

FACULTY DEMOGRAPHICS, FAMILY LIFE, AND RESEARCH PRODUCTIVITY: CAN'T WE HAVE OUR CAKE AND EAT IT TOO?

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Striking a harmonious balance between work and family life is a—sometimes elusive—goal among marketing professionals including faculty. This is particularly challenging with regards to research and publishing activities. Thus, it is important for faculty—especially “newly minted” ones—and prospective hiring institutions to at least have a general idea on the likelihood of long term success given individual’s unique family circumstances. Anecdotal evidence would suggest that there is a negative relationship between more familial and personal demands (i.e. distance from work, adult dependents, number and age of children), and demographic factors (gender, marital status, age, etc.), and research requirements via standard metrics such as quantity and/or quality.

Grounded in Equity Theory (Adams 1963 and Homans 1961), this paper posits that faculty members will look to have a balance between their work related inputs (i.e. research activities) and outputs such as the number and quality of publications. Because of family and personal demands, those levels of inputs will be mitigated to some degree. Thus, as Equity Theory would suggest in this context, there should be some workable balance between research inputs and outputs.

Recently, some interest in this subject has been generated by virtue of some National Science Foundation (NSF) funding for research in its Career-life Balance Initiative. The present research is an initial attempt to empirically investigate this relationship among marketing faculty in particular. The goal would be to determine the linkages and, to the extent they exist, their strengths.

Surveys will be administered online to marketing faculty to get an understanding of their personal disposition as well as assess their research requirements, present rank and rank aspirations, etc. The relationships will be analyzed with an eye to better understanding them so that marketing faculty and institutions can be more informed when making decisions such as career decisions for faculty and job descriptions for organizations.

References

- Adams, J. S. (1963), Toward an understanding of inequality. *Journal of Abnormal Psychology*, Vol. 67, No. 5, pp. 422-436.
Homans, G. C. (1961), *Social Behavior: Its Elementary Forms*, Harcourt, New York.