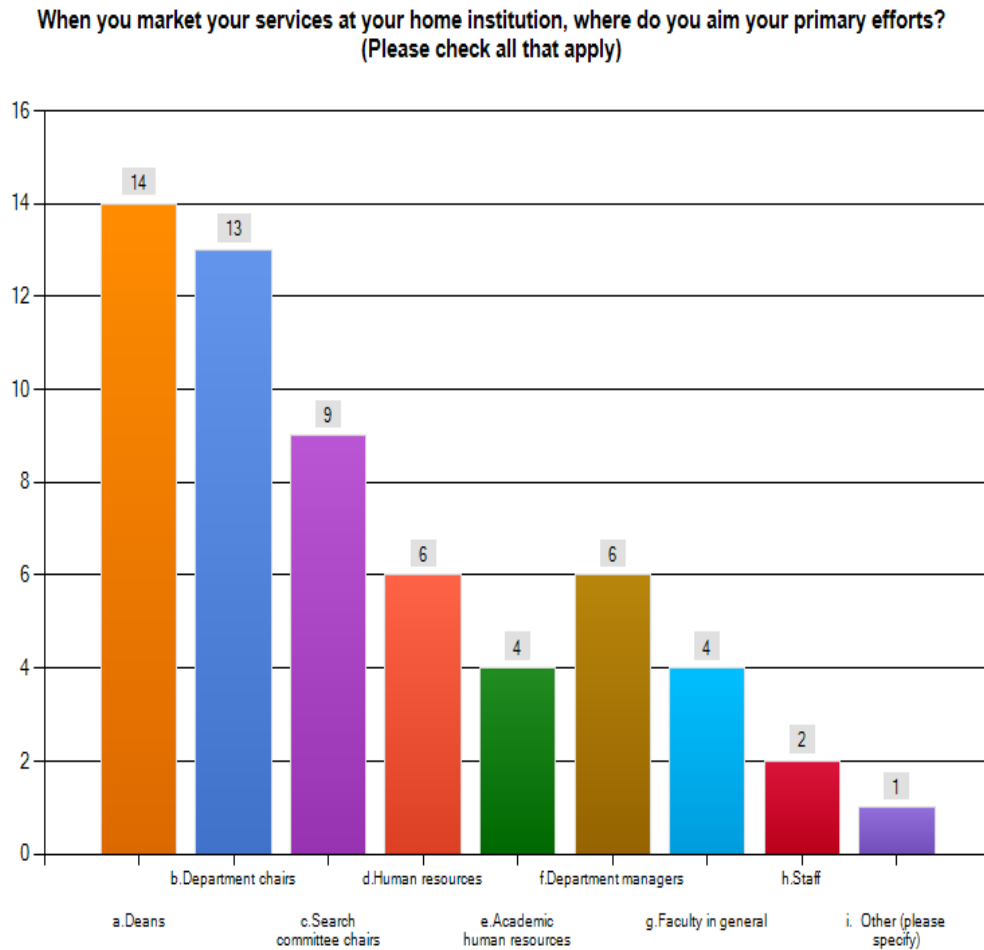


Figure 5.2. Phase I research question #2: How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and Provosts?

### Demographics

The majority of the responding institutions (12) were doctoral granting universities as seen in table 5.1. Hunt’s (2009) survey was consistent with these results, finding that 88% of the surveyed institutions with dual career offices were doctoral granting institutions. Of the institution surveyed, 53.3% were public institutions and 46.7% were private institutions. The institutions were located in a

variety of settings, including large and small cities, large and small towns, and one rural area. The majority of the institutions (10) had less than 20,000 undergraduate and graduate students combined. Hunt's (2009) analysis found that the largest single group of institutions (44.4%) had between 20,000-40,000 students.

Table 5.1  
*Demographics*

<b>Your institution is a:</b>	<b>Response Percent</b>	<b>Frequency</b>
Doctoral granting university	80.0%	12
Masters college/ university	13.3%	2
Baccalaureate college	6.7%	1
Community college	0.0%	0
<b>Is your institution?</b>	<b>Response Percent</b>	<b>Frequency</b>
Public	53.3%	8
Private	46.7%	7
<b>Where is your institution located?</b>	<b>Response Percent</b>	<b>Frequency</b>
In a large city fringe area ( > 250,000)	26.7%	4
In a small/ middle-sized city (75,000-250,000)	33.3%	5
In a large town (25,000-75,000)	20.0%	3
In a small town ( < 25,000)	13.3%	2
In a rural area	6.7%	1
<b>The number of students at your institution (undergraduates and graduates combined)?</b>	<b>Response Percent</b>	<b>Frequency</b>
< 20,000	66.7%	10
20,000- 40,000	20.0%	3
>40,000	13.3%	2

## Office Characteristics

Forty percent of respondents said that their dual career office was located in the Provost Office; 40% had an office located in Human Resources, and 20% said that their office was located elsewhere (the NSF Advanced Program office, the Vice President for Administration, and Human Resources three-fourths of the time and career service one-fourth) as seen in table 5.2. According to Schiebinger et al. (2008), these offices are typically housed in an Office of Vice Provost for Faculty Development, Human Resources, or the equivalent thereof. The Hunt (2009) survey found 42% responded in the Provost Office and 26% responded in Human Resources.

Of the dual career offices that responded to the survey, 20% served tenure-track faculty only, 20% served faculty tenure and non-tenure, 26.7% served faculty and senior administrators, 6.7% served professional staff, 26.7% all employees, and 20% served other tenure track faculty and upper level staff; these include the following: faculty, senior administrators, and high level professional staff; perspective new faculty, staff, and continuing faculty; and others by request. The most comprehensive office served new faculty members, professional and administrative staff, civil service staff, and classified or union members, according to Wolf-Wendel et al., (2003). Hunt (2009) found 50% assisted faculty and administrators, 29% all employees, and 12% faculty only.

Forty-two percent said their office had been in existence for more than eight years, 35% said 1 to 2 years, and 21% stated 3 to 5 years. This finding was not typical of dual career offices found in the literature review. Schiebinger,

Henderson, and Gilmartin (2008) stated that most offices had been recently created. Hunt (2009) found the time of office establishment was across the board: 28.6% more than 8 years, 21.4% 3 to 5 years, 21.4% less than a year, 14.3% 1 to 2 years, and 14.3% 6 to 8 years.

Table 5.2  
*Office Characteristics*

<b>Within what office(s) or unit(s) does your dual career program reside?</b>	<b>Response Percent</b>	<b>Frequency</b>
Provost's Office	40.0%	6
Academic Personnel	0.0%	0
Human Resources	40.0%	6
Career Services	0.0%	0
Other (please specify)	20.0%	3
<b>Your program serves spouses and / or partners of what types of employees (or perspective employees)?</b>	<b>Response Percent</b>	<b>Frequency</b>
Tenure track faculty only	20.0%	3
Faculty only (tenure and non tenure)	20.0%	3
Faculty and senior administrators	26.7%	4
Professional Staff	6.7%	1
All employees	26.7%	4
Other (please specify)	20.0%	3
<b>How long has your program been in existence?</b>	<b>Response Percent</b>	<b>Frequency</b>
Less than one year	0.0%	0
1-2 years	35.7%	5
3-5 years	21.4%	3
6-8 years	0.0%	0
More than 8 years	42.9%	6

### **Services**

The majority of respondents (52.3%) stated that they placed no time limit on the use of their services, which is consistent with Hunt's (2009) survey (48%).

Thirty-three point three percent placed a one-year limit, 13.3% provided two

years, and 20% said other (“we are flexible”, “because of sluggish economy we have extended the one year of services”, “I would love to give them more time; however, I am swamped”). Wolf-Wendel et al. (2003) found that offices serve new employees and those in the recruitment process for one to two years.

When asked about specific dual career services, 100% of respondents indicated that they offer resume and CV critique, cover letter assistance, and community network resources as seen in table 5.3. Most dual career offices have a network of local businesses with which they regularly communicate and share information on job leads and candidates (Wolf-Wendel et al., 2003). Hunt’s (2009) survey similarly indicated that 96.2% offer community resources/ networking, 88.5% offer resume/ CV critique, 84.6% offer cover letter assistance; 69.2% provide coaching on interviewing techniques, 69.2% writes internal letters of support for the relocating partner, and 61.5% offer career counseling. The survey for this study found that the majority offer career counseling, writing letters of support for a partner, and coaching on interview techniques. According to Wolf-Wendel et al. (2003), the most common approach to helping spouses or partners find a position outside the university was to send letters or make phone calls on their behalf.

The percentages for other popular services were as follows: 64.3% provided childcare/school system information; 42% offered coaching on salary negotiation; and 42% offered a library of job search resource materials. Forty-two percent offered other services, which included a dual career resources website, socials, insurances, taxes, pensions, housing, language, and coordinating high



level of networking information. This was consistent with the Wolf-Wendel et al. (2003) findings which stated that dual career offices offered services such as job counseling, resume advice, job listings, sent information such as position announcements and classified advertisements to the spouse or partner, and paid for the accompanying spouse to visit the campus.

Table 5.3  
*Characteristics of Services*

<b>How long do you offer your services?</b>	<b>Response Percent</b>	<b>Frequency</b>
One year	33.3%	5
Two years	13.3%	2
Until the client finds a job	0.0%	0
No time limit	53.3%	8
Other (please specify)	20.0%	3

<b>What types of services do you offer your clients? (Check all that apply)</b>	<b>Response Percent</b>	<b>Frequency</b>
Resume/ CV critique	100.0%	14
Cover letter assistance	100.0%	14
Community / networking resources	100.0%	14
Coaching on interview techniques	71.4%	10
Coaching on salary negotiation	42.9%	6
Library of job search resources materials	42.9%	6
Career counseling	85.7%	12
Writing letters of support when a partner/ spouse applies for a job within your institution	71.4%	10
Sponsoring events for relocating partners to network with key community employers	14.3%	2
Sponsoring events for relocating partners to network with key community players	14.3%	2
Relocation services	28.6%	4
Childcare/ school system information	64.3%	9
Other (please specify)	42.9%	6

## Marketing

The majority (92%) of the officers offered their services to their clients on a one-to-one basis, while some made use of websites (85%), brochures (78%), community resource information (71%), information packets (64%) and referral to services through their websites (42%) as seen in table 5.4. Hunt (2009) had similar findings: one-to-one meetings (96.3%), websites (92.5%), brochures (74.1%), referrals to external and internal services (55.6%), information packets (51.9%), and community resource information (51.9%). The majority of the marketing tools were word-of-mouth at 92%, website at 78%, e-mail at 64%, department and school meetings at 64%, and brochures at 57%. Hunt found that marketing tools were used by 96.3% of respondents through word of mouth, 88.9% by website, 81.5% by brochures, and 63.0% by email.

Table 5.4  
*Marketing Characteristics*

<b>How do you offer your program services to clients? (Please check all that apply)</b>	<b>Response Percent</b>	<b>Frequency</b>
Brochures	78.6%	11
Websites	85.7%	12
Information packets	64.3%	9
Directories of area employment	35.7%	5
Community resource information	71.4%	10
Reprints of articles on dual career hiring	21.4%	3
One-to-one meetings	92.9%	13
Group meetings and / or classes	14.3%	2
Referral to Higher Education Recruitment Consortium (HERC) website for your area	42.9%	6
Referrals to other internal services (e.g., Career Placement office in your institution)	42.9%	6
Referrals to external services (e.g., headhunters, career counseling)	50.0%	7

professionals in the community)

<b>When you market your services at your home institution, where do you aim your primary efforts? (Please check all that apply)</b>	<b>Response Percent</b>	<b>Frequency</b>
Deans	85.7%	12
Department chairs	78.6%	11
Search committee chairs	50.0%	7
Human resources	35.7%	5
Academic human resources	28.6%	4
Department managers	42.9%	6
Faculty in general	21.4%	3
Staff	14.3%	2
Other (please specify)	7.1%	1

### **Program Characteristics**

The majority of respondents said that they did have some sort of evaluation; either formal or informal; of or collected data on their office as seen in table 5.5. University dual career offices are relatively new and therefore have not completed evaluations, or published evaluation results (Wolf-Wendel et al., 2003). The majority of offices (71.4%) have 0.5-1 employees dedicated to their dual career program; 21.4% have one to two people dedicated to their program; and one office responded that they had more than three. The literature indicates that depending on the size of both the institution and the office, the most developed offices had a full-time or part-time staff coordinator who was employed by the university at least half-time (Wolf-Wendel et al., 2003). The motivating force behind the dual career program included: Deans, Provosts, Presidents, and faculty. Many replied they had an office in order to retrain and attract top faculty and administrators. Universities recognize the competitive edge the presence of these offices give them, as well as their offices' value in retaining faculty and

staff. One respondent commented that a study in the 1990s found that its office was needed. One believed the office owed its existence to a 1980s discrimination lawsuit brought by a female faculty member.

Table 5.5  
*Program Characteristics*

<b>Is there data collected on your dual career program?</b>	<b>Response Percent</b>	<b>Frequency</b>
Yes, we have had a formal evaluation	21.4%	3
Yes, we have had an informal evaluation	14.3%	2
Yes, we have collected data	35.7%	5
No	14.3%	2
Other (please specify)	14.3%	2
<b>How many employees are dedicated to your dual career program?</b>	<b>Response Percent</b>	<b>Frequency</b>
0.5-1	71.4%	10
1-2	21.4%	3
2-3	0.0%	0
More than 3	7.1%	1

### **Conclusion**

The quantitative dual career survey described characteristics and demographics of each respondent's institution and each institution's dual career office. Survey results were analyzed utilizing descriptive statistics frequency and percentage distribution. The results were compared and contrasted to previous studies and existing literature. Phase I: Survey results were discussed with dual career experts to choose three distinct offices to highlight for further analysis in the site visits in Phase II of the study. Participants were asked in the survey whether they would be willing to participate in a study that would involve site visits and interviews regarding their dual career office. Half stated they would be

willing to participate. Based on geographic location, dual career offices established history, and dual career offices housing, three institutions were selected. Chapter 6 discusses the details of those interviews and office visits.

## CHAPTER 6

### PHASE II: SITE VISITS

This chapter introduces and discusses Phase II, and presents the narrative of each office. In chapter 7, a cross case analysis was applied utilizing Goffman's dramaturgical analysis and resource dependency theory. Three institutions were chosen based on purposeful sampling: office location, type of institution (public or private), and geography. All three institutions selected were in existence for eight or more years. These institutes were visited in October of 2010. For anonymity purposes, the names have been changed to suggest their geographic location or another special characteristic: the pseudonyms are Private University, Midwestern University, and European University. The narrative descriptions of each office were compiled using the transcription from the interview questions, artifacts, field notes, and information on dual career hires and the office's university website. The narratives were corroborated through peer debriefing and member checking.

#### **Private University**

Private University is an Ivy League land grant doctoral degree granting institution. It is located in a small town of 29,000 residents. The institution hosts 20,000 students with a major metropolitan city 4 hours away. The office was created in response to dual career pressure and to establish a competitive edge in faculty recruitment. The Provost along with Vice Provosts led the charge to create the office and assisted in funding the creation of the office. The goal was

to offer job search assistance, information, and support to a dual career spouse or partner.

The office offers the following services: resume/ CV critique, cover letter assistance, community / networking resources, coaching on interview techniques, a library of job search resource materials, career counseling, writing letters of support when a partner/ spouse applies for a job within the institution, and childcare/ school system information. The office is housed within the human resources recruitment and employment center. It has been in existence for more than 9 years. The current human resources director and dual career director are founding employees. The office serves tenure track faculty and upper level administrative positions. It employs two people, one full-time, the other (a shared secretary) less than 10 hours a week. The office provides assistance for up to 1 year. The office has collected data on the dual career program and analyzed it in Microsoft Access. The dual career director is putting together a new database.

She states it is a

touchier, feelier fuzzier kind of thing. Just take a look at Purdue. It had a big dual career program and had a matrix data, had data out the wazoo. An institution's dual career service cannot be quantifiable. That office was eliminated recently. If you can live by the numbers, you can die by the numbers.

The dual career director hopes that the new database will be better able to track clients, for example when bridge funding runs out. The dual career director gets asked to provide raw numbers, occasionally, out of curiosity, but rarely officially. The human resources director evaluates the program based on whether or not the office is able to assist and support the institution's job search efforts.

The human resources director stated, “We want to make sure that they didn’t decide not to accept our offer because a spouse or partner said there is nothing for me.” However, location can be an issue in recruitment due to the small town’s major employer being the university. Not many area businesses can support the institution’s efforts. It is important to find some transferable skills, since it is a small town and few industries are present.

The dual career director stated, “The bad news is that I cannot guarantee you a job, though if you’re a go getter person I can get you a job.” While they cannot guarantee placement, they do everything possible to assist clients in the job search. However, they can neither create jobs nor intervene in an employer’s hiring process. The institution can provide a search waiver if the trailing partner is accepted by a department. In some cases, the institution can create ad hoc lines; they do not have an application process, as the 2 year funding program is like a bridge program. It is important to note that the program is not formal. At times the dual career director is involved in the conversation, other times she is not. The dual career director is unsure about how much money the institution has set aside for the unofficial bridge program. “I know money possibility is there and it just makes a difference on how I approach people at the institution on these people’s behalf.”

The dual career director reports to the Human Resources Director and Vice President of Faculty Affairs. Initially, the director also reported to the Vice President of Diversity and Faculty Development. In the beginning, the dual career director met weekly with the Human Resource Director to discuss each case.



The dual career director states, "It's not difficult to have two bosses. I'd prefer not to be in a silo. But if I have to be in one, I'd prefer to be in two."

The office serves between 60 and 72 spouses/ partners a year: two thirds faculty, one third staff. Ten more make inquiries about services but do not meet eligibility, which is always awkward, as stated by the dual career director. The dual career director will refer them to someone that can assist, not just "slam the door and tell them they're not eligible." Job readiness is not an issue in Private University's dual career office. Some need assistance with tweaking resumes or turning a CV into a resume. At times, work eligibility in the US becomes an issue, and then work visas must be addressed. As an institution rule, visas are not given for staff positions, but Private University will assist dual career partners with visas for staff positions. The dual career director's success rate is between 70% and 80%. The dual career director has worked with over 356 faculty and administrators over her 9 year office history.

The dual career director holds a Bachelor of Arts in English. She worked as an English middle school teacher. Later, she stayed at home raising her family for 10 years and volunteered teaching ESL job-training courses for adult refugees. During that time, she assisted 200 people of South East Asian descent in finding employment.

The dual career office is located in the human resources/ recruitment office located inside a strip mall outside of main campus, next to a chain grocery store. The dual career director believes it makes a good location because "it's easy to find parking and you do not have to worry about getting a campus sticker

as well as getting lost on campus.” However at times the dual career director will go to visit main campus to meet clients at the campus hotel. The dual career director sees her job as “I can provide the management, but I can’t provide the serendipity. But I can create the opportunities for serendipity to strike.”

The dual career director describes her work as client driven or case driven. The initial meeting with a client takes 1-2 hours. The dual career director goes over the dual career packet which includes: The Dual Career Program booklet (13 pages on program, eligibility, and services), a welcome letter, a guide to historic sites in area, nine maps/ brochures of area attractions (museums, trails, art centers, and so forth), campus map, campus facts brochure, campus club brochure (women’s social groups), HERC flyer and bookmark, Chamber of Commerce Directory, area travel guide, local newspaper insert on complete guide to area, childcare information, and campus wellness program information. Upon meeting with clients, some of the director’s stock phrases are: “The bad news is you won’t get a job because you’re a dual career, but the good news is you won’t get a job because you are dual career but because you’re right for the position.” “I can open doors, but I can't close the deal.” When asked how she views her position, this individual responded:

I don’t feel like I have to go out and justify what I do nor do I need some initials after my name to prove to you what I know. I have been fortunate enough that I’ve been able to do this job from the very beginning because it is something I felt compelled to do and its right for me. I absolutely love it and I’m good at it. It’s where my obsession crosses the nexus of my obsession and career.

The dual career director is still excited about her job after 9 years. She has positive evaluations from clients. The Human Resource director says that the

dual career director is perfect, wants to clone her, and can't imagine replacing her. She is currently working at 80% of work time and is close to retirement age.

When the dual career director was hired, she talked with Michigan State's Kate Tyler, who was a great model. She went to the University of Iowa and trained with Joan Murrin. The dual career director states, "I spent time looking at models that would fit our institution, Iowa is a good model but Private University has stricter eligibility requirements." Private University decided early on that it would only assist faculty and senior administration. The dual career director grew up in the area and her spouse is a professor at Private University. When she was hired, she thought she understood the institution, but reported she didn't. However, the ability to reach out and network proved successful. In her position, the dual career director drew on connections she made 20 years ago at a PTA meeting and through her spouse. The dual career director believes having a homegrown person in the position is important for success.

The dual career director has seen Provosts and Deans come and go. She has been in her position and part of the campus community for almost 10 years in the dual career position, and much longer as a faculty spouse. Currently, her main marketing is through the dual career brochure and the HERC postcard. The dual career brochure goes out to all new faculty members at orientation.

The dual career director said that "there is nothing I'm not offering because of a budget issue. It would be useful to have more money like money for things like visa fees. To expedite a visa, the costs average around \$1800." The human resources director stated it might be nice to have another half time person

devoted to the dual career office. The human resources director thought it would also be nice to have additional funds to assist clients in brushing up or acquiring new job skills, for example Microsoft office, research skills, etc.

### **Midwestern State University**

Midwestern State University is a state public doctoral degree granting institution. The institution is located in a large town of 67,000 residents. The institution has 30,000 students. The office was created in response to an institutional survey. The dual career network was established to specially address the employment needs of the new employees' accompanying spouse or partner. The goal was to assist in networking efforts, introduce employment opportunities, and assisting in getting clients to work as soon as possible.

The Dual Career Network (DCN), a unit of the Executive Vice President and Provosts' Office, was established in 1994. It was established based on the Provosts' investigation of faculty concerns over dual career issues. Two surveys were conducted, one study of Midwestern State's faculty about faculty concerns of dual career issues. The other survey was administered to outside institutions to find out how they were handling dual career issues. The survey found it was a huge issue for faculty to get acclimated. Midwestern State University decided to hire someone to exclusively deal with the institution's dual career issue. The current dual career director was hired and told she would pay for herself by assisting one good recruit. On the first day of her job, she had only a room and desk and no direction except to create a book of business resources.

The dual career director spoke with the University of Nebraska, International Paper, and Sprint; each had services for dual career couples. She had 120 files awaiting her when she began the position. In the beginning she reported to the Provost for Faculty Development and Director of Worklife. The offices had two different agendas and requested different reports. The dual career director started an advisory board in her third year. This board consists of internal (campus) and external (area businesses) members. They assisted with reviewing publicity materials and helped spread the word about the office's services.

The office's dual career network (DCN) offers: Resume/ CV critique, cover letter assistance, community / networking resources, coaching on interview techniques, coaching on salary negotiation, library of job search resources materials, career counseling, writing letters of support when a partner/ spouse applies for a job within your institution, and hosts a social gathering where people can come and meet each other and meet the Advisory Board members.

The DCN specifically assists the accompanying partner of a new permanent faculty or staff member in finding employment. The client must have not lived in the area for more than 2 years. The DCN never turns anybody away. For those that do not meet the criteria, the DCN offers a limited service appointment where a resume/ CV may be reviewed, job leads discussed, and the client given community contacts. The appointment is a one-time hour-long appointment where at least five job leads are given. This service has been in existence for 14 years.

If the spouse or partner is a faculty member, they are referred to the Associate Provost for Faculty Development. At times, 1-3 -year-long bridge appointments are created. But the dual career director has seen this as a delayed retention issue. Some bridge recipients do not earn funding, nor publish any work so the department “lets them go” after bridge funding runs out; then the client is back in the dual career office seeking services.

The DCN provides one-on-one job search assistance until the client secures a job for up to a year. The director and assistant director prefer to meet the client when the couple makes a campus visit. The director states, “you can learn so much about a person talking to them face-to-face.” The office employs two fulltime people: a dual career director and an assistant director, but recently let go of a half-time support person. The office has collected data and makes it available on their website. Their 2009 survey produced the following results: respondents would recommend the service, the service was a strong factor in the recruitment process, and those employed felt their job was a good match for their skills. The DCN brochure is included in campus recruitment information. The DCN distributes a dual career packet of information which includes an office brochure, campus map, cultural linguistic services brochure, article on job searching, a magazine *Inclusive Communities*, and a Dual Career Network booklet (information on DCN services, resume and cover letter tips, interviewing information, community resources, and area business information).

The DCN cannot guarantee placement because it does not create job openings. According to DCN statistics, those working closely with DCN staff

obtain employment sooner than those who do not utilize DCN resources. The DCN works with the university as well as over 500 local businesses to assist in employment efforts. The dual career director stated, "Businesses love us. We provide them with pre-screened, well educated experienced applicants for job openings, with no fees!" If a client does not have work authorization in the United States, assistance may be greatly hampered. The office serves between 100-150 clients a year. Last year they assisted 76 regular clients and had 20 limited service appointments. The office also outsources their dual career services to other area businesses and colleges for a fee. They have a contract with an area college. Contracts in the past included: Proctor & Gamble, and American College of Testing. This external income goes into the general education fund and pays for the HEDCN conferences and promotional materials.

The director holds a Bachelors degree in English and Journalism with Master's work in African American literature. She has a background assisting juvenile offenders into the workforce. She also worked on a grant to get women off welfare, and assisted them in finding employment. The assistant director holds a Bachelors degree in Psychology. She spent 5 years working for a staffing service. They both hold Certified Professional Resume Writer and Career Transition Coach Certifications. The dual career director views this as the "most beneficial training for her position. Many people in the industry do not have certifications, but it assists our clients tremendously because they have a solid resume thanks to my training." They also hold numerous memberships in human resources, job training, career planning, and diversity organizations. The office

won third place in the Career Innovators Award. The dual career director saw the DCN as a strategic recruitment component. The dual career director has also coined a new term for partners of dual career couples , and therefore “accompanying partner” is the new term used. The dual career director stated “It is more politically correct than trailing spouse, which sounds derogatory”.

The DCN typically assists a high percentage of women and minorities. Last year the majority of clients served, 67%, were the accompanying partner of a faculty member. An unusual shift occurred the year of this study, as accompanying partners of a faculty member were 55% male. At times clients are difficult to assist. Recruits will call on behalf of their partner seeking job assistance. Those spouses are not generally invested in the job search. Another issue is language and visa status. “If you are not authorized to work in the United States our ability to help is greatly limited.” Other issues include personality, mental, and marital issues. These people can be very difficult to assist. “We are not counselors and it’s difficult to tell a client they are the problem.” The dual career director stated in a good economy “there is a spot for everyone.”

The office has always been a part of the Provost’s office, although not always in its current location. The office was on the main campus 7 to 8 years ago. Now (for past 2 years) it sits on the edge of campus in a historic downtown building. The dual career director stated “it is a good location with close city parking.” The only drawback is the smell of the Subway restaurant downstairs. In the building are other Provost offices including: faculty senate, information technology, and accounting.



The dual career director would like to hire someone part-time to focus on outside contracts- so there is no conflict of interest. The office would also like to have money to fund bridge appointments themselves. The dual career director would also like to start a formal mentorship program for people wanting to start a dual career office on their campus, as well as provide instructional videos.

### **European University**

European University is a prestigious public doctoral degree granting university. It is located in Western Europe in a metropolitan area of 350,000 residents. The institute comprises around 15,000 students. The university president created the office to recruit the finest faculty. The goal was to assist in exploring career opportunities for partners of institution professors and also offer some assistance for private (relocation) matters such as housing, school, taxes, insurances, and information on living locally.

The dual career network is part of the faculty affairs office and was established in 1999. The newly appointed university president saw a new type of recruit- a foreign, younger professor with a professional partner. This type of recruit had different needs. In the past, the institution had three different staff members in the faculty affairs office that assisted new faculty hires. The president decided to streamline faculty hires and created the dual career office. The dual career director views the office as “the most important aspect which the university has, that is recruiting new faculty. Without faculty you lose everything in terms of advanced research.”

The office offers resume/ CV critique, cover letter assistance, community/ networking resources, library of job search resources materials, career counseling, writing letters of support when a partner/ spouse applies for a job within your institution, relocation services, childcare/ school system information, insurances, taxes, pension, housing, language, integration, and intercultural events. The office assists only upper level professors. When a faculty candidate is invited for negotiations, the candidate always has a meeting with the dual career director. The new faculty hire is then sent a standardized form (also available on the dual career website) asking what type of dual career support is requested: job, housing, language, education, childcare, social integration, insurance, taxes, and/ or financial consulting. Questions on the form consists of personal questions such as marital status, who is the spouse or partner, how old he or she is, dates and births of children, and then professional information about career goals of the spouse so that the director knows what he or she is looking for and whether or not the couple needs assistance with housing, taxes, childcare, and so forth. The dual career director arranges a meeting with the couple and discusses the services in which they are interested. The director stated that the dual career couples often had three or four children. School is an important issue for dual career hires, because many times the children don't speak the language taught in the public schools. When the office first began the main focus was on schooling, housing, and professional integration. The focus on pension plans, taxes, and insurance gradually came over the years. The dual career director offers limited assistance with resume and CV review; the director

claims "I am not an HR person." Diploma recognition is another aspect of the dual career service offered. The dual career director does not need to advertise the office's services, since they meet with all new faculty members. All the dual career offices resources are on their website, including dual career advice, services offered, libraries, schools and education, finance and insurance, leisure, jobs, childcare, medical insurance & health, culture, quality of life, language and schools, taxes, clubs and associations, transportation, and housing.

The institution may create a bridge appointment within the institution. Usually the funds of the position are shared, funded half by faculty affairs and half by the hiring department. "It depends on how much we want that person". Usually the salary is for 2 years. After the 2 years, the faculty member is expected to be able to fund themselves through grants and research. If this does not occur, then the faculty member leaves and no further dual career assistance occurs. The dual career director states, "I mean if you have the possibility to work for a year here and you failed to build a career, it's your own fault usually."

The dual career director reports to the director of faculty affairs, who reports directly to the president. Fifty people a year inquire about dual career services; the office assists 35 new professors per year. Out of those 50, some turn down the position, or do not qualify for services. No time limit exists on how long clients can receive services. The dual career director seeks a good solution in order to find the spouse a position. "If I managed to find the position for her and she says no but it's a good enough position then I say okay now you're on your own." If a person turns down a solution that the director believes is a good

solution, the client receives no more job assistance from the office. The institution is located in a major metropolitan city with lots of international businesses headquartered in the city. The institution's reputation in the community and its international recognition make the dual career director's job that much easier. When first hired, the dual career director called all the industries in town to create a relationship with area businesses. The dual career director found that when she went back to utilize this resource, the people no longer worked for the company. So now, the dual career director operates on a case-by-case basis and only contacts industries when she has a client for that industry.

When a potential faculty member declines the institution's offer, the dual career director must explain the reasoning to the president. Some reasons include children who will have complications with the language, and others include visa issues. The dual career director states "Everyone walks out of the dual career office understanding and knowing what it is they're getting into when they sign up for the institution." The office does not deal officially with retention; the institution is not a stepping stone. Once an employee has been employed for 5 to 10 years, it is difficult to terminate that employee. This functions like an unofficial tenure that the European system has in place. Most faculty members hired at the institution end up retiring from the institution.

The office employs one full-time employee. The director has a bachelor's degree in translation. The director also has certifications in social security and inter-cultural negotiations. The director has been with the office for 8 years and with the institution for 16 years. The dual career director sought out certifications

in order to better assist her clients. The director believed human resources strategies would have assisted in her role as dual career director.

European University is an elite, internationally recognized University with a rich history. The institution is well financed being 80% funded through the government with the other 20% funded through research grants. The dual career director would like to be able to offer a third line of funding from her office to assist clients. The dual career director postulated, "But, if we offer more, the clients will expect more like houses paid or school fees etcetera."

### **Conclusion**

This chapter highlighted an account of each dual career office site visit. Each office was described in detail through the interview transcript, artifacts, and observations. In the next chapter, the dual career offices are analyzed using a cross case analysis employing Goffman's dramaturgical analysis and resource dependency theory.

## CHAPTER 7

### PHASE II: CROSS CASE ANALYSIS

This chapter is a further analysis of the data collected (transcripts, promotional material, websites, and other artifacts) from the site visits utilizing dramaturgical concepts, as explained in detail in chapter 3. In this chapter dramaturgical analysis first will be used to analyze each office. Next, a cross case analysis of each office will be discussed. Finally, resource dependency will be used as a lens to examine the findings. This chapter is followed by chapter 8, which consists of conclusions and recommendations for further study.

Phase II: cross case analysis; consisted of analyzing responses in *Atlas.ti* using content analysis and discourse analysis to examine interview transcripts, artifacts, and observations using Goffman's Dramaturgical Analysis. The dramaturgical concepts highlighted are team, actor, role, script, costume, setting, impression management, front, back, and dramatic realization, as seen in table 7.1. A full description of each dramaturgical concept is discussed in chapter three and summarized in Table 3.3. Each dramaturgical concept is introduced with a quote to clarify each concept.

#### **Dramaturgical Analysis**

##### **Team**

*"A team is more than a collection of people. It is a process of give and take." Barbara Glacel & Emile Robert Jr.*

All three teams from the site institutions were highly supported by their host office, and a symbiotic organizational relationship existed. The dual career

office and supporting office have formed a mutually beneficial bond. This bond was so important that the supporting office could not imagine the dual career office run by anyone other than the current dual career director, as seen in Table 7.1.

### **Actor/ Role**

*“How can a president not be an actor?” Ronald Regan*

The actors differed in their roles as director of the dual career office. Private University’s dual career director was portrayed as Grandma Lilly- the connected nurturer. Grandma Lilly was born and lived most of her life in the area. She was caring, nurturing, and loved by everyone. She drew from her 40+ year relationships within the community to assist in finding the partner employment. Midwestern State University’s dual career director and assistant director are seen as Cagney and Lacey- the encompassing supporters. Cagney and Lacey worked well together as a team and their office met and assisted any client seeking employment. They turned no client away. European University’s dual career director was personified as Helga- the highly efficient worker. She was very frank in language with her clients. She makes sure each client understands the university and what it will be like to work and live in the city. She must be prepared to inform the President why a client didn’t take a job at the university.

### **Script**

*“There's all these ways to instantly communicate - cars, computers, telephone and transportation - and even with all that, it's so hard to find people and have an honest communication with them.” Jason Schwartzman*

The scripts observed during the interview, in electronic communication, through their dual career website, and brochures signified a high level of professionalism in all three offices, as can be seen in Table 7.1. Private University provided a colossal dual career packet of artifacts with a lot of information on dual career services, area attractions, and neighborhood business information. The dual career director was forthright and supplied numerous detailed anecdotes, accounts of clients, and institutional information. When discussing dual career partners, the dual career director used the pronouns he or she to refer to them. Midwestern State University provided a diminutive dual career packet, with information on dual career services, resume advice, community resources, and area business information. Outside funding went into the professional dual career brochure and booklet. The conversation style was open and honest. They provided the researcher with many references and details on the topic of dual career offices. They had a sincere enthusiasm and love of their jobs. They found immense satisfaction in assisting clients find employment. The dual career director coined the term “accompanying partners”. During the interview the dual career director always referred to partner, didn’t use pronouns. European University provided all the dual career material on their website. They provided no additional artifacts. The conversational style was candid and to the point, and had a very Germanic feel to it. When talking about the accompanying partner, the dual career director used the pronoun “she”.

### **Costume**

*“Costumes are the first impression that you have of the character before they open their mouth-it really does establish who they are.” Colleen Atwood*



It has been said that the clothes make the man. Each office chose to costume itself quite distantly from one and other, as seen in Table 7.1. At Private University, the costume or dress observed was business casual. The dual career director wore matching separates; the human resources director wore a polo shirt and slacks. At Midwestern State University the attire was more businesslike, in general business costume. The women dressed in skirts, fitted blazers, and button up blouses. European University wore casual Friday clothes even though it was Monday. The faculty affairs director wore jeans and the dual career director wore a top and pants. The researcher was dressed in traditional business attire with a fitted suit, stockings, and closed-toe-heeled shoes. The researcher was surprised to have dressed more professionally than those that were being interviewed.

### **Setting**

*“Never go to a doctor whose office plants have died.” Erma Bombeck*

The setting in all three locations was very distinct, as seen in Table 7.1. In Private University, the human resource director’s office resembled that of a frat boy that just recently had a child. The office was besieged with drawings by children and dorm room paraphernalia. This unprofessional atmosphere seemed incongruent to the mission of the human resources office. The researcher was perplexed by the actor, costume, and setting which was counterintuitive. Juxtaposing his office was the dual career office, which was welcoming like Grandma’s house. The office made clients feel warm and welcome making use of the goose, a symbol of women, home, fidelity, and married life. The office was

decorated with pictures of grandchildren. Midwestern State University's dual career office was very professional with a personalized touch. The walls were decorated with awards and professional certificates. Its downtown location gave the office a significant urban feel. European State University's massive historic building gave the tone of an Ivy League school. The faculty affairs and dual career office were very professional, with no additional personal items or adornments. The office was adjunct to the Presidents office.

### **Impression Management**

*"I think you can get the wrong impression about me from my work and think I'm always a bit down. I'm not that way at all. I'm fun-loving". Sting*

The impression management was observed through spoken word, nonverbal communication, office atmosphere, and written communication. Although Private University is a top tier Ivy League school, it took on the appearance of a small town college, as witnessed by the fraternal brother's office, the casual dress and language of actors, and in the welcoming homey dual career office. Midwestern State University had an uptown metropolitan feel to it with its aroma from Subway and professional dress and attitude of actors. European University's old historical building bestowed the office with a lofty level of significance as seen in the office location, outward appearance, and language of the actors.

### **Front**

*"I have never made any secret of any of my thoughts or areas of interest. I've always been honest, open, and upfront." Boyd Rice.*

The front or outward appearance seen consistently at all three institutions was eagerness, excitement, and interest in the research, as can be seen in Table 7.1. However, Private University's dual career director was very hesitant before the site visit. But upon meeting the dual career director, the researcher established a trusting bond of friendship. Both Midwestern State University and European University were energized about learning about and sharing the best practices of their dual career office.

### **Back**

*"Do not reveal what you have thought upon doing, but by wise council keep it secret being determined to carry it into execution." Chanakya*

The back or hidden secrets were sought out by the researcher. At Private University, the researcher was given confidential artifacts and given a private campus tour. At Midwestern University, the dual career directors went out of their way to ensure the researcher was comfortable and that private information was given off the record. At European University, the dual career director sought out and provided contacts of other dual career offices to study.

### **Dramatic Realization**

*"The most dramatic realization was that in surrender I would find more freedom and power than I'd ever known." Brett Butler*

All the offices were convincing and sustained, which was evident in the dramatic realization of the offices, as seen in Table 7.1. Each office had a long established history of eight or more years. Every dual career officer was seen as a vital part of the office's achievement and each dual career director was

perceived as irreplaceable. Each dual career director launched audacious ties to the campus community and business leaders.

Table 7.1  
*Dramaturgical Concepts*

<b>Dramaturgical concept</b>	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Team</b>	<ul style="list-style-type: none"> <li>-Dual career director received ample support from host office.</li> <li>-Human resources director wants to clone her, considers her perfect person for the job.</li> <li>-Everyone in the office was very helpful. Secretary called airline to make sure researchers plane was on time. Researcher was given a cup of tea.</li> </ul>	<ul style="list-style-type: none"> <li>-Dual career director and assistant director worked well as colleagues and maintain a strong friendship.</li> <li>-Both dual career staff took researcher to lunch.</li> </ul>	<ul style="list-style-type: none"> <li>-Dual Career director received ample support from host office including any resources needed.</li> <li>-Researcher was presented with a fresh cup of cappuccino. The entire faculty affairs office took researcher to lunch. They often dine together.</li> <li>-Faculty affairs director glorified the dual career director stated how she is a model dual career director.</li> </ul>
<b>Actor</b>	<ul style="list-style-type: none"> <li>-Dual career director has a Bachelors degree in English.</li> <li>-She was close to retirement age.</li> <li>-Human resources director has bachelor's degree in business.</li> <li>-He was a young attractive man.</li> <li>-He resembles Tom Selleck; he has a short little mustache that adult stars sported in the 80s.</li> </ul>	<ul style="list-style-type: none"> <li>-Dual career director has a Bachelors degree in English with Masters work in African literature.</li> <li>-She was a jolly well dressed woman in her 50s.</li> <li>-Assistant director has bachelor's degree in Psychology.</li> <li>-She was a young thin woman in her 30s.</li> <li>-Both are Certified Professional</li> </ul>	<ul style="list-style-type: none"> <li>-Dual career director has a Bachelors degree in translation.</li> <li>-She was a middle aged woman with striking facial features.</li> <li>-Faculty affairs director has bachelor's degree in history.</li> <li>-He was a middle aged white man with large bushy brown/ grey hair and bushy eyebrows.</li> </ul>

		Resume Writer and Career Transition Coach Certifications	
<b>Role</b>	Grandma Lilly- The connected nurturer	Cagney and Lacey-The all encompassing supporters	Helga- The highly efficient worker
<b>Script</b>	-Office gave researcher numerous artifacts including: dual career packet and job description. -Conversation was honest and insightful.	-Office gave researcher their evaluation form and intake form along with their dual career packet. -Conversation was very laid back and insightful.	-All of their dual career material was on their website. -Researcher was given no additional documentation. -Conversation was very blunt and to the point.
<b>Costume</b>	-Dress was business casual. -Dual career director wore matching separates. -Human resources director wore an un-ironed polo shirt and casual black slacks.	-Dress was general business attire with skirts, button up blouses, and tailored blazers worn by both women.	-Dress was casual Friday in appearance. -Faculty affairs director wore jeans and polo collared shirt. -Dual career director wore a top and pants.
<b>Setting</b>	-Human resources directors' office: On the front door was a picture of him, his face on a pirate's body, it is a wanted poster. In the office was a round table with three chairs, very large L-shaped desk, brown carpet, lots of windows,	-Dual Career Office's Building: The office was located in a 1930s downtown building. The elevator was very small, could fit four people. At the entrance on the right was a Subway sandwich shop. -The dual career director's office:	-The offices are in a huge five story building that contains departments, lecture halls, classrooms, and student service offices. The information by the elevator does not list everything in the building. The researcher got lost and had trouble finding the office.

	<p>drawings by kids everywhere, and two dead plants. In the middle of the room was a round table, on top a big blue M&amp;M riding an infant sized motorcycle. On the wall of was a small dartboard reminiscent of a college dorm room. There was a big poster which reads "you R toast".</p> <p>-Dual Career Office: flower paintings throughout office, wooden bowls silver plates on the wall, stuffed goose next to the desk, big cabinet, and big round table. It was very inviting and homey.</p>	<p>large white rectangular room with large round table in front of a light oak wood desk. On the walls were awards. On the desk were photos of family and two plants.</p> <p>-In assistant dual career directors office was a smaller office with a closet attached (used to a bathroom).</p>	<p>-Faculty affairs directors office: Corner office with light wood floors. Outside was a picturesque view of the city. It was a very large open room with two desks in the middle of the room, each with a computer on the desk. On the wall was a diploma.</p> <p>-Dual Career Office: Small round table with three chairs, an L shaped desk. Walls were naked, nothing of a personal nature on the desk.</p>
<b>Impression management</b>	<p>-Didn't have the appearance of a prestigious private university.</p> <p>-Very homey small town feel to the office.</p>	<p>-Office had a very metropolitan feel being downtown and smelling baking bread.</p> <p>-The old building gave the established office an air of credibility.</p>	<p>-The office atmosphere was very professional.</p> <p>-The old historic building gave the office (located close to the President's office) a high level of importance.</p>
<b>Front</b>	<p>-Dual career director was reluctant to meet with researcher, wanted to chat</p>	<p>-Both dual career employees were excited to have researcher at institution. Emails</p>	<p>-Was very eager to accommodate the foreign traveler.</p> <p>-She enjoyed the opportunity to learn</p>

	<p>over phone instead of meet in person.</p> <p>-By interviews end, she drove researcher to the airport hugged researcher and offered to let researcher stay at her house.</p>	<p>before, during, and after the visit, reveal that they both loved talking about their office and what they execute.</p> <p>-They loved the opportunity to learn more about the topic.</p>	<p>more about the topic. She had lots of questions about how the offices work in the America.</p>
<b>Back</b>	<p>-Took researcher on tour of campus and allowed researcher to question her colleagues that stopped by office.</p>	<p>-To ensure researchers comfort level asked that recording stopped so dual career director could ask researcher questions off tape.</p>	<p>-Gave researcher some names of others to consult with about the topic.</p> <p>-Even contacted another European colleague.</p>
<b>Dramatic realization</b>	<p>-Long established history on campus gave it importance.</p> <p>-Director was known by campus community, pushes to get trailing spouses hired.</p>	<p>-One of the first offices in the country. It has expanded to assist other universities and area businesses.</p> <p>-Long established history, external funding, and successes were seen in their evaluation make it a strong campus player.</p>	<p>-Long established history gives it credibility, every new faculty hired has to meet with dual career director.</p> <p>-The University president started and maintained the office.</p>

### Differences in Dual Career Offices

The dual career offices differed in the following ways: geographic locations, institutional type, office environment, services offered, and missing elements. The dual career office was located in different geographic locations:



Private University is located Northeastern United States; Midwestern State University in Midwestern United States; and European University in Western Europe. They differed in where the dual career office was located, as Private University had it as part of the Human Resources/ Recruitment Office; Midwestern State University incorporated it into the Provost's Office; and European University was located in the Faculty Affairs Office. They varied in institutional type (private, state university, European public) but were all doctoral granting degree universities.

The environment of each dual career office deviated among them (see table 7.2). The environment of Private University was akin to grandma's house and a fraternity boy's dormitory room. The environment of Midwestern State University was downtown urban. The environment at European University was high academia. The services offered were comparable, but each highlighted a particular service. Private University offered childcare/ school system information. Midwestern University hosted social gatherings where people could come and meet each other and meet the Advisory Board members. European University offered relocation services, childcare/ school system information, insurances, taxes, pension, housing, language integration, and intercultural events. None of the offices provided services for lower rank staff, researchers, or post doctorates. Private University wanted extra funds to expedite visas. Midwestern and European University wanted to have their own line of money to support bridge program.

Table 7.2  
Differences in Dual Career Offices

<b>Differences</b>	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Location</b>	-Northeastern United States -Human resources/recruitment office	-Midwestern United States -Provosts office	-Western Europe -Faculty affairs office
<b>Type of Institutional</b>	Private Ivy League Doctoral granting	State University Doctoral granting	European elite State supported Public institution Doctoral granting
<b>Environment</b>	-Laid back atmosphere has small town feel -Reminiscent of Grandmas kitchen (Dual Career Office) and a dorm room (Human Resource Office) -Office was next to a chain grocery store	-In an old 1920s building in a downtown metropolis -Professional academic atmosphere -Subway sandwich shop occupied front of building	-Located in a historic mammoth building -Office was very professional with no personal ornamentation
<b>Services</b>	-Resume/ CV critique -cover letter assistance -community / networking resources -coaching on interview techniques -library of job search resources materials -career counseling – -writing letters of support when	-Resume/ CV Critique -cover letter assistance -community / networking resource -coaching on interview techniques -coaching on salary negotiation -library of job search resources materials -career counseling -writing letters of support when a partner/ spouse applies for a job within the institution -hosts a social gatherings where	-Resume/ CV Critique -Cover letter assistance -community / networking resources -library of job search resources materials -career counseling -writing letters of support when a partner/ spouse applies for a job within the institution -relocation services, childcare/ school -system information,

	a partner/ spouse applies for a job within the institution -childcare/ school system information - bridge program -waiver of policy for partners	people can come and meet each other and meet the Advisory Board members - bridge program -waiver of policy for partners	insurances -taxes -pension -housing -language integration -intercultural events - bridge program -waiver of policy for partners
<b>What's not offered?</b>	-Does not assist lower rank staff, researchers, or post docs. -Money to expedite visas	-Does not assist lower rank staff, researchers, or post docs. - Would like to hire a part time employee to focus on outside contracts -Would like to have own line of funds to support bridge program	-Does not assist instructors, staff, researchers, or post- docs - Would like to have own line of funds to support bridge program

### Resource Dependency Theory

A level of mutual dependence exists between the larger institution and its dual career office. Different actors compete to advance their values and interests and the means they find important. Resource dependency theory sees power as the consequence of a number of causal mechanisms. The power struggle within an organization takes place in complex and continuously changing patterns of interaction, governed by rules that are not fixed. Implementing organizational change is not straightforward, as universities are structurally differentiated. The dual career offices contrasted in directors' power, resources available, and organizational changes, as can be seen in table 7.3. Private University exerted informal power due to the dual career director's well-known university and

community connections. Midwestern State University's organizational power was orchestrated through the founding and maintaining the headquarters for Higher Education Dual Career Network (HEDCN). European University's directors' institutional power was perpetuated through the close relationship with the university president. Private University and Midwestern State both received two sources of funding. European University was funded through the government and supported directly by the President. Organizational change was perceived within the offices. Private University will see change as the dual career director moves closer to retirement. Midwestern State University recently cut a half time staff position within the dual career office. There were no changes to steady European University.

Table 7.3  
*Resource Dependency Theory*

<b>Resource Dependency Theory</b>	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Power relationship with institution</b>	Informal power Dual career director part of campus and community for forty years.	Organizational power Receives money from outside contracts, dual career director is head of the HEDCN	Institutional power Presidents' support, large budget
<b>Power relationship to host office</b>	Dual career director recently changed to 80% workload due to personal choice and budget cuts.	Recently a half time staff position was cut from the office.	Dual career director must explain to president why a potential hire didn't accept the university offer.
<b>Resources</b>	Funded by Human Resources/ recruitment, institution receives private and state	Funded by Provost to recruit and retain faculty and administrators, external funding	Funded by Faculty Affairs/ President to recruit faculty, massive budget

	support	through outside contracts	
<b>Organizational Change</b>	Power comes from dual career director whose line was cut back and who is close to retirement.	Considered staple on campus as seen in past and current campus support.	Office is consistent due to secured funding and support from past two Presidents.

### Dual Career Director's Role

The dual career offices differed in how the director facilitated his or her job. Each dual career director took on a different role, as can be seen in table 7.4. Spradley's (1980) cultural domain analysis was used to examine the semantic relationship of the actors to their positions. Semantic relationships are important for discovering cultural domains. The semantic relationship operates on the general principle of inclusion. Private University's dual career director was seen as Grandma Lilly, based on her being as an established community member and spousal employment worker. Midwestern State University was portrayed as Cagney and Lacey. The dual career directors had a strong bond and work diligently together to place the clients. European University was personified as Helga, based on her frank honest German efficiency.

Table 7.4  
*Dual Career Director's Role*

<b>X is the way Grandma Lilly is the connected nurturer</b>	<b>X is the way Cagney and Lacey are all encompassing supporters</b>	<b>X is a way Helga is a highly efficient worker</b>
Has lived in area over 50 years. Calls upon established connections to assist clients.	Persistently called university and business employers to find employment for accompanying spouse.	New faculty hires are required to meet with dual career director before negotiating with the President.

Spouse has been on faculty at Private University for over 30 years.	Full services restricted, but everyone is eligible for a limited service appointment. Only suppose to assist clients for a year, but have been assisting some clients longer.	All dual career material was posted on their dual career website.
Has been in office for 10 years and knows all the university players well.	Businesses and job seekers could make an appointment with director or assistant director to discuss program.	Dual career director has worked for university for over 15 years.
Her background was in English and taught middle school. She was a PTA mom and volunteered to teach ESL classes in the community.	Both are Certified Professional Resume Writer and Career Transition Coaches.	Her background was in translation. Received certification in international negotiations and pensions to better assist her clients.

## Conclusion

Phase II consisted of analyzing responses from the interview, along with artifact collection and observations, using Goffman's Dramaturgical Analysis. *Atlas.ti* was used to analyze artifacts, interview transcripts, and observation notes. Both content and discourse analysis were employed to code and categorize data. In this chapter, Dramaturgical analysis was utilized to examine dramaturgical concepts: team, performer, script, costume, impression management, the front, the back, and dramatic realization. Cultural domain analysis was used to examine the semantic relationship of the actors to their positions. Cross case analysis was employed to emphasize variations in the dual career offices. The next chapter will answer research questions, conclusions, and offer recommendations for further studies.

## CHAPTER 8

### SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

This study was an inquiry into dual career offices in HEDCN institutions. The research design was a mixed methods explanatory sequential design framed in resource dependency theory that uses Goffman's dramaturgical analysis.

Because of the sequential chronological order of the two components (Phase I and Phase II), the qualitative interview data served to explain and expand the initial numerical quantitative findings. The quantitative phase used a modified version of Hunt's Dual Career Program Survey to gather data. From that data, three institutions were purposely selected for Phase II site visits. The three schools were visited and two members of each institution were interviewed in relation to their dual career office. This chapter summarizes and discusses the study's findings. Conclusions and implications for practice are enumerated, based on the findings. The chapter concludes with recommendations for further study.

#### **Summary**

This study was an exploratory mixed methods inquiry into HEDCNs dual career offices. Quantitative and qualitative research techniques were used to gather data and explore the topic. Six research questions were used to investigate this topic. The study addressed the following research questions: The questions for Phase I were addressed in depth in chapter 5. The questions for Phase II were addressed in chapters 6 and 7. This section provides a brief overview of the findings.

## Research Questions Answered

### Research Question 1

*How does an institution's dual career office address dual career hires?*

Research question 1 examined characteristics of the dual career office. The dual career survey explored this question as seen in table 8.1. The dual career office not only assists dual career hires with finding employment but also relocation logistics. Survey data indicated that the majority provided resume and CV critique, cover letter assistance, community network resources, career counseling, writing letters of support for a partner, coaching on interview techniques, childcare/school system information, coaching on salary negotiation, and a library of job search resource materials. Most dual career offices have a network of local businesses with which they regularly communicate and share information on job leads and candidates. The percentages for other popular services were as follows: 64.3% provided childcare/school system information; 42% offered coaching on salary negotiation; and 42% offered a library of job search resource materials. Forty-two percent offered other services, which included a dual career resources website, socials, insurances, taxes, pensions, housing, language, and coordinating high level of networking information. Table 8.1 details how each site visit institution addressed dual career couples.



Table 8.1

*Phase I Research Question #1: How does an institution's dual career office address dual career hires?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Services</b>	<ul style="list-style-type: none"> <li>-Resume/ CV critique</li> <li>-cover letter assistance</li> <li>-community / networking resources</li> <li>-coaching on interview techniques</li> <li>-library of job search resources materials</li> <li>-career counseling –</li> <li>-writing letters of support when a partner/ spouse applies for a job within the institution</li> <li>-childcare/ school system information</li> <li>- bridge program</li> <li>-waiver of policy for partners</li> </ul>	<ul style="list-style-type: none"> <li>-Resume/ CV Critique</li> <li>-cover letter assistance</li> <li>-community / networking resource</li> <li>-coaching on interview techniques</li> <li>-coaching on salary negotiation</li> <li>-library of job search resources materials</li> <li>-career counseling</li> <li>-writing letters of support when a partner/ spouse applies for a job within the institution</li> <li>-hosts a social gatherings where people can come and meet each other and meet the Advisory Board members</li> <li>- bridge program</li> <li>-waiver of policy for partners</li> </ul>	<ul style="list-style-type: none"> <li>-Resume/ CV Critique</li> <li>-Cover letter assistance</li> <li>-community / networking resources</li> <li>-library of job search resources materials</li> <li>-career counseling</li> <li>-writing letters of support when a partner/ spouse applies for a job within the institution</li> <li>-relocation services, childcare/ school</li> <li>-system information, insurances</li> <li>-taxes</li> <li>-pension</li> <li>-housing</li> <li>-language integration</li> <li>-intercultural events</li> <li>- bridge program</li> <li>-waiver of policy for partners</li> </ul>
<b>Those that don't qualify</b>	Dual career director referred them to someone that can assist if she can not.	For those that do not meet that criteria, the DCN offered a limited service appointment.	If one did not qualify for services than they are told such. If a person turned down a solution which the director believed a good solution then the client received no additional job assistance.

## Research Question 2

*How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and provosts?*

Research question 2 examined the relationship a dual career office has with its academic units, deans, and Provosts. The dual career survey and interview explored this question as seen in table 8.2. The dual career office has a long established history on campus. Each office came into existence to serve the needs of the institution at every office level. The campus community including Deans, Provosts, faculty, etc. came together and stated that they needed a dual career office to deal with the surge of incoming dual career couples and to have a competitive edge. In one case, the President himself was the main driving force behind the dual career office's existence. Everyone interviewed during site visits stated how supportive and accommodating the campus community was to the dual career office. Years ago, one office was marked for possible elimination; the campus went into an uproar and hundreds send emails and made calls to the president of the university. This story illustrates the strong bond that exists between the dual career office and the institution.

Table 8. 2

*Phase I Research Question #2: How does a dual career office serve an institution and facilitate the work relationships among academic units, deans, and provosts?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Location</b>	Part of Human Resources/ Recruitment Office	Part of Provost's office	Part of Faculty Affairs department
<b>Creation</b>	The office was created in	The office was created in response	The office was created by the

	response to pressure and competitive edge in recruitment.	to an institutional survey.	university president to recruit the finest faculty
<b>Founders</b>	The Provost along with Vice Provosts led the charge to create the office and assisted in funding.	The dual career network was established to specially address the employment needs of the new employee's accompanying spouse or partner.	When a faculty candidate is invited for negotiations the candidate always has a meeting with the dual career director.
<b>Goals</b>	The goal was to offer job search assistance, information, and support.	The goal was to assist in networking efforts, introduce employment opportunities, and assisting in getting clients to work as soon as possible.	The goal was to assist in exploring career opportunities for partners of institution professors and also offer some assistance for private (relocation) matters such as housing, school, taxes, insurances, and information on living locally.
<b>Tradition</b>	It has been in existence for more than 9 years.	The Dual Career Network was established in 1994.	The dual career network was established in 1999
<b>History</b>	The current human resources director and dual career director were founding employees.	It was established based on the Provosts investigation of faculty concerns over dual career issues.	The president decided to streamline faculty hires and created the dual career office.

### Research Question 3

*How does a dual career office fit into the organizational structure of an institution?*

Research question 3 explored the relationship between the dual career office and the institution, as can be seen in table 8.3. Each office fit into its institutional organizational structure in its own way. Private University's dual

career office fit into the institution through supporting the institutions job search efforts, finances, location, and through their mutually beneficial relationship.

Midwestern State University's dual career office fit into the institution by meeting the needs of institution, recruiting stellar faculty, and outside funding. European University's dual career office fits by recruiting the finest faculty, its integral relationship with institution, and finances.

Table 8.3  
*Phase II Research Question #3: How does a dual career office fit into the organizational structure of an institution?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Location</b>	Part of Human Resources/ Recruitment Office	Part of Provost's office	Part of Faculty Affairs department
<b>Creation</b>	The office was created in response to pressure and competitive edge in recruitment.	The office was created in response to an institutional survey.	The office was created by the university president to recruit the finest faculty
<b>Founders</b>	The Provost along with Vice Provosts led the charge to create the office and assisted in funding.	The dual career network was established to specially address the employment needs of the new employee's accompanying spouse or partner.	When a faculty candidate is invited for negotiations the candidate always has a meeting with the dual career director.
<b>Hierarchy</b>	The human resources director evaluated the program based on if the office is able to assist and support the	The current dual career director was hired and told she would pay for herself with assisting one good recruit.	The dual career director reported to the director of faculty affairs, whom reports directly to the president

	institutions job search efforts		
<b>Environment</b>	The dual career office was located inside a strip mall outside of main campus next to a chain grocery store.	The office out sourced their dual career services to other area businesses and colleges for a fee.	The dual career director stated "Everyone walks out of the dual career office understanding and knowing what it is they're getting into when they sign up for the institution
<b>Funding</b>	The dual career director said there is nothing I'm not offering because of a budget issue.	The office out sourced their dual career services to other area businesses and colleges for a fee.	The institution was very well financed.

#### **Research Question 4**

*What are the values, routines, and traditions of the dual career office?*

Research question 4 explored the values, routines, and traditions of the dual career office, as can be seen in table 8.4. Each dual career office had its own values, routines, and traditions with the importance placed on the office by institutional leaders. Private University's dual career office served tenure track faculty and upper level administrative positions, provided assistance for up to one year, work was client driven, and the dual career director was still excited about her job after nine years. Midwestern University's dual career office served the accompanying partner of a new permanent faculty or staff member in finding employment, provided one-on-one job search assistance until the client secured a job or up to a year, and assisted a high percentage of women and minorities. European University's dual career office assisted upper ranked professors, no

time limit on how long clients could receive services, and operated on a case-by-case basis, only contacting industries when she had a client for that industry.

Table 8.4

*Phase II Research Question #4: What are the values, routines, and traditions of the dual career office?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Goals</b>	The goal was to offer job search assistance, information, and support.	The goal was to assist in networking efforts, introduce employment opportunities, and assisting in getting clients to work as soon as possible.	The goal was to assist in exploring career opportunities for partners of institution professors and also offer some assistance for private (relocation) matters such as housing, school, taxes, insurances, and information on living locally.
<b>Tradition</b>	It has been in existence for more than 9 years.	The Dual Career Network was established in 1994.	The dual career network was established in 1999
<b>History</b>	The current human resources director and dual career director were founding employees.	It was established based on the Provosts investigation of faculty concerns over dual career issues.	The president decided to streamline faculty hires and created the dual career office.
<b>Who is served?</b>	The office served tenure track faculty and upper level administrative positions.	The DCN specifically assisted the accompanying partner of a new permanent faculty or staff member in finding employment.	The office assisted ranked professors
<b>How long have services been offered?</b>	The office provided assistance for up to one year.	The DCN provided one-on-one job search assistance until client secured a job or up to a year.	There was no time limit on how long clients could receive services.
<b>Routine</b>	The dual career director described her work as client driven or case driven.	The dual career director saw the DCN as a strategic recruitment component	Dual career director viewed the office as the most important aspect which the university has to recruit new faculty.
<b>Values</b>	The dual career director was still excited about job even after 9 years.	The DCN typically assisted a high percentage of women and minorities.	The dual career director operated on a case-by-case basis.

## Research Question 5

*How does a dual career office director manage and broker resources?*

Research question 5 explored the managing of resources of the dual career office, as can be seen in table 8.5. The interdependent relationship between the dual career office and the supporting office affected how the dual career office negotiates its resources. The dual career offices managed their resources similarly. Private University's dual career office managed its finances by assisting only tenure track faculty and upper level administrative positions, creating ad hoc lines for clients, and limiting advertisement. Midwestern State University's dual career office managed its finances by assisting the accompanying partner of a new permanent faculty or staff member in finding employment, outsourcing their dual career services to other area businesses and colleges for a fee, creating bridge appointments, and limiting advertising. European University's dual career office managed its finances by assisting only ranked professors, creating a position within the institution, and posting all the dual career offices resources on their website.

Table 8.5

*Phase II Research Question #5: How does a dual career office director manage and broker resources?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Clients</b>	By assisting only tenure track faculty and upper level administrative positions.	By assisting only the accompanying partner of a new permanent faculty or staff member in finding employment.	By assisting only ranked professors.
<b>Finances</b>	The dual career	The office out	The institution was

	director said there is nothing I'm not offering because of a budget issue.	sourced their dual career services to other area businesses and colleges for a fee.	very well financed.
<b>Can institution create lines?</b>	The institution could create ad hoc lines.	At times one to three year long bridge appointments were created.	The institution created a position within the institution.
<b>How many clients were served?</b>	The office served between 60 and 72 spouses/ partners a year	Last year they assisted 76 regular clients and had 20 limited service appointments.	The office assisted 35 new professors per year.
<b>Marketing</b>	Currently main marketing was the dual career brochure and the HERC postcard.	Advisory Board assisted with review publicity materials and helped spread the word about the offices services.	All the dual career offices resources were on their website
<b>What would the office like to offer?</b>	The human resources director thought it would also be nice to have additional funds to assist clients in brushing up or acquiring new job skills	The dual career director would like to hire someone part-time to focus on outside contracts. They would also like to have money to fund bridge appointments themselves	The dual career director would like to be able to offer a third line funding from her office

## Research Question 6

*In what way does impression management illustrate the relationships between the dual career office and its institution?*

Research question 6 explored impression management and how it illustrated the relationships between the dual career office and its institution, as can be seen in table 8.6. The placement of the dual career office within its institution affected its impression management. Private University's dual career office and human resource office were personified as grandma's kitchen and a



fraternity boy's dormitory room, juxtaposing its institutional reality of a private Ivy League institution. The impression of Midwestern State University's dual career office was a downtown urban Mecca which gives high praise to its state university status. The impression of European University's dual career office was high academia, which corresponds to its top worldwide ranking.

Table 8.6

*Phase II Research Question #6: In what way does impression management illustrate the relationships between the dual career office and its institution?*

	<b>Private University</b>	<b>Midwestern State University</b>	<b>European University</b>
<b>Appearance</b>	Didn't have the appearance of a prestigious private university. Very homey small town feel to the dual career office. Human resources office had appearance of fraternity boys dormitory room.	Office had a very metropolitan feel being downtown and smelling baking bread. The old building gave the established office an air of credibility.	The office atmosphere was very professional. The old historic building gave the office (located close to the President's office) a high level of importance.
<b>Geographic Location</b>	It was located in a small town of 29,000 residents	The institution was located in a large town of 67,000 residences.	It was located in a metropolitan area of 350,000 residents.
<b>Physical Location</b>	The dual career office was located inside a strip mall outside of main campus next to a chain grocery store.	The dual career director stated it was a good location with close city parking.	The institution was located in a major metropolitan city with lots of international businesses headquartered in the city
<b>Image</b>	Location can be an issue in recruitment due to the small towns major employer is the university.	In the building are other Provost offices included: faculty senate, information technology, accounting, etc.	Most faculty members hired at the institution end up retiring from the institution.
<b>Impression</b>	Not many area businesses could support the institutions efforts	Now (for past two years) it sits on the edge of campus in a historic downtown building	European University was an elite internationally recognized University with a rich history.

## **Discussion**

This study set out to explore the characteristics, functions, and daily operations of the dual career office. The dual career office is a venue to recruit and retain faculty, staff, and administrators. The survey and site visit findings illustrate that the dual career office assists accompanying partners in finding employment. The office makes the institution emerge attractive to potential faculty and administrative hires. The dual career office not only assisted with finding employment for spouses, but also assisted with all relocation matters including: finding childcare, housing, school information, taxes, insurance, and providing contact with other recent hires through planned socials. The informal and formal evaluations performed by the dual career office, indicated that the primary hire chooses the institution due in part to its dual career services. The dual career directors assisted between 35-90 clients within the year of this study. Most institutions currently have faculty members or administrators working ad hoc in these positions assisting dual career hires. Streamlining the position to one person, a dual career director simplifies the process and assists with recruitment and retention. If an institution wants to remain competitive, they must hire the best faculty and administrators; a dual career director can aid in this search process. The salary and benefits package of one employee seem small when looking at the potential for successful hires and grant money that can be obtained by faculty members or administrator.

## **Conclusions**

Every institution wants to hire competitive faculty and administrators. Having a dual career office supports these institutional efforts. Based on the vast literature review, artifacts, and the findings of this study, the researcher arrived at the following dual career office suggestions: maintaining a healthy host office relationship, having a connected dual career director, providing abundant dual career services, including refining assistance to ranked faculty and administrator partners for 2 years, and completing a yearly evaluation.

A healthy relationship between the dual career office and host office is essential. They mutually depend on each other. The dual career office necessitates an ambitious well connected dual career director. A person that understands and knows the geographic area well and is established in the community is the perfect candidate for the position. Experience working on institutional campus will also be a benefit. Previous employment may have included working at a staffing agency or helping to create jobs in some capacity.

The dual career office should provide the following services: resume/ CV critique, cover letter assistance, community / networking resources, coaching on interview techniques, library of job search resources materials, career counseling, writing letters of support when a partner/ spouse applies for a job within the institution, housing support, childcare/ school system information, and socials where other dual career couples can meet. The institution should make available a search waiver and 2 year bridge funding appointments to support accompany partners.

Services should be available to all upper ranked faculty and senior level administrators. This will vary, depending on who the institution wants to focus on hiring. The service should be available for up to 2 years.

The dual career office should evaluate itself and the services it provides on a yearly basis. Understanding the clients' needs will help make the dual career office a success. The evaluation must use a reliable and validated survey instrument.

### **Implications**

The following implications are based on the findings and conclusions of the study. The findings of this study can be used by an institution or businesses that are interested in creating a dual career office. HEDCN provides great resources to assist new offices. The HEDCN founder, Joan Murrin, mentors dual career directors. In the discussion summation are practice steps on advice to create a dual career office.

### **Recommendations**

A dual career office needs support from their host first and foremost. In the dawn of furloughing and budget cuts, fiscal responsibility is a high priority for institutions. A symbiotic relationship will serve both offices well as seen in figure 8.1. This relationship includes both financial and moral support. Financially, the office will pay for itself with solid prima hires. Moral support will assist in developing and maintaining a beneficial relationship. Impression Management in how the dual career office wants to be perceived by clients should be addressed by both institution and dual career office. The dual career office calls for a

consistent message about their commitment to dual career couples as seen in the offices actors, script, setting, costume, and dramatic realization.

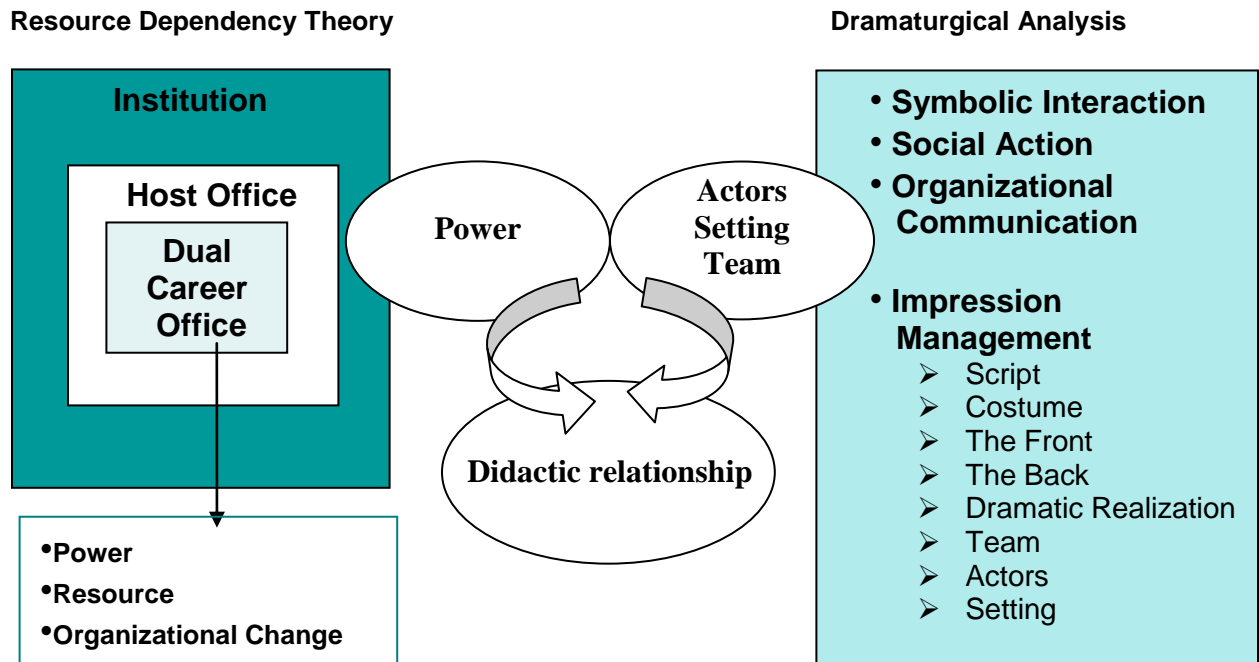


Figure 8.1. Conceptual Framework for Dual Career Office Study

### Critic of Research Methods

The researcher gained insight from conducting the pilot study, the mixed methods study, and utilizing two lenses. The researcher learned from the pilot study the importance of getting feedback (peer debriefing and member checking) on survey and interview questions. The researcher witnessed that participants can get uncomfortable when they perceive someone is taking notes on their actions or surroundings. The solution to this dilemma was to wait till participants exit the room then note observations and video tape room so more observations can be written later.

Utilizing two lenses can at times be challenging. But resource dependency theory and dramaturgical analysis worked as a cohesive unit to explore the organizations commitment to dual career couples. This commitment was seen in the organizational formal and informal communication, power relationships, resources, script, setting, actors, costume, and impression management. Further studies using dramaturgical analysis could focus on other aspects of dramaturgical analysis such as face-work or impression, or Burke's five pentad elements: act, scene, agent, agency, and purpose. Resource dependency theory is a multi faceted theory with numerous variations. The researcher focused on power relationships, resources, and organizational change to explore the organizations commitment to the dual career office as seen in its resource allocation, power relationships with the institution and host office, and the actors' power within those relationships. Further studies using resource dependency theory could focus on the impact of gender on organizational behavior due to the fact that dual career office directors are historically women.

### **Further Research**

Dual career couples offices are seen throughout military, international companies, and academia. An in-depth study of how the military assists dual career couples should be completed. International companies that assist couples should also be examined thoroughly. Only three studies have been conducted on the dual career office. A full comprehensive study of all the dual career programs/offices in the United States would be valuable. Other areas of study could include an examination of bridge appointments, dual career director departure,

elimination of dual career offices, and a study of international dual career offices.

For further future studies, one may perhaps look at a client cross case study. The researcher could get a cross section sample of different clients that the dual career office serves. The researcher could specifically examine the type of client that is served through shadowing a dual career office director for a week. This would also provide insight into the daily workings of the dual career office.

Studies might examine different questions that arise like “What happens when funding of a bridge program appointment runs out?”, “What happens when the dual career officer leaves?” and “What happens when the program is eliminated?” Many times when funding ends, the client is back in the dual career office. Is creating bridge appointments only a temporary solution? How often does this occur? Have offices tracked this? There are two institutions that dual career officers have left: one program survived, the other was shortly eliminated. Recently, a dual career program was eliminated. How are the current and future clients being assisted? Does the institution still recruit the same caliber of faculty? Many directors that participated in this study had these same questions.

Over 30 dual career offices exist in Germany. The history of these offices and services are not available in English. The US may learn from the German model. Currently, no literature written in English exists on these offices. This could be an area of further study.

The importance of the dual career office and how it serves institutions and faculty, staff, and administrators has been documented in this study. The dual career partnership will continue to be an important asset to higher education

institutions, as can be seen in recent reports by AAUP, Chronicle of Higher Education, and the Clayman Institute. It is essential that higher education leaders and businesses continue to address dual career couples' needs and issues, in order to recruit and retain the highest quality employees.



## REFERENCES

- Aebersold, N. (2001). Dual career service 2000-2001: Summary of accomplishments and survey results. Santa Cruz, CA: University of California.
- Astin, H.S., & Milem, J.F. (1997). The statues of academic couples in U.S. institutions. In M.A. Ferber, & J. W. Loeb (Eds.) *Academic couples: Problems and Promises*. Urbana and Chicago, IL: University of Illinois Press.
- Atheide, D., & Johnson, J. (1994). Criteria for assessing interpretive validity in qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research*, (485-499). Thousand Oaks, CA: Sage.
- Babbie, E. (2004). *The Practice of Social Research*. Belmont, CA: Wadsworth/Thompson Learning.
- Bateson, G. (1955). A theory of play and fantasy. *Psychiatric Research Reports*, 2, 39-51.
- Bauman, R. (1975). Verbal art as performance. *American Anthropologist*, 77, 285-305.
- Benford, R., & Hunt, S. (1992). Dramaturgy and social movements: The social construction and communication of power. *Sociological Inquiry*, 62(1), 36-55.
- Benson, K. (1975). The interlocking network as a political economy. *Administrative Science Quarterly*, 20, 229-249.
- Berger, P. & Luckmann, T. (1966). *The social construction of reality: a treatise in sociology of knowledge*. Garden City, NY: Doubleday.

- Blanshan S., & Gee, E. (1993). Working with partners. In R.H. Stein, R.H. and S.J. Trachtenberg, (Eds.) *The Art of Hiring in America's Colleges and Universities*. Buffalo, NY: Prometheus Books.
- Boulding, K. (1963). *The organizational revolution*. New York, NY: Harper.
- Brissett, D., & Edgley, C. (1990). *Life as theatre: a dramaturgical source book*. New York, NY: Aldine de Gruyter.
- Bruce, W. M., & Reed, C.M. (1991). *Dual career couples in the public sector: A management guide for human resources professionals*. New York, NY: Quorum.
- Burke, D. L. (1998). *A new academic marketplace*. New York, NY: Greenwood Press.
- Burke, K. (1945). *A grammar of motives*. New York, NY: Prentice Hall.
- Burke, K. (1969). *A rhetoric of motives*. Berkley, CA: University of California Press.
- Buzzanell, P. M. (1997). Toward an emotion-based feminist framework for research on dual career couples. *Women and Language*, 20(2), 40.
- Cambell, D., & Fiske, D. (1959). Convergent and discriminant validation by the multi-trait multi-method matrix. *Psychological Bulletin*, 56, 81-105.
- Carter, N. (1997). Solve the dual-career challenge. *Workforce*, 2(4), 21.
- Casciaro, T., & Piskorski, M. J. (2005). Power imbalance, mutual dependence, and constraint absorption: A closer look at resource dependence theory. *Administrative Science Quarterly*, 50(3), 18-29.

- Clegg, S. (1990). *Organization studies in the postmodern world*, London, England: Sage.
- Collier, N. K. (2001). *True stories of dual-career faculty couples: A qualitative study*. (Doctoral Dissertation, Washington State University). Retrieved from <http://proquest.umi.com/pqdweb?did=725926001&Fmt=7&clientId=65345&RQT=309&VName=PQD>
- Collins, R. (1973). Symposium review. *The Sociological Quarterly*, 14, 135-143.
- Collins, R. (2000). Erving Goffman and the development of modern social theory. In G Fine & G Fine (Eds.), *Erving Goffman*, (Sage Masters of Modern Social Thought), Vol. 3, pp.307-337. London, England: Sage.
- Combs, J., & Mansfield, M. (1976). *Drama in life: The uses of communication in society*. New York, NY: Hastings House.
- Creamer, E. G. (1999). Knowledge production, publication productivity, and intimate academic partnerships. *The Journal of Higher Education*, 70(3), 261-277.
- Creswell, J. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. Thousand Oaks, CA: Sage.
- Cresswell, J., Clark, V., Gutman, M., & Hanson, W. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.

Denzin, N., & Lincoln, Y. (1994) *Handbook of qualitative research* (2nd ed.).  
Thousand Oaks, CA: Sage.

Department of Defense (1988). *Directive 1400.33*. <http://www.usmilitary.about.com/library/milinfo/dodreg/bldodreg1400-33htm>. Retrieval date 05/18/09.

Department of Defense (2008) *Report on military spouse education and employment*.  
[http://images.military.com/spouse/Report\\_to\\_Congress\\_on\\_Military\\_Spouse\\_Education\\_and\\_Employment\\_Jan\\_2008.pdf](http://images.military.com/spouse/Report_to_Congress_on_Military_Spouse_Education_and_Employment_Jan_2008.pdf). Retrieval date 05/18/2009.

De Wit, K., & Verhoeven, J. (2000). Stakeholders in universities and colleges in Flanders. *European Journal of Education*, 35 (4), 421-437.

Dillman, D. (2000). *Mail and internet surveys: The tailored design method*. New York, NY: Wiley.

DuBose, N. (2007). *College freshmen's perceptions of racism at the University of Missouri-Columbia---"do you see what I see?"*. (Doctoral Dissertation, University of Missouri - Columbia). Retrieved from  
<http://proquest.umi.com/pqdweb?did=1686187291&Fmt=7&clientId=17675&RQT=309&VName=PQD>

Duncan, H. (1969). *Symbols in sociological theory*. New York, NY: Oxford University Press.

- Duncan, H. (1985). *Communication and social order*. New Brunswick, NJ: Transaction Books.
- Edelman, M. (1987). *Constructing the political spectacle*. Chicago, IL: University of Chicago Press.
- Emerson, R.M. (1962). Power-dependence relations. *American Sociological Review*, 27, 31-40.
- Ercolano, V. (1997). Dual-career couples. *ASEE Prism*, 6, 28-32.
- Evreinoff, N. (1927). *The theatre in life*. New York: Benjamin Bloom.
- Ferber, M., & Loeb, J. (1997). *Academic couples: Problems and promises*. Urbana, IL: University of Illinois Press.
- Fleig-Palmer, M., Murrin, J., & Palmer, D. K. (2003). Meeting the needs of dual-career couples in academia. *CUPA-HR Journal*, 54(3), 12-15.
- Fowler, S. B., & DePauw, K. P. (2005). Dual-career queer couple hiring in southwest Virginia: Or, the contract that was not one. *Journal of Lesbian Studies*, 9(4), 73.
- Frech, D. S. (2005). *Opening night spectacle: A dramaturgical analysis of the enactment of "inventing flight: The centennial celebration"*. (Doctoral Dissertation, University of Denver). Retrieved from <http://proquest.umi.com.ezproxy.library.unlv.edu/pqdweb?did=862925731&Fmt=7&clientId=17675&RQT=309&VName=PQD>.

- Friedan, B. (1963). *The feminist mystique*. New York, NY: Norton.
- Galaskiewicz, J., & Marsden, P. (1978). Interorganizational resources networks: formal patterns of overlap. *Social Science Research*, 7(2), 89-107.
- Gamson, W., & Modigliani, A. (1989). Media discourse and public opinion on nuclear power: A constructionist approach. *American Journal of Sociology*, 95, 1-37.
- Gardner, W., & Martinko, M. (1988). Impression management in organizations. *Journal of Management*, 14, (2) 321-338.
- Gee, E. G. (1991). The dual-career couple: A growing challenge. *Educational Record*, 72, 45-47.
- Gergen, K. (1985). *The social construction of a person*. New York, NY: Springer.
- Gergen, K., & Gigeranzer, G. (1991). Cognitivism and its discontents: An introduction to the Issue. *Theory & Psychology*, 1, 403 - 405.
- Goffman, E. (1955). On face-work: An analysis of ritual elements in social interaction. *Psychiatry*, 18, 213-231.
- Goffman, E. (1959). *The presentation of self in everyday life*. Garden City, NY: Doubleday.
- Goffman, E. (1961). *Encounters*. Indianapolis, IN: Bobbs-Merill.
- Goffman, E. (1963). *Behavior in public places*. New York, NY: Free Press.
- Goffman, E. (1964). *Stigma*. Englewood Cliffs, NJ: Prentice Hall.
- Goffman, E. (1969). *Relations in public: micostudies of the public order*. New York, NY: Basic Books.

- Gornitzka, Å. (1999). Governmental policies and organisational change in higher education. *Higher Education*, 38(1), 5-31.
- Gudykunst, W., & Ting-Toomey, S. (1988). *Culture and interpersonal communication*. Newbury Park, CA: Sage.
- Gusfield, J. (1989). *Kenneth Burke on symbols and society*. Chicago, IL: University of Chicago Press.
- Hakim, C. (2000). Marry up and stay home. *The Times Higher Education Supplement*, 14 (62) 20-21.
- Hare, A.P., & Blumberg, H.H. (1988). *Dramaturgical analysis of social interaction*. New York, NY: Praeger.
- Harvey, M., & Wiese, D. (1998). Global dual-career couples mentoring: a phase model. *HR Human Resource Planning*, 21(2) 33-48.
- Harrison, J., MacGibbon, M., & Morton, M. (2001). Regimes of Trustworthiness in Qualitative Research: The Rigors of Reciprocity. *Qualitative Inquiry*, 7 (3) 323-345.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany: SUNY Press.
- Hassenfield, Y. (1972). People processing organizations: An exchange approach to the control of organizations. *Administrative Science Quarterly*, 19, 45-59.
- Hendrickson, P. K. (2002). Audience experience and response within the single sex secondary military boarding school: A dramaturgical analysis

- (Doctoral Dissertation, Oklahoma State University) Retrieved from  
Dissertations & Theses: Full Text.(Publication No. AAT 3080525).
- Higher education dual career network (hedcn) website.* (n.d.). Retrieved from  
(<http://sites.google.com/site/dualcareer/index>).
- Hickson, D.J., & Pugh, D.S. (1997). *Writers on organizations*. Thousand Oaks,  
CA: Sage.
- Ho, D. (1976). On the concept of face. *American Journal of Sociology*, 81(4) 867-  
884.
- Hooghiemstra, R. (2002). Corporate communication and impression  
management- new perspectives: Why companies engage in corporate  
social reporting. *Journal of Business Ethics*, 27, 24-68.
- Horning, L. S. (1997). Academic couple: The view from the administration. In  
M.A. Ferber & J. W. Loeb (Eds.) *Academic couples: Problems and  
Promises*. Urbana, IL; University of Illinois Press.
- Hunt, D. E. (2009). *Dual career program survey*. Unpublished study, University  
of Virginia, Charlottesville, VA.
- Jacobs, D. (1974). Dependency and vulnerability: An exchange approach to the  
control of organizations. *Administrative Science Quarterly*, 19, 45-59.
- Johari, A., & Bradshaw, A. C. (2002). Dual academic careers: Issues and  
personal perspectives. *Educational Technology Research and  
Development*, 50(3), 98-104.
- Johnson, B. (1995). *Resource dependence theory: A political economy model of  
organizations*. <http://search.ebscohost.com.ezproxy.library.unlv.edu>.



- Kerseen-Griep, J. (2001). Teacher communication activities relevant to student motivation: Classroom facework and instructional communication competence. *Communication Education, 50*, 256-273.
- Kivisto, P., & Pittman, D. (2007). Goffman's dramaturgical sociology: Personal sales and services in a commodified world. *Contemporary Theories, 2*, 27-29.
- Kraft, K. (1994). *The rationalization of fantasy*. Unpublished paper, Augustana College, Rock Island, IL.
- Lavender, M. (2007) *Community college partnerships with business and industry*. (Doctoral dissertation, Western Michigan University) Retrieved from Dissertations & Theses: Full Text. (Publication No. AAT 3265907).
- Lemert, C., & Branaman, A. (Eds) (1997). *The Goffman reader*. Malden, MA: Blackwell.
- Leonard, B., & Sommer, R. D. (1995). Relocating the dual income family. *HR Magazine : On Human Resource Management, 40*(8), 55.
- Leslie, L.L., & Slaughter, S.A. (1997). The development and current status of market mechanisms in United States postsecondary education. *Higher Education Policy, 10* (3-4), 239-52.
- Lincoln, Y. S., & Guba, E.G. (1995) *Naturalistic inquiry*. New Park, CA: Sage.
- Lyman, S., & Scott, M. (1975). *The drama of social reality*. New York, NY: Oxford University Press.
- Maines, D. (1997). Social organization and social structure in symbolic interactional thought. *Annual Review of Sociology, 3*, 235-259.

- Mangan, K. S. (1989). Colleges discover that winning a top faculty recruit sometimes depends on finding work for a spouse. *The Chronicle of Higher Education*, 36, A13-14.
- Manning, P. (1973). Symposium review. *The Sociological Quarterly*, 14, 135-143.
- Manning, P. (1980). Topics and tropes. *Contemporary Sociology*, 9, 670-672.
- Manning, P. (1992). *Organizational Communication*. New York, NY: Aldine De Gruyter Press.
- Mannix, M. (2001). Take me take my spouse. *ASEE Prism*, 11(3), 26-28.
- Marshall, C., & Rossman, G. B. (2006). *Designing Qualitative Research (Fourth Edition)*. California: Sage.
- Maysonave, S. (1999). Casual power: how to power up your nonverbal communication and dress down for success. Austin, TX: Bright Books Inc.
- McCloud, P. (2001) *University of Arkansas Dual Career Network Site*  
[hr.uark.edu/programs/DualCareerEmploymentNetwork.asp](http://hr.uark.edu/programs/DualCareerEmploymentNetwork.asp) Retrieval date 03/18/09.
- McNeil, L., & Sher, M. (1999). The dual-career couple problem, *Physics Today* 52 (7), 32-37.
- Mead, G. H. (1934). *Mind, self, and society*. Chicago, IL: University of Chicago Press.
- Merelman, R. (1984). The dramaturgy of politics. *Sociological Quarterly*, 10, 216-241.
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass.

- Mintzberg, H. (1983). *Structures in fives: designing effective organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Morphew, C.C. (1997). *Understanding the acquisition of new degree programs*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, November 1997. (ERIC Document Reproduction No. ED415801).
- Morse, J. (2003). Principles of mixed methods and multimethod research design. In Tashakkori & C. Teddlie (Eds.). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- National Public Radio (Producer) (2009). Military Lives in Transition. [ Radio program story] *Marketplace* Air date June 18, 2009.
- Nieragden, G (2000). The soft skills of business English. *The Weekly Column*, 28, 1-8.
- Pacanowsky, M., & O'Donnell-Trujillo, N. (1983). Organizational communication as cultural performance. *Communication Monographs*, 50(2) 126-147.
- Perillo, L. M. (1998). Transitory lives in academe: Separation and solitude. *The Chronicle of Higher Education*, 45(5), A68.
- Perry, E. I., & Perry, L. (2000). Two academic careers and one fulfilling job. *The Chronicle of Higher Education*, 46 (28), B7-8.
- Pfeffer, J., & Salancik, G. R. (1975). Determinants of supervisory behavior: A role set analysis. *Human Relations*, 28(2),139-154.
- Pfeffer, J., & Salancik, G. R. (1978) *The external control of organizations: A resource dependency theory*. New York, NY: Harper & Row Press.

- Polkinghorne, D. (1998). *Narrative knowing and the human sciences*. New York, NY: SUNY Press.
- Reynolds, C., & Bennett, R. (1991). The career couple challenge. *The Personnel Journal*, 70 (3), 46.
- Riessman, C. (1993). *Narrative analysis*. Newbury Park, NY: Sage.
- Roehling, V., & Moen, P. (2003). When work spills over into the home and spills over into work. In P. Moen (Ed) *It's about time: Couples and careers*. Ithaca, NY: Cornell University Press.
- Russ, G. (1991). Symbolic communication and image management in organizations. In R. Giacalone & P. Rosenfield (Eds.), *Applied impression management : How image-making affects managerial decisions* (pp.219-238). Newbury, NY: Sage.
- Salancik, G. R., & Pfeffer, J. (1974). The bases and use of power in organizational decision making: The case of a university. *Administrative Science Quarterly*, 68 (5) 178-184.
- Schiebinger, L., Henderson, A., & Gilmartin, S. (2008) *Dual career academic couples: What universities need to know*. Stanford, CA: Stanford University Press.
- Scott, W. R. (1992). *Organizations: Rational, natural and open systems* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Shakespeare, W., & Knowles, R. (1977). *As you like it*. New York, NY: Modern Language Association of America.

- Silver, R. (1993). Conditions of autonomous action and performance. *Administration and Society*, 24(4) 487-511.
- Simmel, G. (1950). *Sociology*. Glencoe, CO: Free Press.
- Smart, M. S., & Smart, R. C. (1990). Paired prospects: Dual career couples on campus. *Academe*, 76, 33-37.
- Snow, D., Rochford, E., Worden, S., & Benford, S. (1986). Frame alignment process, micromobilization, and movement participation. *American Sociological Review*, 51, 464-481.
- Spradley, J. P. (1980) *Participation observation*. New York, NY: Holt, Reinhart & Winston.
- Tashakkori, A. & Teddlie, C (2003).Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In Tashakkori, A. & Teddlie, C. *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- Thompson J. D. (1967). *Organizations in action*. New York, NY: McGraw-Hill.
- Tierney, K., & Webb, G. (1996). Managing organizational impressions in crises situations: Exxon corporation and the Exxon Valdez oil spill (DRC Paper No. 235). Newark, DE: University of Delaware, Disaster Research Center, Department of Criminal Justice.
- Tracy, K. (1990). The many faces of facework. In H. Giles & W.P. Robinson (Eds.) *Handbook of language and social psychology*. New York, NY: John Wiley & Sons.

- Turner, E., & Edgley, C. (1976). Death as theatre: a dramaturgical analysis of the American funeral. *Sociology and Social Research*, 60, 377-392.
- Ulrich, D., & Barney, J.B. (1984). Perspective in organizations: Resources dependency, efficiency, and population. *Academy of Management Review*, 9 (3), 471.
- U.S. Census Bureau (March, 2000). *Married couple family groups, by labor force status of both spouses, and race and Hispanic origin*. Retrieved September 9, 2008, from <http://www.census.gov/population/socdemo/hh-fam/p20-537/2000/tabFG1.txt>.
- Wallace, R., & Wolf, A. (1999). *Contemporary sociological theory*. Princeton, New Jersey:Prentice Hall.
- Weiler, C.S., & Yancey, P.H. (1992). Dual career couples and academic science. *Journal of College Science Teaching*, 33, 217-222.
- Wilkie, J, R. (1991). The decline in the men's labor force participation and income and the changing structure of family economic support. *Journal of Marriage and Family*, 53,113-122.
- Wilson, R. (1998). When officemates are also roommates. *The Chronicle of Higher Education*, 44(32), A12-13.
- Wilson, R. (1999). The frustrating career of the 'trailing spouse'. *The Chronicle of Higher Education*, 45(28), A12-13.
- Wilson, R. (2001). The backlash against hiring couples. *The Chronicle of Higher Education*, 47(31), A16-18.

- Wilson, R. (2002). Academic couples said to be happier working at same university. *The Chronicle of Higher Education*, 48(47), A12.
- Wolf-Wendel, L. E., Twombly, S. B., & Rice, S. (2000). Dual-career couples: Keeping them together. *The Journal of Higher Education*, 71(3), 291-321.
- Wolf-Wendel, L. E., Twombly, S. B., & Rice, S. (2003). *The two body problem: dual career couple hiring policies in higher education*. Baltimore, MD: John Hopkins Press.
- Young, T.R., & Massey, G. (1978).The dramaturgical society: A macro-analytic approach to dramaturgical analysis. *Qualitative Sociology*, 1, 78-98.
- Zald, M. (1970). Political economy: A framework for comparative analysis. In N. Mayer (Ed), *Power in organizations*. (pp. 221-261). Nashville,TN: Vanderbilt University Press.

## APPENDIX A

### DUAL CAREER PROGRAM SURVEY ADAPTED WITH PERMISSION FROM DAWN HUNT

1. Your institution is a:
  - a. Doctoral granting university
  - b. Masters college/ university
  - c. Baccalaureate college
  - d. Community college
  
2. Where is your institution located?
  - a. In a large city fringe area ( > 250,000)
  - b. In a small or middle-sized city or mid city fringe area (75,00-250,000)
  - c. In a large town (25,00-75,000)
  - d. In a small town ( < 25,000)
  - e. In a rural area
  
3. The number of students at your institution (undergraduates and graduates combined)?
  - a. < 20,000
  - b. 20,000- 40,000
  - c. . 40,000
  
4. The number of fulltime faculty at your institution?
  - a. <1,000
  - b. 1,000- 3,000
  - c. > 3,000
  
5. Within what office (s) or unit (s) does your dual career program reside?
  - a. Provost's Office
  - b. Human Resources
  - c. Career Services
  - d. Other (please specify)
  
6. Your dual career program services are available to:
  - a. Spouses and partners
  - b. Spouses only
  - c. All family members, including children
  - d. Other (please specify)



7. Your program serves spouses and / or partners of what types of employees (or prospective employees)?
  - a. Tenure track faculty only
  - b. Faculty only (tenure and non tenure)
  - c. Faculty and administrators
  - d. All employees
  - e. Other please specify
  
8. At what point in the hiring process do you make your program services available to spouses/ partners?
  - a. At any point in the process
  - b. When candidate applies, or any time following
  - c. Once candidate is chosen as a finalist
  - d. Once candidate has had an interview
  - e. Once the offer has been made
  - f. After the person has been hired
  - g. Other (please specify)
  
9. How long do you offer your services to your clients?
  - a. One year
  - b. Two years
  - c. Until the client finds a job
  - d. No time limit
  - e. Other (please specify)
  
10. Some schools limit eligibility for the services based the amount of time the relocating partner (not the primary hire) has been in the area. Is this a feature of your program? If so what is the time frame?
  - a. We do not limit services based on how long the relocating partner has been in the area.
  - b. Partners are not eligible if they have been in the area more than two years.
  - c. Partners are not eligible if they have been in the area more than one year.
  - d. Other (please specify)
  
11. What types of services do you offer your clients? (Check all that apply)
  - a. Resume/ CV critique
  - b. Cover letter assistance
  - c. Community / networking resources
  - d. Coaching on interview techniques
  - e. Coaching on salary negotiation
  - f. Library of job search resources materials
  - g. Career counseling
  - h. Writing letters of support when a partner/ spouse applies for a job within your institution

- i. Sponsoring events for relocating partners to network with key community employers
- j. Sponsoring events for relocating partners to network with key community players
- k. Other (please specify)

12. How do you offer your program services to clients? (Please check all that apply)

- a. Brochures
- b. Websites
- c. Information packets
- d. Directories of area employment
- e. Community resource information
- f. Reprints of articles on dual career hiring
- g. One-to-one meetings
- h. Group meetings and / or classes
- i. Referral to Higher Education Recruitment Consortium (HEDCN) website for your area
- j. Referrals to other internal services (e.g., Career Placement office in your institution)
- k. Referrals to external services (e.g., headhunters, career counseling professionals in the community)
- l. Other (please specify)

13. When you market your services at your home institution, where do you aim your primary efforts? (Please check all that apply)

- a. Deans
- b. Department chairs
- c. Search committee chairs
- d. Faculty in general
- e. Staff
- f. Other (please specify)

14. What tools do you use to market your program within your institution? (Please check all that apply)

- a. Websites
- b. Word of mouth
- c. Campus-wide meetings
- d. Departmental and/ or school meetings
- e. Brochures
- f. Email
- g. In-house publications (newspapers, etc.)
- h. Printed letters
- i. Attend/ speak at new employee orientations
- j. Other (please specify)

15. What tools do you use to market your program to/ network with the external community (businesses, etc.)? (Please check all that apply)
- Attend local networking meetings
  - Join professional groups (such as those sponsoring networking meetings)
  - Websites
  - Visit managers of local business
  - Work with local meetings
  - Other (please specify)
16. How long has your program been in existence?
- Less than one year
  - 1-2 years
  - 3-5 years
  - 6-8 years
  - More than 8 years
  - Other (please specify)
17. Is there data collected on your dual career program?
- Yes, we have had a formal evaluation
  - Yes, we have had an informal evaluation
  - Yes, we have collected data
  - No
  - Other (please specify)
18. How many employees are dedicated to your dual career program?
- 1-2
  - 3-4
  - 5-6
  - 7 or more
19. How is your program staffed? Please indicate the amount of time each person on your team works on dual career issues/ services. If you have more than three administrators, support staff and / or students, please indicate this in the comments section.

	Full time	30-39 hrs/wk	20-29 hrs/wk	10-19 hrs/wk	< 10 hrs/wk
Administrator					
Administrator					
Administrator					
Support staff					
Support staff					
Support staff					
Student worker					
Student worker					

**Student  
worker**

---

Comments:

20. Are there any features of your program not covered in this survey? Is there anything else you would like to share about your dual career program?

Comments:

21. Would your institution be interested in participating in a study by a researcher who will conduct interviews on site regarding your dual career office?

- a. No
- b. Yes

Whom to contact:

## APPENDIX B

### PRELIMINARY INTERVIEW QUESTIONS

1. How was your dual career office created? Take me through the process. Tell me about your mission, vision, and goals?
2. What model or institution did you look at when creating the dual career office? Did you consult someone? If so, who?
3. Describe the services your office offers. Have all of the current services always been offered?
4. What type of support do you receive from the supporting office? Financial? Personnel? Political?
5. Describe the relationship you have with your hosting office? Has your office always been housed there?
6. How many people have you served?
7. How many have inquired about services?
8. Have you had to turn people away from your office? Why?
9. What is your educational and occupational background?
10. What type of training did you receive for your job?
11. What training would have been beneficial given your job responsibilities?
12. How does your office promote your dual career services?
13. Has the office always been in its current location? Is it a good location for the office?
14. If money were no object, what services/ resources would you like to have/ offer?
15. Is there anything else I should know about the office?

APPENDIX C

SAMPLE FIELD NOTES TEMPLATE

---

Date: _____	<i>Observer's Comments</i>
Time: _____ to _____	
Location: _____	
_____	
<b>Observation</b>	
(Detailed description of office and employees in the room)	(General comments and analytic insights/comments about the actions that are taking place. Could help focus data collection, generated themes, and help develop questions during interviews)
(Describe the room using specifics. Tell layout, how things are set up, artifacts in the room, and provide a description that would allow readers to feel as though they are in the office with the researcher.)	
(Detailed descriptions of what things are happening in the office, descriptions of employee interactions and conversations, body language, and dialogue.)	

---

APPENDIX D

RURAL STATE UNIVERSITY'S FIELD NOTES

---

Rural State University Reception FIELD NOTES		
Date: March 31, 2010 to 3:30 pm	Time: 2:30	Observer's Comments
Location: 5th floor reception area to Provost's office		
Observation		
(Detailed description of office and employees in the room)		-I took elevator to fifth floor and was greeted by a receptionist/ waiting area.
-Large foyer seating area opposite of two mylar secured doors (on opposite sides of the foyer) leading to offices.		-Has the feel/ appearance of an upscale doctor's waiting room.
-Receptionist is a very professional middle-aged woman dressed in coordinating separates: sweater, pants, and vest all matching.		- It has an elegance and sophistication about it.
(Describe the room using specifics.)		
-The atmosphere was very textured and manicured. The carpet is tan and had deep, patterned grooves in it. The artwork is framed posters of past university events. The seating area is four couches facing a glass coffee table. University magazines litter the table. The large overhead light is muted a wooden bench like fixture. The wall lamps are dimmed with frosted glass.		
(Detailed descriptions of what things are happening in the office, descriptions of employee interactions and conversations, body language, and dialogue.)		
-People approach receptionist and ask if someone is in. She calls person on phone and they come put to greet guest. Two people leave one mylar door to enter the other mylar		

---

---

door.

-The partner opportunity program director's assistant retrieves me from the lobby and brings me to the partner opportunity program director's office.

---

Rural State University Partner Opportunity Program Office

---

Date: March 31, 2010  
to 3:30 pm

Time: 2:30

Observer's Comments

Location: 5th floor of Provost's Office in DCO's office

Observation

---

(Detailed description of office and employees in the room)

-Small office seems like more a working office than one for meetings. Office director is dressed professionally in business separates.

(Describe the room using specifics.)

-Large window that is entire wall. Outside window is a balcony, where is access to it? Plants surround the office. The wall hangings are of flowers and one of a butterfly. Institution Standards Statement framed on the opposite wall. Institution activity wall calendar on another wall.

(Detailed descriptions of what things are happening in the office, descriptions of employee interactions and conversations, body language, and dialogue.)

Began dialogue by introducing myself and describing the study. Asked her to fill out the survey. As she fills out survey I take observation notes. She asks me about my note taking, feeling like a caught child, I halt the note taking.

(General comments and analytic insights/comments about the actions that are taking place.)

-Rectangular office. Large cherry oak desk unit with drawers and book shelf. Two chairs in front of desk. It has a homey feel to it.



APPENDIX E

COASTAL STATE UNIVERSITY FIELD NOTES

---

COASTAL STATE UNIVERSITY RECEPTION TO CHANCELLOR'S OFFICE	
Date: April 1, 2010 Time: 12:30 to 1:00 pm Location: 2ND floor entrance of administration building. Observation	Observer's Comments
(Detailed description of office and employees in the room)	(General comments and analytic insights/comments about the actions that are taking place. Could help focus data collection, generated themes, and help develop questions during interviews)
-Long zigzagging stairs/ path to second floor of administration building.	
-Large glass wall with two sets of doors.	
-Large circular desk made of light oak wood.	
-Entrance looks like a café with four large circular tables metal tables and metal chairs.	-No one approached me. I went straight to elevator and floor and went to dual career office.
(Describe the room using specifics.)	-I sat and jotted down notes after the interview.
- Floor is tiled with three different patterns in different areas.	
-The room is very light wood has an absence-of-color feel to it.	
-The overhead lighting fixture is muted by arched, tiered, light wooden grates.	
(Detailed descriptions of what things are happening in the office, descriptions of employee interactions and conversations, body language, and dialogue.)	
People approaching reception and getting access to mylar, secure, Provost hallway. Someone complained about the elevator not working.	

---

---

COASTAL STATE UNIVERSITY DUAL CAREER OFFICE

---

Date: April 1, 2010 Time: 12:30 to 1:00 pm

Observer's Comments

Location: Dual career office 5th top floor

Observation

---

(Detailed description of office and employees in the room)

- Large rectangular room.
- On wall are motivational posters.
- Large magazine rack holds dual career literature and work life literature.
- Director is wearing a grey suit, middle-aged, petite friendly.

(Describe the room using specifics. Tell layout, how things are set up, artifacts in the room, and a description that would allow readers to feel as though they are in the office with the researcher.)

- Large window at back of office.
- Office has a homey, welcoming feel to it.

(Detailed descriptions of what things are happening in the office, descriptions of employee interactions and conversations, body language, and dialogue.)

Conversation was very open and flowing.

---

(General comments and analytic insights/comments about the actions that are taking place. Could help focus data collection, generated themes, and help develop questions during interviews)

- Focus of eyes goes to the middle of room where large round table sits in front of desk.

-I enter office and introduce myself.

- We sit a large round table. Reminds me of the large round table in my friend's kindergarten classroom.

## APPENDIX F

### RECRUITMENT EMAIL

Hello HEDCN member,

My name is Christine Promin, I am a doctoral candidate at The University of Nevada, Las Vegas. I am working on a study of dual career couples programs at HEDCN affiliated institutions. In order to get a comprehensive view of dual career programs and dual career offices and how they function within the institution, I need as many people as possible to complete this survey on dual career programs.

The questionnaire is administered online and takes approximately 20 minutes to complete. Participation in this study is anonymous; your name or email address will not be collected as part of the dataset. In order to participate, you must be at least 18 years old.

To be a part of this research project, please click the link below and follow the instructions on the website that opens.

link to survey:

<http://www.surveymonkey.com/s/HEDCNsurvey>

Thank you for your time. If you have any questions, please feel free to email me.

Christine Promin  
Doctorate Candidate  
Department of Educational Leadership  
UNLV  
4505 Maryland Parkway  
Box 453002  
Las Vegas, NV 89154-3492  
(702) 895-4397

## APPENDIX G

### INFORMED CONSENT SURVEY



Informed consent/ Survey  
Department of Educational Leadership

Title of Study: Dramaturgical Analysis of Dual Career Offices  
Investigator(s): Dr. Teresa Jordan, PI Christine Promin; Student Investigator  
Contact Phone Number: Dr. Jordan 702-895-2724 Ms. Promin 895-4397

#### Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to examine dual career offices using a mixed methods explanatory sequential design to explore how these offices address issues, serve constituencies, and relate to the broader institution.

#### Participants

You are being asked to participate in the study because your institution has a dual career or relocation office on its campus.

#### Procedures

If you volunteer to participate in this study, you will be asked to do the following: complete a survey and your institution may be selected for further study which will include a site visit and in person interviews.

#### Benefits of Participation

The study will provide an in-depth view of dual career offices. The insight gained from the study may be useful to administrators about how to create dual career offices.

#### Risks of Participation

There are risks involved in all research studies. This study includes only minimal risks. For example, you may become uncomfortable when answering a question.

#### Cost /Compensation

There will not be financial cost to you to participate in this study. The study will take 15 minutes of your time. You will not be compensated for your time.

#### Contact Information

If you have any questions or concerns about the study, you may contact Christine Promin at [prominc@unlv.nevada.edu](mailto:prominc@unlv.nevada.edu). For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office for the Protection of Research Subjects at 702-895-2794.

#### Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

#### Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for five years after completion of the study. After the storage time the information gathered will be shredded.

#### Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

## APPENDIX H

### INFORMED CONSENT INTERVIEW



Informed consent/ Interview  
Department of Educational Leadership

Title of Study: Dramaturgical Analysis of Dual Career Offices  
Investigator(s): Dr. Teresa Jordan, PI Christine Promin; Student Investigator  
Contact Phone Number: Dr. Jordan 702-895-2724 Ms. Promin 702-895-4397

#### Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to examine dual career offices using a mixed methods explanatory sequential design to explore how these offices address issues, serve constituencies, and relate to the broader institution.

#### Participants

You are being asked to participate in the study because your institution has a dual career or relocation office on its campus.

#### Procedures

If you volunteer to participate in this study, you will be interviewed about the institution's dual career office. This interview will last about an hour and will be audio and videotaped with permission from the participant.

#### Benefits of Participation

The study will provide an in-depth view of dual career offices. The insight gained from the study may be useful to administrators about how to create dual career offices.

#### Risks of Participation

There are risks involved in all research studies. This study includes only minimal risks. For example, you may become uncomfortable when answering a question.

#### Cost /Compensation

There will not be a financial cost to you to participate in this study. The study will take approximately an hour of your time. You will not be compensated for your time.

#### Contact Information

If you have any questions or concerns about the study, you may contact Christine Promin at [prominc@unlv.nevada.edu](mailto:prominc@unlv.nevada.edu). For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office for the Protection of Research Subjects at 702-895-2794.

#### Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

#### Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for five years after completion of the study. After the storage time the information gathered will be shredded.

#### Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

Signature of Participant

Date

Participant Name (Please Print)

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.

APPENDIX I

INFORMED CONSENT FORM VIDEO/ AUDIO TAPE



Informed consent  
Video/ Audio Taped  
Department of Educational Leadership

Title of Study: Dramaturgical Analysis of Dual Career Offices  
Investigator(s): Dr. Teresa Jordan, PI Christine Promin; Student Investigator  
Contact Phone Number: Dr. Jordan 702-895-2724 Ms. Promin 702-895-4397  
I \_\_\_\_\_ give permission to have this  
interview audio and video taped.

**Voluntary Participation**

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university.

**Confidentiality**

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for five years after completion of the study. After the storage time the information gathered will be shredded.

**Participant Consent:**

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me. I agree to have the interview video taped and audio taped.

Signature of Participant

Date

Participant Name (Please Print)

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.



## APPENDIX J

### INFORMED CONSENT FORM ARTIFACTS



#### Informed consent/ Artifacts Department of Educational Leadership

Title of Study: Dramaturgical Analysis of Dual Career Offices  
Investigator(s): Dr. Teresa Jordan, PI Christine Promin; Student Investigator  
Contact Phone Number: Dr. Jordan 702-895-2724 Ms. Promin 702-895-4397

I agree to provide the following documents to aid this study of dual career offices.  
I, \_\_\_\_\_ have permission to release these documents.

Dual career office mission/ vision statements  
Dual career office budgets  
Dual career office creation documents: agendas, meeting minutes, etc.  
Dual career office recruitment material: brochure, website information, etc.  
Evaluations of the dual career office  
Any other documents I deem important to understanding the dual career office

#### Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

#### Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for five years after completion of the study. After the storage time the information gathered will be shredded.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

Signature of Participant

Date

Participant Name (Please Print)

Participant Note: Please do not sign this document if the Approval Stamp is missing or is expired.

VITA

Graduate College  
University of Nevada, Las Vegas

Christine Promin

Degrees:

Bachelor of Fine Arts, Theatre Education with Honors, 2000  
University of North Carolina, Greensboro

Master of Fine Art, Dramaturgy, 2003  
State University of New York, Stony Brook

NC State Teaching Licensure A Theatre and English to K-12 2000

Dissertation Title: Assisting the Accompanying Partner: a Dramaturgical  
Explanatory Study of Dual Career Couples Offices

Dissertation Committee:

Chairperson, Teresa Jordan, Ph.D.

Committee Member, Sally Bomotti, Ph.D.

Committee Member, Gerald Kops, Ph.D.

Committee Member, Edith Rusch, Ph.D.

Graduate Faculty Representative, Le Ann Putney, Ph.D.