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Mid-Level Student Affairs Professionals Worklife Negotiation and the Use of Mobile Technology: A Case Study

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MID-LEVEL STUDENT AFFAIRS PROFESSIONALS
WORKLIFE NEGOTIATION AND THE USE OF
MOBILE TECHNOLOGY: A CASE STUDY

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

Christopher M. Mullen

College of Education and Behavioral Sciences

Department of Leadership, Policy, and Development:

Higher Education and P-12 Education

Higher Education and Student Affairs Leadership

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This Dissertation by: Christopher M. Mullen

Entitled: *Mid-level Student Affairs Professional Worklife Negotiation and the use of Mobile Technology: A Case Study*

has been approved as meeting the requirements for the Degree of Doctor of Philosophy in College of Education and Behavioral Sciences in Department of Leadership, Policy, and Development: Higher Education and P-12 Education, Program of Higher Education and Student Affairs Leadership.

Accepted by the Doctoral Committee

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ABSTRACT

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The mainstream media and academic research have covered worklife balance increasingly over the last couple of decades. Worklife balance, the notion that one's work and life domains are equal, is a challenge for most working professionals. It has become even more significant with the prevalence of mobile technology such as smartphones and the continuously connected society in which we live. Student affairs professionals are not immune to worklife balance issues, particularly because they are in a field in which there are long hours and night and weekend work.

This dissertation study uses work/family border theory to consider the following research question: How do mid-level student affairs professionals describe their worklife negotiation experiences with the use of mobile technology? In this study, the terms balance and negotiation are not interchangeable. Through a single-case study at one university, I conducted ten interviews with ten mid-level student affairs professionals and two overarching themes arose from the data - organizational and personal factors that impact worklife balance. Organizational factors included the subthemes of institutional or departmental culture, supervisor support, an employee's schedule flexibility, level of staffing, and supervision. The personal factor subthemes were family, mobile technology, navigating boundaries, fear of missing out, and self-care. A discussion of implications for student affairs professionals, supervisors, student affairs administrators, and human resources professionals is provided in Chapter V. The implications section includes items

like student affairs professionals need to have a better understanding of the worklife

balance needs and supervisors play a large role in a student affairs professional's worklife

balance through approving time off and schedules and getting to know and understand an

individual's worklife balance needs. In addition, student affairs administrators should

intentionally develop an organizational culture that supports worklife balance and human

resources professionals can support an employee's worklife balance through well thought

out policies, procedures, and trainings that develop supervisors and employees in the area

of worklife balance. Finally, I provide direction for future research on worklife

negotiation and mobile technology use and boundaries in student affairs.

DEDICATION

To my family, which I love with all my heart - my wife, Sarah, and my children, Noah, Tessa, Amaya, and Emerson.

ACKNOWLEDGMENTS

Nine years it has taken me to complete this degree and to realize a lifelong goal of becoming Dr. Christopher Mullen. As is the story with many people attempting to attain any degree, it has not come easy. As a kid from the public schools of Philly and first generation college student, I thank God that I even have the opportunity to complete a terminal degree. For anyone reading this dissertation who is entertaining the idea of a doctoral degree or in the midst of their program my hope is that you will realize that you can complete a doctoral degree too. It is hard work and not easy but so is life.

The completion of this degree has been a constant negotiation between work and life. Working on this degree was a challenge in itself but I was also working fulltime, while married and raising a young family with four children. Each day deciding what is more important, sometimes working on the degree, sometimes work, and sometimes family and life.

To the most important person in my life, my wife, Sarah, you are the love of my life. This degree and lifelong accomplishment would never have happened if it were not for your support and sacrifice. You have put just as much time into this as I have. Thank you for watching the kids, and "gently" pushing me to get to work on my dissertation. I couldn't and wouldn't imagine going through life with anyone else. It has been nine long years and it is DONE! I hope you have a lifetime of great hair days!

To my children, Noah, Tessa, Amaya, and Emerson, I want you to know that Dad loves you so much. For almost all of your lives I have been working on this degree and

you don't know any different, but I appreciate you all putting up with Dad having to spend time writing and sometimes being away from you all. Each of you can accomplish anything you put your mind to, as long as you are willing to put in the time and work hard for it. I pray that God blesses each of you. I know that I am blessed by being your Dad.

To my parents, Chris and Debbie Mullen, and my brothers, Matt, Craig, and Dave, I appreciate you listening to me as I talked about my research and writing my dissertation for the last nine years.

To my participants, thank you for taking the time out of your work and life to spend time with me. I know from your stories and experiences that making time for a stranger wanting to do research on worklife balance was not at the top of your priority list but you all opened up your lives. This dissertation could not have happened without you.

To my committee chair, Dr. Tamara Yakaboski, I appreciate you taking the time to answer my questions and being a part of this journey. Tamara, thank you for agreeing to be my chair.

To my dissertation committee, Dr. Matthew Birnbaum, Dr. Mia Williams, Dr. Jennifer Bishop Murdock, thank you for taking the time to be on my committee, reading my dissertation, and for challenging me during this process.

To my cohort, I enjoyed learning through our shared experience and from each of your unique lens. An additional thank you to my cohort member Dr. Sarah Maddox, for your willingness to always answer my questions about your process, for transcribing my interviews, and for being a sounding board for me. I find it no coincidence that your

research on doctoral attrition and reading your dissertation over and over again has aided in my persistence to graduate. Thank you!

I am now looking forward to continue to living my life to the fullest, spending lots of time with my wife and kids, and whatever next big adventure awaits. As John Muir said, "The mountains are calling and I must go."

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CHAPTER I

INTRODUCTION

One of the more recent stories on worklife balance has been a new French law that went into effect on January 1, 2017, for companies with over 50 employees restricting the time of day when employees can and cannot send or answer emails (Wang, 2017). One French legislator, Benoit Hamon, described worklife balance and mobile technology in this way:

> Employees physically leave the office, but they do not leave their work. They remain attached by a kind of electronic leash - like a dog. The texts, the messages, the emails - they colonise the life of the individual to the point where he or she eventually breaks down. (Wang, 2017)

For the most part, worklife balance in the United States refers to the equal balance of an individual's work and life domains and the thought they each domain is equivalent to the other like on a weighted scale. I should note here that I believe in worklife negotiation. As I just mentioned, worklife balance infers a scale with work on one side and life on the other. I do not picture work and life on a scale moving up and down trying to balance each other. I do not think a person's life is so dualistic, but in fact, there are multiple domains/roles to a person's life. I express worklife not as being balanced, but again as more of an integration or a negotiation. In addition, I like to express worklife as one word "worklife" because I do believe it is a negotiation. When written as "work/life" or "work-life" I feel the concept is being expressed and shown as separate, or two distinct,

domains. Throughout this dissertation I use "worklife" as one word when I am using it as a part of my thoughts and I use the terms "work-life" or "work/life" when used specifically by another author or researcher.

Worklife balance has seen extensive publicity in mainstream media and publications over the past 10-20 years (Allen, 2012). Some of this publicity is due to demographic and social changes in the following areas: more women in the workforce (Edwards & Rothbard, 2000; Friedman & Greenhaus, 2000; Jones, Burke, & Westman, 2006) and increasing advances in technology (Kreiner, Hollensbe, & Sheep, 2009). In addition, occupational cultures socialize United States employees into equating long hours with organizational commitment and productivity; thus making it difficult to turn work off and to effectively manage the juggling of work and family (Jacobs & Winslow, 2004). Professions and organizations alike need to take notice of the impact of worklife balance, which can include higher employee turnover (Miles, 2013) and lower job satisfaction (Kossek & Hammer, 2008).

Worklife balance is a challenge for most working professionals (Gerson & Jacobs, 2004; Kelly et al., 2014; Nomaguchi, 2009; Schieman, Milkie, & Glavin, 2009; Winslow, 2005). For certain fields such as information technology and nursing, worklife balance remains an ongoing issue (Jones, 2016; Poulose & Sudarsan, 2017). More specifically, the information technology field is typically an "always-on" profession and the nursing profession is prone to work overload and multiple 12-hour per day work shifts (Jones, 2016; Poulose & Sudarsan, 2017). Now within higher education, it is also an ongoing concern for faculty to achieve worklife balance (Lester, 2016; Zhou & Volkwein, 2004). For example, many faculty do not work a typical 9am-5pm schedule. Their class schedule

can change each semester, they have research and publication demands along with the tenure process to complete. Faculty turnover occurs due to worklife balance variables like job satisfaction, autonomy, and family needs (Zhou & Volkwein, 2004). Also in higher education, student affairs employees struggle with worklife balance as well due to cultural norms and the nature of the student affairs work (Bailey, 2011; Frank, 2013; Singh, 2011).

More specifically, in student affairs, worklife balance could be a more prevalent issue because of the cultural norms of the field (culture of care, unclear duties and job expectations) and the nature of the work (long hours and weekend work). Student affairs is a field dedicated to students, student learning, and student services. Student affairs professionals are responsible for major student events such as orientation, move-in, and campus activities, as well as individual student counseling and advising. They are responsible for the safety and wellbeing of students outside the classroom with areas like the recreation center, the counseling center, and the health center to name a few. They care for students while they attend college and is sometimes referred to as maintaining and supporting a culture of care (Boehman, 2007; Evans, Forney, Guido, Patton, & Renn, 2010; Manning, 2001, 2007) for their students, which often entails building relationships with students and staff and investing in students' growth and development as well as being readily available to both staff and students (Bailey, 2011). "For most student affairs professionals, the ethic of care is embedded within their personal value system and translated daily into professional practice" (Evans et al., 2010, p. 115).

This ethic or culture of care stands in direct contrast to the competitiveness and more masculine nature of higher education. Higher education is typically a "masculine"

institution by displaying traits such as competition, aggressiveness, ambition, not asking for help, and toughness, etc. (Gatta & Roos, 2004; Hughes, 1989). Hughes (1989) goes on and describes the field of student affairs as one where "traditional feminine" attributes are fostered and developed, including supporting, nurturing, providing services, and ensuring justice and equity. As an example, student affairs professionals (depending on their specific functional area) attend events, programs, and activities on nights and weekends when students are on campus. This is similar to Hochschild's (2003) theory of the second shift where woman care for other's (typically children) after they are done working. This is in contrast to masculine traits – a student affairs employee is feminized and expected to participate in an ongoing second shift (Hochschild, 2003) that employs these traditionally feminine characteristics. Houdyshell (2007) stated, "Unfortunately, for many, the culture of student affairs does not encourage professionals to be balanced in their professional or personal lives" (p. 194). Hughes (1989) is describing the culture of care that surrounds the field of student affairs, one where caring for students and staff are the primary objective. Sometimes to the detriment of oneself.

Technology only adds to the complexity of the issue and negotiations around worklife balance. Over the last few decades, pressures at work have been intensifying with advances in technology, information load, the need to respond quickly, quality of customer [student] service, and constant availability (Bailey, 2011; Cameron, 2011; Guest, 2002). With tuition on the rise, students' expectation for quality of customer service and amenities have increased. Some goals of technology are to make us more productive, solve problems, and with the hope of making our lives easier (Milliken & Dunn-Jensen, 2005). Mobile technologies have been defined to include "handheld IT

artifacts that encompass hardware (devices), software (interface and applications) and communication (network services)" (Jarvenpaa & Lang, 2005, p. 8). These include smartphones, mobile word processing programs, email on cell phones, and wireless internet access. Even with these advances in technology, professionals have experienced a dramatic increase in administrative work (Bennett, 2009).

Technology has created no separation between work and life (Hilbrecht, Shaw, Johnson, & Andrey, 2013; Milliken & Dunn-Jensen, 2005), and in fact, has often eliminated the boundaries between work and life (Kreiner, et al., 2009; Milliken & Dunn-Jensen, 2005). For many, there is overlap between the two dimensions of work and life (Currie & Eveline, 2011; Dén-Nagy, 2014; Kanter, 1977; Milliken & Dunn-Jensen, 2005; Stebbins, 2001; Voydanoff, 2014). By definition, technological advances are made to increase productivity or solve a problem, and many times this is the case, but even with advances in technology, the labor burden at college and university campuses and on student service professionals has not decreased (Bennett, 2009).

Work in higher education continues to grow and increase. Desrochers and Kirshstein (2014) looked at long-term employment changes on college and university campuses during the past two decades, including the growth in administrative positions. Between 2000 and 2012, the workforce grew by 28% in both public and private higher education institutions, which was more than 50% faster growth than the previous decade (Desrochers & Kirshstein, 2014). The report also asserted that the growth in administrative jobs was driven by professional positions that provided non-instructional student services (Desrochers & Kirshstein, 2014). Workloads and responsibilities of administrators, including student affairs professionals, have increased as they manage

their current job responsibilities and also oversee responsibilities for positions that are

vacant (Glazer-Raymo, 2008). These addition responsibilities and work provide student

affairs professionals with more to do in their work domain, which, in turn, could increase

the conflict between their work and life domains and impact their worklife balance.

Mid-Level Student Affairs Professionals

Within the student affairs profession, there are multiple levels or different stages

of an individual's career. Typical categories of stages are entry, mid, or senior level

positions. Within the confines of these categories, this study plans to focus on mid-level

student affairs professionals, defined as six to fifteen years of experience after obtaining a

master's degree. A master's degree is the starting point because this degree is typically a

minimum requirement for entry and mid-level positions in student affairs. All levels of

administration face worklife balance challenges but mid-level professionals experience

the most tension between their work and life domains because they are often caring for

others (i.e. children or aging parents) and working through their own changes in life

(Cameron, 2011). Professionally, mid-level professionals are receiving their first

experiences with supervising other professional staff and they are aspiring to develop the

skills to become a senior level professional. In addition, they are between the entry and

senior level professionals and are trying to support the entry-level professionals while

meeting the demands of those at the senior level. Understanding this group of

professional's experiences with worklife balance and technology use is significant

because little is known about how they balance the competing demands of their work and

life. Even less is known about how technology plays a role in this balance. One could

argue that this group is at more of a crossroads in respect to their decisions on work and life (Cameron, 2011). This study will offer insight into this phenomenon.

Statement of the Problem

When I think about worklife balance, I think of separate aspects of life, the work domain/sphere and the life domain/sphere. Worklife balance can also be depicted with a weighted scale with a person's work (paid employment) on one side of the scale and their life (family, hobbies, etc.) categories on the other side. Some see the balance on this scale as needing to be level and equal on both sides. With the multiple roles each person has (i.e. partners, parents, siblings, supervisors, employees, etc.), how can they find "balance" for their lives? For student service professionals, as many other fields, it may be more difficult than other professionals due to the cultural norms of the profession, including long hours, night and weekend work (Bailey, 2011; Boehman, 2006; Frank, 2013; Nobbe & Manning, 1997), and a culture of care where others' needs often are placed ahead of one's own (Bailey, 2011; Boehman, 2007; Manning, 2001).

Due to the work expectations and responsibilities described above, the student affairs profession is not immune to the impact of worklife balance or technology (Boehman, 2006). Worklife balance is a struggle for many (Cilente, Henning, Skinner Jackson, Kennedy, & Sloan, 2006; Drago, 2007; Hirt & Creamer, 1998; Hochschild, 2003; Ward & Wolf-Wendel, 2004), and technology plays a key role in our worklife balance (Duxbury & Smart, 2011). Advances in technology, like the laptop computer and smartphone, allow people to continuously communicate with work regardless of time of day and the employee's location, even during traditional non-work time. Thus, in the

digital era in which we currently live, worklife balance and technology remain interconnected (Duxbury & Smart, 2011).

Student affairs professionals, in particular, experience the struggle to balance their personal and professional spheres (Frank, 2013; Houdyshell, 2007). Furthermore, worklife balance is often a source of difficulty for them (Cilente et al., 2006; Frank, 2013; Hirt & Creamer, 1998). Frank (2013) has researched these issues in her study on why student affairs professionals leave the field and cited worklife balance as one of the most referred to reasons.

Previous research indicates many professionals have difficulties establishing worklife balance (Bailey, 2011; Hochschild, 2003; Koppes & Civian, 2010; Quinn & Shapiro, 2009; Waters & Bardoel, 2006). The bulk of the research on worklife balance is around women, role conflict, and turnover. Not much literature to date has focused specifically on worklife balance and mobile technology. Duxbury and Smart (2011) explored how mobile technology has redefined worklife balance, while Derks and Bakker (2014) studied the daily impact of smartphone use on role recovery, and Derks, van Duin, Tims, and Bakker (2015) studied mobile technology use and social norms. This issue of worklife balance and mobile technology remains under-studied in the field of student affairs, necessitating further examination. In light of the inability to live satisfied lives and the increase in burnout, the current study will focus on worklife balance and mobile technology within the specific contexts of mid-level student affairs professionals. As shown earlier in this chapter, this particular group of professionals experiences a lack of balance due to the demands placed on them by student needs and the cultural norms of the profession.

Purpose of the Study

The purpose of this inquiry was to examine mid-level student affairs professionals' perceptions of and how they manage their worklife balance in relation to their use of mobile technology. The underlying goals were to identify the barriers and challenges to managing multiple roles and responsibilities and also identifying some strategies that can assist employees in managing their worklife balance and use of mobile technology. In addition, it would be beneficial to aid student affairs professionals by using the results from this study to develop ways for them to assess and improve their own worklife balance.

Research Questions

In an effort to uncover the experiences of student affairs professionals with worklife balance and mobile technology, I used qualitative case study research methods for this study. The following questions served as a guide for this research study:

Q1 How do mid-level student affairs professionals describe their worklife negotiation experiences?

Q2 How does the use of mobile technology inform a mid-level student affairs professional's worklife balance?

These research questions sought to address what might affect the worklife balance of mid-level student affairs professionals. Within this research, there was also a desire to understand the influence of mobile technology use on worklife balance.

Significance of Study

The results of this study could be of interest to different groups including student affairs professionals, student affairs administrators/leaders, and higher education human resources administrators. For example, student affairs professionals would be interested

in this study to look for strategies on how to intentionally identify their current worklife balance satisfaction level. In addition, there could be interest from student affairs professionals and university and division leadership to include training and skill building identified in the research. On the topic of worklife balance, the subject has been extensively studied in student affairs (e.g. Cameron, 2011; Guthrie, Woods, Cusker, & Gregory, 2005; Hebreard, 2010; Lepone Mayo, 2013), though the inclusion of mobile technology remains relatively unstudied. Since there is no one formula to achieving balance, it will continue to be viewed as a desirable and sometimes elusive objective. The results could aid student affairs professionals in developing strategies that would support their personal worklife negotiation. The findings could assist student affairs professionals with how they negotiate their work and life domains and the use of mobile technology. In addition, this research could aid student affairs administration and human resources professionals. Below is a more detailed discussion of these areas.

Student Affairs Professionals

Individuals in the student affairs profession are employed in units or departments, which often fall under the responsibility of the chief student affairs officer or some other senior administrator. Student affairs units are typically viewed as the support units to students. These units can include, but are not limited to, residence life, housing, dining, orientation, cultural centers, student activities, career center, health and wellness, and judicial affairs (Dungy, 2003). For student affairs and other professionals, technology can have a positive or negative impact on their worklife balance. For instance, overall health, well-being, and quality of life can be influenced by an imbalance between work and non-work domains (Frone, 2003; Greenhaus, Collins, & Shaw, 2003; Kofodimos, 1993).

Additionally, some student affairs professionals live where they work, such as residence life staff, and the worklife balance can be even more difficult to navigate. Also, for all student affairs professionals, the ability and the expectations from students, supervisors, and colleagues to work on a smartphone or laptop at any place or at any time increases the accessibility and potential to work longer hours, which can lead to role conflict.

Couple this increased access and nonstop communication with reduced budgets and resources in higher education and the idea for units like student affairs to continue to do more with less, and there is even more potential for student affairs professionals to become imbalanced. Increased stress and burnout are also a consideration of worklife imbalance.

Student Affairs Administration
and Leadership

Through recent research, student affairs administrators have been interested in the issue of worklife balance (Boehman, 2006; Cameron, 2011; Hubbard, 2016) and technology (Cameron, 2011; Cilente et al., 2006; Drago, 2007; Hirt & Creamer, 1998; Hochschild, 2003; Hubbard, 2016; Ward & Wolf-Wendel, 2004). As an example, these topics intersect when student affairs units offer their professionals work phones so they are reachable during work and non-work hours. Student affairs administrators should be just as concerned about student affairs professionals' worklife balance and use of mobile technology as the student affairs professionals themselves because research has shown that when job satisfaction is low, student affairs professionals are more likely to leave the student affairs profession (Bender, 1980).

In addition, administrators might be concerned with how student affairs professionals experience technology and their worklife balance because it could relate to

employee turnover intention or attrition (Miles, 2013). In a recent study, Marshall, Gardner, Hughes, and Lowery (2016), conducted research on the attrition in student affairs. The researchers studied why 153 student affairs professionals exited the profession and discovered that 34% of the participants left due to worklife conflict (Marshall et al., 2016). In addition, 69% felt they did not have balance between their professional and personal domains (Marshall et al., 2016).

The literature for student affairs continues to suggest that attrition remains an issue (Kortegast & Hamrick, 2009; Tull, 2006; Rosser & Javinar, 2003; Winston & Hirt, 2003). Recent statistics show that between 20% to 60% new student affairs professionals leave the field between one to six years after graduating from a master's program (Hirt, 2006; Tull, Hirt, & Saunders, 2009). One study (Miles, 2013) after surveying 1,573 members of NASPA and ACPA concluded that student affairs professionals were less likely to leave if their work environments had a positive impact on their personal lives. This finding could be significant to student affairs administrators because attrition of student affairs professionals has been studied for decades (Burns, 1982; Lorden, 1998; Tull, 2006), and other studies report that new student affairs professionals (defined as zero to five years of experience post-graduate degree) leave the field at an alarming rate, which is estimated at 50% to 60% (Lorden, 1998; Tull, 2006). Understanding how technology impacts the worklife balance of student affairs professionals could reduce the cost of replacing employees. Lastly, job performance could be impacted by technology and worklife balance. For administrators, having professionals with a positive worklife balance could increase productivity. Positive worklife balance are benefits a professional might receive, which could include reduced role conflict between work and life domains,

flexibility, and increased health (Adisa, Gbadamosi, & Osabutey, 2017; Madjar, Oldham, & Pratt, 2002; Pratt & Rosa, 2003). As shown above, the literature implies that worklife balance is a main reason for student affairs professionals exiting the profession.

Human Resources Administrators

Human resources would have a similar interest in technology's impact on worklife balance as student affairs administrators, especially in the areas of turnover, attrition, job satisfaction, onboarding and from a policy perspective as these are in the realm of human resource practitioners. In addition, for both human resource scholars and practitioners, worklife balance has been identified as a critical topic influencing employee wellness and organizational performance (Grzywacz & Carlson, 2007; Marling, 2006; McDonald & Hite, 2005, 2008; Polach, 2003). Again, including technology in the worklife balance conversation makes the topic that much more relevant.

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Theoretical Framework

</div>

A challenge with worklife research is the lack of a prevalent theoretical framework (Pitt-Catsouphes, Kossek, & Sweet, 2006). The literature on work/family or worklife depends on a variety of theoretical frameworks (Morris & Madsen, 2007). Scholars have studied worklife balance for many years, producing multiple theories and explanations for the concept that lack any type of uniformity (Grzywacz & Carlson, 2007). Theoretical approaches have included spillover (Edwards & Rothbard, 2000; Staines, 1980), compensation (Zedeck & Mosier, 1990), resource drain (Morris & Madsen, 2007), enrichment (Frone, 2003; Greenhaus & Powell, 2006), inter-role conflict (Greenhaus & Beutell, 1985; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), segmentation (Piotrkowski, 1979), work-family conflict (Frone, Russell, & Cooper, 1992;

Greenhaus & Beutell, 1985), and integration theory (Clark, 2000). Categorized as an integration approach (Morris & Madsen, 2007), Clark's (2000) work/family border theory provides a description of the work and family domains (Desrochers & Sargent, 2004).

Work/family border theory (Clark, 2000) is more relevant to this study than the other theories because the basic notion is that people are border crossers, going from one domain (work) to another domain (family or life) on a regular basis. A limitation of this theory is that Clark (2000) reflects work and life domains as a duality where there is the work domain and then family or life domain where everything outside of a person's work falls. Particularly student affairs professionals, because many care for students and employees during work time and then go to their home life and care for themselves and many times others as well. The person's experience in each domain has an impact on experience in the other domain (Clark, 2000). "Border theory can both describe why conflict exists and provide a framework for individuals and organizations encourage a better balance between work and families" (Clark, 2000, p. 764).

Researchers (Cavadini, 2016; Cowan & Hoffman, 2007; Dekel, Nuttman-Shwartz, & Lavi, 2016; Smith, 2016) typically apply work/family border theory to studies about physical and psychological boundaries a person has between time, place, and people. Furthermore, the research using work/family border theory studies how certain groups of people cross these boundaries and typically the study focuses on participants with families and/or about caring (Beeny, Guthrie, Rhodes, & Terrell, 2005; Cameron, 2011; Lepone Mayo, 2013). Since student affairs is a caring profession, this theory is applicable.

Work/family border theory is important to this study because it could aid in explaining the two domains student affairs professionals are traversing. With the expansion of the use of mobile technology, student affairs professionals are regular border crossers, moving back and forth between domains (Clark, 2000, p. 754). Work/family border theory will be described in detail in the literature review.

Definition of Terms

There are many terms relevant to this study. I developed some of these definitions out of the study and a few are definitions that I aligned with from other researchers. For the purpose of this study, these are the terms and defined as follows:

Balance – the individual is satisfied with the time spent in their work and life domains; the amount of time does not need to be equal

Case Study – a case study is an empirical inquiry investigating a present-day construct in a real life setting to better understand the relationship between the construct and the setting (Yin, 2003)

Life – time spent on non-work related activities. This can include but is not limited to family, hobbies, volunteering, learning, etc.

Student affairs professionals – individuals employed in units or departments that fall under the responsibility of the chief student affairs officer. For example, these units can include but are not limited to residence life, housing, dining, orientation, cultural centers, student activities, career center, health and wellness, and judicial affairs (Dungy, 2003)

Mid-level administrators – employees who have been in student affairs for six to fifteen years after completing a master's degree

Mobile technology – IT artifacts that encompass hardware (devices), software (interface and applications) and communication (network services) (Jarvenpaa & Lang, 2005, p. 8)

Profession – a paid occupation that involves training and formal education or training

Work – mental or physical activity spent on activities as a part of employment

Worklife balance –Worklife balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities (Kalliath & Brough, 2008, p. 326)

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter is a review of the literature on worklife balance and mobile technology. Specifically, this chapter provides an overview of worklife balance, work/family border theory, mobile technology, and student affairs. A review of the literature was conducted to provide a general framework for understanding worklife balance and mobile technology as it pertains to student affairs professionals. The literature reviewed was selected from student affairs journals, technology literature, general literature, and journals of higher education. The topics covered in this chapter include defining worklife balance, worklife balance in student affairs, defining mobile technology, and technology in student affairs. An additional topic was the field of student affairs, which consisted of defining the field, student affairs as a helping profession, its foundational documents, and mid-level student affairs professional. Also discussed in this section are the cultural norms of student affairs and the theoretical framework for this study.

Worklife Balance

The societal change of more individuals with responsibilities both in the home and at work has resulted in a higher level of inquiry of the relationship between work and home domains (Clark, 2000). Clark (2000) describes six additional societal changes to

aid in the understanding of an increased level of interest in this area of study: (a) increased divorce rates leading to a higher number of single parents; (b) growing number of women in the labor force; (c) increased part-time work; (d) an increased level of mobility for workers; (e) changed worker expectation, indicating greater interest in the quality of life outside of work; and (f) growing social value placed on fathers' involvement in the home.

Defining Worklife Balance

Although much has been written about worklife balance, there is no one accepted, clear definition of the concept in the literature or in practice (Guthrie, et al., 2005; Kalliath & Brough, 2008). Seldom do authors clearly define worklife balance (Grzywacz & Carlson, 2007; Greenhaus & Powell, 2006). Frone (2003) provides one of the more widely held definitions, which is a lack of conflict or interference between work and family roles. Recent research suggests that worklife balance is more than a lack of inter-role conflict (Eikhof, Warhurst, & Haunschild, 2007). Another definition that is more holistic comes from Kalliath and Brough (2008), through their review of the literature of six common conceptualizations of worklife balance. They propose the following definition, "Work–life balance is the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities" (p. 326). Worklife balance can have many different meanings but for the sake of this study, the definition needs to incorporate the individual and is not solely based on the notion that there is a lack of conflict between work and life domains. Thus, Kalliath and Brough's (2008) definition of worklife balance is used in this study.

Worklife Balance in
Student Affairs

Societal changes and the definition of worklife balance was briefly discussed in the preceding sections. The following section continues the narrowing of the topic of worklife balance and discusses the worklife balance research in the field of student affairs. Represented in the section is both qualitative and quantitative studies.

Guthrie et al. (2005) conducted a qualitative study where 11 student affairs educators were interviewed who exemplified personal/professional balance based upon nominations from other student affairs professionals. Through this study, they concluded there were four underlying primary keys to balance: self-knowledge, intentionality, commitment to self-care, and reflection. The study also discussed strategies for worklife balance such as flexibility, a philosophy of integration, finding time to take care of self, delegation, and judicious use of time. The important point to note is that researchers and participants acknowledged that worklife balance was individualistic.

Lepone Mayo (2013) performed a qualitative study with 15 participants varying in gender, area of focus within student affairs, and level within the organizational structure. The researcher sought to understand the management of role conflict and multiple roles in relation to worklife balance. Lepone Mayo (2013) contends that people differ in their roles and circumstances, thus, student affairs professionals need to feel empowered to discuss worklife issues with supervisors and the culture of student affairs must change to support the different needs and multiple roles of the student affairs professionals.

There have been several studies completed on worklife balance where the participants were senior student affairs officers (SSAOs). One of those studies, conducted

by Beeny et al. (2005), had 93% of SSAOs state that the demanding nature of student affairs work makes it difficult to achieve balance, yet half of the participants rated their current level of balance as better than average. Interestingly, the SSAOs were split in many of the areas studied like whether or not a student affairs professional needed to work more than 40 hours per week to be effective. Half of the SSAOs indicated that it was an expectation to devote your entire being to the profession. Beeny et al. (2005) reported that 67% of SSAOs know at least one person who left the field due to worklife balance issues. The researchers concluded that strategies such as utilizing mentors, role models, and accessing flexible schedules could aid in worklife balance.

Another study of SSAOs focused on women vice presidents of student affairs. Stirling (2012) interviewed four participants to gather an in-depth and rich description. Results indicated that particularly for women SSAOs, the nature of student affairs work was a 24/7 commitment that requires a great deal of energy, time, and dedication. All four participants experienced difficulty with worklife balance due to society's roles placed on them to be the primary caregiver for their family. Finally, strategies that SSAOs developed to manage the challenges they encountered included creating a supportive work environment, intentionally managing time schedules, and building relationships with others (Stirling, 2012).

Cameron (2011) examined the meaning making of mid-level student affairs professionals' worklife balance. Thirty student affairs professionals from across the country participated in hour-long telephone interviews. Three findings underlined the daily challenges participants face in the struggle of multiple work and nonwork roles. First, findings suggested that mid-level student affairs professional's worklife

experiences are motivated from a lack of time and an excess of roles. Second, the field of student affairs seeks exclusive and undivided loyalty. The third and final finding was the permeability of the worklife boundaries. Included in this finding was the technological burden and was described as the 24/7, always-on mentality of student affairs and discussed the ability for student affairs professionals to take work everywhere they go. Cameron's (2011) research displays the amount of dedication necessary to be a student affairs professional.

Some of the themes presented in the studies discussed that worklife balance is individualistic and dependent on the experiences and perceptions of the individual. Another theme was the culture of student affairs needs to change to meet the different needs of its employees. Senior administrators acknowledge and experience the demanding student affairs work that comes with long hours that may lead to professionals leaving the field due to worklife balance issues. Reviewing this literature confirms my belief that many units in student affair require more than 40 hours of work per week from each employee, which reduces the time spent in an individual's life domain and can lead to burnout and turnover among student affairs professionals.

Technology

Defining Mobile Technology

Mobile technologies have been defined to include "handheld IT artifacts that encompass hardware (devices), software (interface and applications) and communication (network services)" (Jarvenpaa & Lang, 2005, p. 8). An important characteristic of each of these mobile technologies is the fact that they are not bound to a specific place but remain present regardless of place (Pica & Kakihara, 2003). There are debates concerning

mobile technology devices and claims about how they influence work and family

(Gephart, 2002; Pica & Kakihara, 2003).

Technology is ever changing and can be summed up by the follow statement, "We

are reluctant to write anything about technology because almost as rapidly as the ink dries

on this paper, technology will change" (Schuh, Jones, & Harper, 2010, p. 538).

Technology use is also growing (Bowen, 2013). The usage of technology like the

smartphone and social networking sites is at an all-time high and has grown substantially

over the last 10 years (Smith, 2015). Recent research shows that 64% of Americans own

a smartphone, up from 35% in 2011 (Smith, 2015). For the college age demographic (18-

29 years old), smartphone ownership is at 85% (Smith, 2015). In regard to all Americans

use of social networking sites, 65% of all adults use at least one social networking site, up

from 7% in 2005 and 46% in 2010 (Perrin, 2015). Of those adults who are internet users,

76% use at least one social networking site, up from 10% in 2005 and 60% in 2010

(Perrin, 2015). College age students (18-29) use social networking sites more than any

other age group at 90% (Perrin, 2015). In conclusion, the use of mobile technology and

social media is drastically increasing, with college age students the most prevalent users.

In 2002, even before the proliferation of the smartphone, Guest in his review of

the contemporary theory and research on worklife balance stated:

The pressures of work have been intensifying in recent decades. Factors such as

the advances in information technology and information load, the need for speed

of response, the importance attached to quality of customer service and its

implications for constant availability and the pace of change with is resultant

upheavals and adjustments all demand our time and can be sources of pressure.

(p. 257)

Not only is there an increase in information and technology use but both have permeated the personal and professional lives of individuals. David, Harikrishnan, and Monickam's (2001) review of the literature came to a similar conclusion: "The increasing concern of worklife balance is due to technological advancement, which has morphed the work and personal lives of working professionals in to a single whole" (p. 2). Duxbury and Smart (2011) state that there is little known about how these technologies are used by employees and what impact their use has on individual, organizational, and family outcomes. They go on and state there is little consensus within the literature on how these devices affect worklife balance (Duxbury & Smart, 2011).

While mobile technology use is increasing (Smith, 2015) a recent study has confirmed addiction to mobile technology (e.g. smartphones) use (Sapacz, Rockman, & Clark, 2016). The authors surveyed 152 undergraduate students to examine the prevalence of characteristics of a cell phone addiction. The results indicated that social anxiety and addiction-proneness are significant predictors of frequent cell phone use. As discussed at the beginning of this proposal, looking to deter this addiction to technology, the blurring of borders and the "always on" mentality France has enacted a law to help employees disconnect from work.

Impact of Technology on Work

In this section, I review the literature on the impact of technology on work. One of the main ideas is that technology use is increasing and should continue to increase (Aldhaban, 2012). Another notion is that an employee's wellbeing can benefit from the

detachment from work (Derks & Bakker, 2014). Otherwise, an employee's work and life boundaries could become so integrated that work and family conflict increases resulting in higher stress, decreased performance, and health issues (Derks & Bakker, 2014).

In addition to the increase of technology use, over the past few years, scholarly research on technology has also increased. Aldhaban (2012) reviewed the existing body of literature on smartphone adoption and quantified the increase in scholarly publications from six per year in 2000 to almost 30 per year in 2011. In addition, researchers were using a variety of theoretical frameworks for their research in these studies (Aldhaban, 2012). This review of the literature is important because the success of technology is typically determined by how well it is adopted (Aldhaban, 2012), thus, showing the growth of technology just within this small segment. Some of the other areas of research that have been increasing include social media use (Dyson, Vickers, Turtle, Cowan, & Tassone, 2015) and student learning (Pollara & Broussard, 2013).

Derks and Bakker (2014) conducted research on full-time employees whose employers provided them with smartphones for work. The study aimed to explore the impact of smartphone use on the relations between daily recovery experiences, work–home interference, and burnout symptoms. Sixty-nine participants completed a background questionnaire and an online diary entry for at least three out of five days within one week. A multilevel analysis of the data was completed, and the results stated that employees could benefit from engaging in activities aimed at psychological detachment from work, which are important for an employee's wellbeing (Derks & Bakker, 2014).

Derks and Bakker (2014) conducted an additional study aimed at shedding light on daily mobile technology use (e.g. smartphones) and the social norms of the organization. This four-day quantitative dairy study included 100 participants who had access to their work email account on their devices, were employed full-time, and consisted of various professions, such as lawyers, IT professionals, sales representatives, etc., resulting in 367-400 data points. The multilevel analyses affirmed the researcher's hypothesis that social norms of an organization and expectations of an employee's supervisor and colleagues resulted in an increase in daily use of mobile technology (Derks & Bakker, 2014). Furthermore, the finding supports boundary theory's (Ashforth, Kreiner, & Fugate, 2000) idea that permeable boundaries between work and non-work domains are related to higher work-family conflict and high levels of this conflict increase stress, decrease performance, and deteriorate health (Derks & Bakker, 2014).

Organizations have a stake in an employee's use of technology. There is some research about how technology influences the employee and the employee's worklife balance. However, the question remains regarding how technology impacts work/organization/employer. Duxbury and Smart (2011) reviewed the empirical data from two different studies. First, they reviewed data from the 2001 National Study on Worklife Conflict, which surveyed 31,571 Canadian employees who work for public, private, and not-for-profit sector organizations. Second, they reviewed the quantitative and qualitative data from the 2005 Mobile Technology Users Study, which surveyed 845 Canadian federal civil servants who used mobile technology, interviewed 61 participants in in-depth follow-up interviews, and then conducted focus groups with 18 participants

who took part in the follow-up interviews (Duxbury & Smart, 2011). This study resulted in validating the advantages and disadvantages of mobile technology use.

The main benefits of mobile technology for an organization, as a result of this study, are longer working hours for employees, accessibility of employees by colleagues and supervisors, higher productivity of employees, and the ability of employers to monitor and control employees (Duxbury & Smart, 2011). Longer working hours for employees were a result of employees having access to a pathway to do more work outside of "normal" working hours. The increase in accessibility stems from employees feeling like they need to be available to work even when they are not physically present. According to this study, employees are working longer hours and more accessible resulting in more work productivity. Finally, organizations can but do not have to monitor and control employees. Just the notion of monitoring employees proved effective (Green, 2002).

In regards to technology, specifically mobile technology, there were both real and perceived work and non-work-related advantages to the employee. The work-related advantages included being more efficient and productive, additional flexibility and freedom, ability to work from home, and more ease in completing work outside of "normal" working hours (Duxbury & Smart, 2011). The non-work-related advantages included the employee's family's ability to get in touch with the employee more easily, the employee's opportunity to complete overtime hours while working from home and not onsite, the ability to work from home in an emergency (family member becomes ill), and the positive ways in which working from home aids in worklife balance (Duxbury & Smart, 2011).

This section on the impact of technology on work indicates that the use of mobile technology is increased due to the social norms of an organization and the expectations of an employee's supervisor. Finally, there are advantages and disadvantages to using mobile technology. Some benefit the employee and others benefit the organization with the social norms of the organization playing a key role. The research in this section begs the question; does mobile technology have a similar impact on the field of student affairs?

**Impact of Technology on
Student Affairs**

The research on technology in higher education and student affairs is limited, except in the realm of student learning. With higher education research centered on student learning (Cronin, 2011; Grover, Walters, & Turner, 2016; Hung & Yuen, 2010; Keengwe & Anyanwu, 2007; Lodge, 2016; Selwyn, 2009), there was one study focusing on technology and worklife balance for academics with young children (Currie & Eveline, 2011) that relates to student affairs. This study connects to student affairs because the data that was collected from 44 Associate Lecturers, Lecturers, and Senior Lecturers. These positions were adjunct positions, thus similar to staff positions like student affairs. All participants had children under the age of 12. They participated in a three-step data collection process. Forty-four academics completed an interview, then 12 out of the 44 participated in a small focus group, and then nine out of the 12 small group members agreed to keep a diary for one week. In the study, the researchers posit that technology has intensified the nature of work, diminished the boundaries between work and life, and extended work into mores spaces that they inhabit (Currie & Eveline, 2011).

In terms of the theoretical framework, Clark's (2000) work/family border theory, technology creates boundaries that are more permeable.

In summary, the research on technology and worklife balance in higher education has been limited and so has the research in student affairs. Even prior to the current advances in technology (e.g. smartphones, laptop computers, etc.), student affairs professionals felt overwhelmed by technology (Moneta, 2005). The research on technology in student affairs explores increasing retention rates (Eckles & Stradley, 2012), increasing student involvement (Heiberger & Harper, 2008), engaging students in social networking sites (Junco, 2014), and improving online support (Crawley & LeGore, 2009; Revere & Kovach, 2011). There is meaningful research on student affairs professionals' use of technology to supplement face-to-face co-curricular activities (Barr, McClellan, & Sandeen, 2014; Elkins, 2015; Dungy & Gordon, 2010; Junco, 2014; Kuk, 2012; Torres & Walbert, 2010). These studies do not take into consideration the role technology plays both positively and negatively on the student affairs professional. This also demonstrates that there is a gap in the research concerning the impact technology has on worklife balance among student affairs professionals.

Student Affairs: The Research Context

Student affairs as a profession has developed over centuries and as a field does not have a single given function (Fenske, 1989). The responsibilities of student affairs professionals are continually growing and changing to meet the needs of the changing student population (demographics, generational differences, number of students attending college, etc.), and these ever-changing needs could contribute to student affairs professionals constantly having to redefine their own worklife balance philosophy. Thus,

it can be challenging for student affairs professionals to find balance or a routine. It is important to define student affairs in the context of this paper, its purpose, and to examine how it has developed. The development and breadth of student affairs as a profession influences the practice and the individuals who are employed in the field.

Defining Student Affairs

For the purpose of this study, student affairs is defined as units or departments that fall under the responsibility of the chief student affairs officer. For example, these units can include but are not limited to residence life, housing, dining, orientation, cultural centers, student activities, career center, health and wellness, and judicial affairs (Dungy, 2003). At some colleges and universities areas like admissions, athletics, academic advising and registrar are also included under the purview of student affairs.

Evolution and purpose of student affairs. Student affairs was established to serve students in place of their parents (Rhatigan, 2000). Over time, student affairs expanded its role to include aiding students outside of the classroom (Dungy & Gordon, 2010). According to Rhatigan (2009), "Several factors influenced the early evolution of our field, including the development of land-grant institutions and the rise of public colleges and universities; expanding enrollments and the accompanying increase in the heterogeneity of student populations" (p. 4).

With the growth of higher education due to the rising number of students being admitted to college and universities, including a more diverse student population than ever before, came the increase in the day-to-day management and the need to serve these students. Consequently came the creation of the Dean of Men in the beginning of the 1900s. The Dean of Women positions came as a result of the increase in women

attending college and universities (Dungy & Gordon, 2010; Sandeen, 1991). Both

positions did not have a very defined role or set of responsibilities when they began but

the roles and responsibilities developed while individuals were working in the positions

(Rhatigan, 2000). As a practice, they lived with the students in the dormitories (Thelin,

2003).

As student affairs continued to evolve, it emerged as a true profession in the mid-

twentieth century (Evans et al., 2010). As institutions of higher education changed again

over time with coeducation becoming more normalized and institutions were becoming

even more complex by providing more and more student services (Brown, 1997;

Sandeen, 2004), these positions evolved into the position of Dean of Students. These

positions eventually grew into functional areas led by administrators due to the growth in

the number of personnel working for the Dean of Students and the number of students

being served (Brown, 1997; Sandeen, 2004). With the breadth and quantity of work

continuing to grow, many of these positions require a significant amount of after-hours

work in order to best serve the schedule of the general student body population (Barr,

2000).

Over the last century the purpose of student affairs has progressed from dealing

with disciplinary issues, enrollment, and managing the day-to-day of student activities for

the purpose of developing the whole student and not just the intellectual aspects of the

individual. At most colleges and universities, student affairs professionals are responsible

for co-curricular and extra-curricular experiences (Howard-Hamilton, Palmer, Johnson,

& Kicklighter, 1998). Javinar (2000) agrees: "One purpose of higher education frequently

cited in institutional mission statements and college catalogs is the development of

students as well-rounded, whole individuals. The profession of student affairs views this purpose as the reason for its existence in academe" (p. 85).

At this current time, colleges and universities look to increase the number of students attending their institutions and with additional students comes the need to build and develop. As higher education continues to evolve, the profession of student affairs continues to grow and provide services to students as well. Thus, the work continues to increase for student affairs professionals and they need to contend with how the growth and uses of technology and how all of this might impact their worklife balance.

Foundational Documents of Student Affairs

The profession of student affairs continued to take shape during the first half of the twentieth century through the establishment of professional organizations and the creation of seminal documents like the Student Personnel Point of View. These professional organizations and documents had a significant impact on the field. For instance, in 1937 the Student Personnel Point of View was commissioned by the American Council on Education (American Council on Education, 1994) and is one of the foundational documents of the field of student affairs. This document concisely describes the purpose of student affairs:

> One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture - the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities so to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.

This philosophy imposes upon educational institutions the obligation to consider the student as a whole - his intellectual capacity and achievement, his emotional makeup, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. (p. 3)

Even with these guiding documents, what comprises student affairs differs by university and college. Student affairs is not confined by one function or functionality. Fenske (1989) stated, "Student affairs has never had a single functional focus, has never been stable in its role over significant periods of time, and never had a consensual integrative philosophy" (p.27). Student affairs' roles and responsibilities include a large breadth of functions that can lead to ambiguity and potential role overload for the field and its practitioners. While there is a foundation and guidelines to the field of student affairs, over time as the professional culture unfolded, the sense that student affairs' offices and professionals provide all out of class support for every student at a university developed. This becomes an issue for the student affairs professional because as the diversity and number of students grow, so do their needs. The student affairs professional will need to meet those needs leading to more responsibilities.

As described in these last two sections the evolution of student affairs began with just a few positions with very little responsibility (disciplinary issues). Over time there was a paradigm shift from handling disciplinary issues to developing the whole student and with this enormous responsibility came an increasing number of duties and staff. Many student affairs units do not have the budget (due to funding decreases) anymore to

continue to add more positions. Thus, units take on additional responsibilities and add them to an existing employee's duties, perpetuating the student affairs professional being overworked and overwhelmed.

During the last century, dependent upon the size of the institution, student affairs has grown into a division with dozens to hundreds of personnel. The breadth of responsibilities has become all-encompassing and an enormous undertaking. The amount of personnel within a division or department and the volume of their responsibilities plays a key role in an individual's worklife balance.

Caring Profession

With the evolution of the student affairs profession and functions being added over time comes an increase in roles and responsibilities. As student affairs units take on more and more responsibilities (mental health concerns, social justice and inclusion initiatives, etc.), those responsibilities trickle down to its employees and have an impact on their work. The mentality of student affairs is to continually care for their work (Hughes, 1989), take on additional responsibilities and wear multiple hats (Howard-Hamilton et al., 1998; Manning, 2001). As job responsibilities increase, so does the amount of time-spent working. Additionally, there has been an increase in the emotional and logistical workload of student affairs professionals (Berwick, 1992; Hughes, 1989; Levtov, 2001; Linder, 2011). For some in the profession, this all contributes to work that is marked by long hours, night and weekend work, and a lack of personal balance (Berwick, 1992; Boehman, 2007; Lowery, 2004; Manning, 2001), which can lead to an unhealthy relationship with work (Manning, 2001).

According to Manning (2001), student affairs professionals are prone to enter into codependent relationships. Manning (2001) states, "as helping professionals we feel responsible for meeting the needs of the students, those of the frayed staff, and those of the organization itself" (p. 49). The codependent relationship consists of student affairs professionals helping and meeting the needs of students without attending to those same needs for themselves. She also indicates,

> In these interactions, a person can lose track of his or her needs in the service of another. It is difficult to set limits when a codependent educator sees himself or herself as the only person who can solve the problem, provide the answer, or complete the task. (Manning, 2001, p. 31)

This mentality of being the only person to solve problems combined with technology (e.g. smartphones and laptop computers) increases the student affairs professionals' ability to stay connected to work, carry on with codependent relationships, and contribute to a lack of worklife balance. The culture of care can manifest itself in the form of more meetings with students throughout the day or even after traditional working hours and can also include answering student or student employee emails, phone calls, and text messages after hours.

**Mid-Level Student Affairs
Professionals**

Mid-level student affairs professionals were previously ignored in the literature however because of the important role these individuals play in student affairs there has been increased attention recently. Prior research on this population has focused on intention to leave (Johnsrud & Edwards, 2001; Rosser & Javinar, 2003), morale (Johnsrud, 1996), skills and competencies (Fey, 1991), job satisfaction (White, Webb, &

Young, 1990), and issues of role conflict (Penn, 1990). Below are a few of the more recent studies that incorporate mid-level student affairs professionals. As you will see from these studies, there is a lack of time and supervisory training for mid-level student affairs professionals (Nichols & Baumgartner, 2016; Wenzel, 2013). This population was more satisfied than entry-level student affairs professionals were because they have higher authority and power within the organization (Davidson, 2009) but that also means an increased amount of work and responsibility. These studies point to a lack of support (not enough supervisory training) for mid-level student affairs professionals and the long working hours, which could contribute to a conflict between their work and life domains.

One study (Davidson, 2009) examined a population of entry- and mid-level student affairs professionals to develop a profile of their level of overall job satisfaction and the five facets of satisfaction. Those facets included pay, opportunities for promotion, people at work, supervision, and work itself. Additionally, differences among demographics and predictors of job satisfaction were also explored. The results were also compared to the national average population of American workers. This was a quantitative study, which surveyed the entry- and mid-level members of ACPA. The two surveys used were the Job Descriptive Index and the Job in General Scale. There were 766 participants in the study with a majority of the respondents being mid-level professionals (n=525). The results of the study indicated that when comparing the two groups of professionals that those in mid-level positions were more satisfied with the job in general and with the work itself than entry-level professionals. Additional results were necessarily related to mid-level professionals but included that respondents over 39 year of age had significantly higher of satisfaction with pay, coworkers, and the work itself.

This study was interesting because it indicated that mid-level professionals had a higher level of job satisfaction then their entry-level counterparts. Davidson (2009) posited that the high level of satisfaction could be because mid-level professionals generally enjoy a higher level of power and authority, which, in turn, lends to a higher sense of control over one's work influences.

Another study by Nichols and Baumgartner (2016) explored how mid-level managers learn supervisory skills. The researchers noted the importance of supervisory skills to mid-level student affairs professions as indicated by ACPA and NASPA. This qualitative study used purposeful and snowball sampling to interview 20 participants who met the criteria of currently serving as a mid-level manager, supervising staff, and with at least three years of professional experience in student affairs. Participants were involved in a 60-90-minute in-depth semi-structured interview. Transcripts were initially coded and then categorized into themes. The findings revealed three components: 1) realization of becoming a supervisor; 2) implementation of learning strategies; and 3) recognition of barriers and support for learning how to be a supervisor (Nichols & Baumgartner, 2016). The authors also indicated that most of the participants were not prepared to be supervisors during their graduate school training and that supervision training should be added to the graduate school curriculum (Nichols & Baumgartner, 2016). One of the main barriers to learning more about supervision for those already working in student affairs was a lack of time and the study suggests that mid-level managers should be taught time management skills and worklife balance strategies (Nichols & Baumgartner, 2016).

There was another recent study on mid-level student affairs professionals and supervision (Wenzel, 2013). The purpose of this study was to learn about the supervision experiences of directors of student affairs departments at six Catholic colleges and universities in the Northeast and Mid-Atlantic regions of the United States. Wenzel conducted a qualitative study and utilized the descriptive case study approach. Seventeen participants from a variety of student affairs functional areas (residence life, student activities, conduct, etc.) took part in 60-minute semi-structured interviews. These participants held mid-level positions, had earned a master's degree, and had four or more years of full-time experience in the field of student affairs. A result of this study found that participants indicated they received little to no supervision training and that they learned by experience and by observing past supervisors (Wenzel, 2013). Additionally, participants indicated that improving their supervisory skills was important but they were hindered by a lack of time and pressures from their multiple roles (Wenzel, 2013).

In 2010, Hernandez conducted a qualitative study with the purpose to increase understanding of the factors affecting work motivation of mid-level student affairs administrators through the identification of motivational determinants. This qualitative study was conducted at a large, public institution and included 10 participants. Through a single-institution case study, participants were included in 30-90-minute face-to-face interviews with the researcher. In the findings of the study, Hernandez (2010) suggested that mid-level student affairs administrators are motivated by the opportunity to service students, influence the development of their staff (supervision), internal drives (need for achievement), and external factors (i.e. pay, recognition, etc.). This study recommended that it is critical for student affairs to continue to identify factors that motivate mid-level

professionals to perform at their best because this level of administrator is vital to the success of a student affairs division (Hernandez, 2010).

In summary, these studies aided in the articulation that mid-level student affairs professionals are vital to student affairs. Research regarding this particular population has been increasing. As the results of some of these studies suggest, mid-level student affairs professionals have a higher satisfaction rate than entry-level professionals. Additionally some of the studies show that mid-level student affairs professionals lack supervision, time management, and worklife balance skills. The need for skill attainment in these areas could have an impact on mid-level professional's worklife satisfaction even though their job satisfaction is higher than entry-level professionals are. As the field of student affairs has evolved over the years, cultural norms have arisen. Next in this chapter, the cultural norms of the profession will be discussed.

Cultural Norms of the Student Affairs Profession

Cultural norms within student affairs have grown and developed along with the field as a whole. This section will discuss some of the cultural norms of the student affairs profession including being a caring profession and unclear expectations leading to burnout and workaholism.

Unclear Duties and Job Expectations

Due to the purpose and function of the student affairs profession, the amount of work can be overwhelming for the employee. Howard-Hamilton et al., (1998, p. 81) elaborated on this condition and how the profession was constructed decades ago:

> The personal and professional demands with their duties also vary widely. For
>
> example, some student affairs administrators are required to work essentially a

regular eight-hour workday, while others are required to be available twenty-four

hours a day, seven days a week. Oftentimes, student affairs administrators

embrace a "yes I can, yes I will" frame of mind and work ethic. This involves not

delegating, becoming a mentor for all students and colleagues in need, not using

the word "no" as often as they should, or feeling that a sense of accomplishment

is synonymous with exhaustion and fatigue.

This yes mentality, culture of care, and acceptance of cultural norms is embraced by

many student affairs professionals because of their socialization into the profession.

Boehman (2007) confirmed this by stating:

> …student affairs work is about making a difference in the lives of college
>
> students and working in the vibrant atmosphere of a college campus. Student
>
> affairs practitioners and graduate faculty cultivate this ideal, but at the same time
>
> begin the socialization of the workaholic culture by creating expectations that
>
> long hours, low pay, and other sacrifices are the norm. (p. 312)

Unclear duties and expectations combined with the "yes I can" attitude and the

nurturing/supportive mentality (Hughes, 1989) of the profession contributes to long hours

and weekend work and less time for one's non-work life. Technology only compounds

the problem because a student affairs professional can care for their students and work by

answering emails on their smartphones and working on a laptop computer from home or

on vacation, blurring one's work and non-work life.

To summarize this section on cultural norms, the volume and magnitude of

expectations lead to long hours, forced flexible hours like night and weekend work

(Lowery, 2004), workaholism (Berwick, 1992), lack of balance and potentially co-

dependent relationships (Manning, 2001) all contributing to the worklife conflict issues among student affairs professionals. On top of this, technology only provides more opportunity to care for others and to work longer hours. With access and the use of mobile phone, laptop computers, and applications like text messaging and social media, student affairs professionals cannot leave work at work but, in fact, take work home with them. The ability for student affairs professionals to communicate with students and coworkers and vice versa. Prior to these advancements in communication, these types of communications would need to wait until the following business day or require a phone call.

Theoretical Framework: Clark's Work/Family Border Theory

Understanding the context of work and life in this research is critical because it provides the framework for the experiences of student affairs professionals in this study. The central theoretical foundation for this research was Clark's (2000) work/family border theory. Through Clark's theory, she explains how people balance the different domains of work and family life.

Clark (2000) postulates while work and family are different domains they are interconnected. People are border-crossers who make frequent transitions between the two domains and they have individually shaped each domain and its borders. Clark (2000) describes her work/family border theory as follows:

Central to this theory is the idea that work and family constitute different domains or spheres which influence each other…for some individuals the transition is slight, for others the contrast between work and family is much greater, thus requiring a more extreme transition. People are border-crossers who make daily

transitions between these two settings, often tailoring their focus, their goals, and

their interpersonal style to fit the unique demands of each. Though many aspects

of work and home are difficult to alter, individuals can shape to some degree the

nature of the work and home domains, and the borders and bridges between them,

in order to create a desired balance. (pp. 750-751)

Work/family border theory consists of four central concepts (Clark, 2000). Each of these

concepts: borders, permeations, border-keepers/domain members, and border-crossers,

are described below.

Borders

Clark (2000) describes borders as "lines of demarcation between domains,

defining the point at which domain-relevant behavior begins or ends" (Clark, 2000, p.

756). These lines of demarcation take on three distinct forms: psychological, temporal,

and physical. Psychological borders are rules that dictate when emotional, thinking, and

behavioral patterns are appropriate for one domain but not the other. Psychological

borders are largely self-created by the individual but can also be guided by the social and

cultural norms of the work organization. Temporal borders are those that separate when

life responsibilities are done and when work is complete. Physical borders create a

material break between domains, such as the walls of the home and the workplace.

Borders can be characterized by their permeability (Clark, 2000).

Permeations

Permeations are defined by elements from one domain present in the other

domain. Permeations can be physical, temporal, or psychological. Examples of physical

permeations are photos of family members at work or having a home office.

Psychologically, permeability is shared knowledge across borders. For instance, if an individual learns a skill on the job and then applies that skill at home, this would be considered very permeable. Thinking about work problems while at home with family members is also a very permeable border. The permeability of a border can happen both ways, for instance, having a family member visit or call frequently while the student affairs professional is at work. Borders are also defined by their flexibility and blending. The extent to which a border can expand or contract is considered its flexibly and blending is when a good amount of flexibility and permeability occur (Clark, 2000). The strength of a border is determined by combining all three: permeability, flexibility and blending (Clark, 2000).

Border-Crossers

Border-crossers are individuals who make frequent transitions between the work and life domains, even though these domains are somewhat self-created. "Attributes of border-crossers which are most relevant are those which contribute to their ability to alter the domains and borders to fit their needs" (Clark, 2000, p. 759). Depending on a person's level of influence, border-crossers could be peripheral participants or central participants (Clark, 2000). With central participants having a greater amount of influence, due to their internalization of the domain's culture and values, borders and domains can be negotiated and changed.

**Border-Keepers/Other
Domain Members**

People who either maintain borders or have roles within the domain are considered border-keepers and other domain members. Border-keepers and other domain members play a significant role in a border crosser's ability to manage the domains and

borders (Clark, 2000). For example, a border-keeper could be a supervisor and the supervisor might deny the border-crosser's time off because they have their own definitions of work and life based on their own experiences.

To summarize and to connect this theory to the research, the work/family border theory was chosen to further understand the impact of work and life domains on student affairs professionals. Included is the use of mobile technology and its potential impact on the permeability of the boundaries of border-crossers. This particular theory provides a means to examine navigation of transitions between a person's domains. Clark's (2000) work/family border theory, as previously stated, indicates that individuals are border-crossers who routinely transition between work and life. Clark indicates this transition is great for some and slight for others and that individuals can shape the borders between their work and life domains. She indicates that imbalance can occur when the roles individuals play within their domains conflict. The supportive and nurturing nature (Hughes, 1989) or culture of care in student affairs contributes to the potential longer hours of work and necessity for a high level of practitioner flexibility (Berwick, 1992; Lowery, 2004; Manning, 2001), which can lead to role conflicts and the necessity to shape the border between an individual's work and life domains.

Studies Involving Clark's
Work/Family Border
Theory

As a piece of the literature review, research outside of higher education was reviewed that involved Clark's (2000) work/family border theory. The purpose of this section of the literature review is to capture some of the studies from other fields (i.e.

business, communications, health care) and to understand how researchers incorporated Clark's theory.

A recent qualitative study (Cavadini, 2016) in the business field, examined the impact of teleworking on an individual's work/life balance. This study explored issues of role and border/boundary management and the perceived experiences of teleworkers. Eight participants, who self-identified themselves as fulltime teleworkers, took part in a 60-minute one-on-one interview. Cavadini (2016) indicated there were five major themes resulting from this study. First, teleworkers in this study perceived an improved worklife balance from teleworking. Second, telework impacted role boundaries. Third, the flexibility of a telework schedule impacted family-life and worklife roles both positively and negatively. Fourth, teleworkers often felt a lack of social connections to coworkers. Fifth, teleworking had a positive impact on health-promoting behaviors. (Cavadini, 2016). In addition, participants reported that teleworking was overall satisfying both professionally and personally (Cavadini, 2016). The data also indicated that the boundaries between work and life were more permeable. Meaning, teleworkers stated they sometimes worked during family/non-work time and vice versa (Cavadini, 2016). The focal point of Clark's theory (2000) in this study revolved around the flexibility and permeability of worklife borders.

Another qualitative study (Cowan & Hoffman, 2007), in the field of communication, involved 30 participants. The purpose of this research was to examine how employees understand worklife balance and to give researchers a clearer idea of what employees mean and want concerning worklife balance (Cowan & Hoffman, 2007). The participants were recruited through snowball sampling and the criteria for

participation was that they were currently employed with benefits and were at least 18 years of age. Interviews were between 20 and 50 minutes long and consisted of open-ended questions. Worklife border theory's notions around flexibility and permeability were at the heart of this study (Clark, 2000). The researchers concluded that participants defined worklife balance as flexibility and they constructed flexibility and permeability as interdependent issues in four areas: time, space, evaluation, and compensation (Cowan & Hoffman, 2007). This study suggests that, in regard to flexibility, that employees domains of work and life are more integrated (Cowan & Hoffman, 2007), which is consistent with worklife border theory (Clark, 2000).

Additionally, a more recent study (Smith, 2016) looked at athletic trainers in the health care industry and how they perceived worklife balance and job satisfaction in their current job role. Clark's (2000) work/family border theory was used as the study's theoretical framework. The researcher used the case study of athletic trainers from one healthcare company (a mid-sized hospital in the Midwest) and conducted 60-minute one-on-one interviews with five participants (Smith, 2016). In addition, the researcher conducted a focus group with four certified athletic trainers, which lasted 60-minutes. The researcher used open and selective coding to analyze the data. The results of the study indicated that athletic trainers were good at establishing borders between work and life domains and that technology has further strengthened these work/life borders (Clark, 2000; Smith, 2016).

In the field of mental health, research was conducted by Dekel et al. (2016) regarding how mental health professionals cope with home/work conflict when dealing with traumatized populations/clients. The study centered around how mental health

professionals need to reconstruct boundaries between their work and life domains because these boundaries were getting less distinctive and more flexible (Dekel et al., 2016). The study looked at the three boundaries as described in Clark's (2000) work/family border theory: physical, temporal, and psychological. The researchers conducted a qualitative study where the 30 interviewed participants were in a variety of helping professions (social workers, psychologists, and different therapists). Each of the participants worked with traumatized individuals. The semi-structured interviews consisted of focus groups, ranging in size from nine to 12 participants and lasting around two hours each for a total of three groups. The researchers found the issue for participants was the conflict between their professional and personal worlds. The results were consistent with Clark's work/family border theory where the participants in this study coped with their work and life domains through the segmentation or the integration of their domains (Dekel et al., 2016).

These studies represented a variety of fields where researchers used Clark's work/family border theory as a part of their study. In addition, the notion of boundary flexibility and permeability were identified in many of these studies as a result of how participants interpreted their own worklife balance. For instance, the more a participant had control over the permeability of their own boundaries the more integrated their worklife balance was and it could increase the overall worklife balance the participant felt (Cavadini, 2016; Cowan & Hoffman, 2007). This is even more prevalent for this study because this study also brings into account the use of mobile technology, which may impact the permeability of a mid-level student affairs administrators work and life domains. Furthermore, with the notion that some professions had more flexible

boundaries or integrated domains, which could also be true for student affairs professionals, there was a potential need to reconsider the boundaries of their work and life domains and have less flexible boundaries. It is also important to note the role of the border keepers in Clark's work/family border theory and the support need from these border keepers, which for many employees is their supervisor.

Summary

Worklife balance is a multifaceted term that involves an individual's work life and their home/personal life. This literature review has established the demanding nature of the student affairs profession by reviewing the culture of care mentality and the time burdens of a student affairs professional. The review of technology literature was also discussed in chapter two. Technology use and scholarly literature has been increasing over the years. Technology blurs the worklife boundaries by increasing the permeability of the boundaries. Thus, potentially increasing negative affects to one's worklife balance. This study attempts to fill gaps in the literature by focusing on different areas like technology and worklife balance to analyze a specific professional lifestyle.

CHAPTER III

METHODOLOGY

My primary purpose for this study was to discover how mid-level student affairs professionals negotiate worklife balance with mobile technology. Through this study, I aimed to address these issues by exploring the experiences of mid-level student affairs professionals, their worklife balance, and their use of mobile technology. In addition, it presented an opportunity to fill the gaps in the literature and to suggest opportunities for change. I used the following questions to guide this study:

Q1 How do mid-level student affairs professionals describe their worklife negotiation experiences?

Q2 How does the use of mobile technology inform a mid-level student affairs professional's worklife balance?

In this chapter, I outline the research design of the study and provide an overview of the participants, sample selection, data collection procedures, and the instrumentation used. Finally, I outline the format for data analysis and I described the strategies for ensuring triangulation and the trustworthiness of the findings.

Research Paradigm

A researcher's philosophical assumptions guide the research approach and design. A researcher's paradigm is a model or perspective by which they view the world (Kuhn, 1996; Mertens, 2010). Creswell (2007) described philosophical assumptions that influence a researcher's choice of research: epistemology (the nature of knowledge),

ontology (the nature of reality), and methodology (the research process). The researcher influences the research paradigm by choosing a position on each of these assumptions, thus influencing how the research is conducted (Creswell, 2007).

I use the interpretivist paradigm as the framework for this study. Interpretivism was chosen for this study because of its belief that knowledge comes from within and is socially constructed (Alkove & McCarty, 1992; Creswell, 2007; Jones, Torres, & Arminio, 2006; Mertens, 2010). Individuals build knowledge as they interact with their environment and themselves (Alkove & McCarty, 1992). A researcher would use this paradigm to attempt to "understand and explain human and social reality" (Crotty, 1998, p. 66-67). This section presents my philosophical assumptions as a researcher. To help understand the framework of the interpretivist paradigm in relation to this study, I discuss the following elements: epistemology, ontology, methodology, participants, data collection, data analysis, triangulation, and trustworthiness.

Epistemology

With the notion that reality is socially constructed, interpretivists believe there are multiple interpretations of a single event but no single observable reality (Merriam, 2009). A belief in the interpretivist paradigm focuses on what the researchers bring with them--their own values, interpretations, and experiences--into every situation, including their research, and cannot be objective regarding those they study (Guido, Chavez, & Lincoln, 2010), which I will discuss in the subsequent section. Since it is not possible to be objective with this type of interaction, the subjective approach to research is incorporated in the interpretivist paradigm. The interaction between the researcher and participant is vital in this type of study and aids in an understanding of how mid-level

student affairs professionals navigate their worklife balance with the use of mobile technology.

Ontology

Interpretivists believe reality is socially constructed (Mertens, 2010). In addition, there are numerous viewpoints and perceptions, which can change over the course of the research through the involvement and contributions of the researcher and participants (Mertens, 2010). Thus, the goal of the interpretivist researcher is to understand and explain the different perceptions that participants are experiencing. Because of these different perceptions, there is no universal truth. Instead, different perceptions and experiences represent individual truth (Creswell, 2007; Crotty, 1998; Merriam, 2009). Understanding the student affairs professional's perceptions on worklife balance requires understanding individual experiences. Thus, it is important to seek and understand each individual student affairs professional's truth about their use of mobile technology and worklife balance.

The interpretivist paradigm aligns with the topic of worklife balance for a couple of reasons. First, individuals experience their work differently. Coworkers could go through the same experience and still come away with a different interpretation of the experience. Finally, worklife balance means something different to each individual, thus, there is no universal truth. In the following section, I will discuss my researcher perspective and my beliefs about worklife balance.

Researcher Positionality

The researcher's perspective plays an important role in the research, as the researcher is the research instrument (Erlandson, 1993; Lincoln & Guba, 1985; Merriam,

2009). In this sense, I believe it is important to be transparent to what I bring to this study as the researcher. At the time of this study, I served as the director of human resources for a housing and dining services department of over 2,000 employees in the division of student affairs at a public, tier one research institution. I have been in student affairs for over fifteen years, and am a husband and father of four children, all under the age of thirteen.

I believe one's definition of worklife balance is distinctive to the individual and due, in part, to how they see the world and their experiences. Therefore, everyone has his or her own unique definition of worklife balance, and it can change for that individual depending on a number of circumstances. These could include work responsibilities, finances, family, etc., and what season of life they are in—e.g. beginning a career, single, starting a family, becoming empty nesters, and nurturing involvement in the community. I think work continues to consume people and their time. I also believe that people do not take enough time to reflect on their work and life and what is it important to them. I am being transparent in my positionality to be open and upfront in what I believe and how it could limit my research.

Study Limitations

There are methodological limitations to this study. A qualitative research approach allows for generation of rich, descriptive data but makes generalization of findings to a large population impossible (Merriam, 2009; Patton, 2002). Participants were purposefully selected based on a set of criteria (Merriam, 2009), which limits the generalization of the findings to the larger population.

This study focused on a specific university within a geographical region, thus limiting the participants recruited for this study to a public university in the Rocky Mountain Region of the United States. This narrowed the diversity of the participants in this study and reduced culture differences that might be present in a national study. As I was developing Table 2 for my dissertation, I noted in my research journal that all of the participants in this study identified as Caucasian and that there was no diversity in terms of participant's race.

In addition, I only interviewed the mid-level student affairs professionals about their worklife balance. I did not interview their supervisors to gather the supervisor's perspective of the mid-level student affairs professionals' worklife balance. Neither did I interview the family members of the student affairs professional to gathering their perspectives. Both the supervisor and family members play significant roles in the mid-level student affairs professionals work or life domains.

I did not take into account in this research the potential hesitancy of participants discussing the topic of worklife balance and their use of mobile technology. Prior to beginning my interview with Mae she mentioned she was hesitant to respond to my request to be a participant because then she would have to face the reality of her current issues and lack of satisfaction with her worklife situation. This was because it was difficult to get participants to agree to an interview, I do wonder how many others I invited to participate in this study might have felt a similar way.

Regardless of the methodologies and methods used, all research is limited by many factors. This research is limited by the boundaries and constraints that are used to

frame it. In qualitative research, the researcher is the instrument and as the researcher, I bring my own set of assumptions to this research (Merriam, 2009).

Research Design

The research question frames the study and guides the choice of research method used for data collection. Qualitative methodology is most appropriate for this study in order to obtain first-hand accounts and insight into the experiences of mid-level student affairs professionals in regard to worklife balance and use of mobile technology. Qualitative research produces results in "how people interpret their experience, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p. 5). This study implemented qualitative research due to its rich and in-depth descriptive nature (Gall, Gall, & Borg, 2007). This approach was appropriate for this study because it allowed for the capturing of participants' own experiences, voices, and perspectives. Interpretivism was suitable for this research study because it values multiple perspectives and rich and in-depth descriptions. To capture multiple perspectives and rich and in-depth descriptions a case study methodology was used.

Case Study

Case study research designs are suitable to "focus on a particular contemporary phenomenon within its real-life context" (Yin, 2003, p. 2) through a single or limited number of cases or conditions (Gall et al., 2007; Stake, 1995; Yin, 2003). Case study research designs may be: (a) explanatory, (b) descriptive, or (c) exploratory (Stake, 1995; Yin, 2003). An explanatory case study is suitable to "explain real-life issues that are too complex for survey or experimental strategies" (Yin, 2003, p. 20). Descriptive case study seeks to "describe a phenomenon within its context" (Yin, 2003, p. 20). Exploratory case

study is appropriate to "explore real-life issues within its context that have no single set of outcomes" (Yin, 2003, p. 20). As the intent of this study was not to explain or describe an issue, event, or phenomena within its context (Yin, 2003), a descriptive or exploratory case study was not appropriate for this study. The use of an explanatory case study research design was appropriate for this qualitative study because the focus of the study was a bounded system or the case explaining mobile technology use and worklife balance of mid-level student affairs professionals (Merriam, 2009; Stake, 1995; Yin, 2003). Having a bounded system is important to case study research because it allows the study to be more manageable. Place and time is being used to bound this particular study.

The primary purpose of this explanatory qualitative case study was to search for meaning and understanding of the use of mobile technology and the worklife balance of mid-level student affairs professionals. This study used a case study methodology for three main reasons: 1) the main research questions are "how" and "why" questions; 2) the researcher has little or no control over behavioral events; and 3) the focus of the study is a contemporary phenomenon (Yin, 2003). Yin (2003) posited that case study, as a research method, is used in many situations to contribute to our knowledge of individual, group, organization, social, political, and related phenomena.

Table 1

Case Study Research Design Details

Methods to Case Study Research	Specific to this Study
Case/Unit of analysis	Experiences of mid-level student affairs professionals
Research question	How do mid-level student affairs professional describe their worklife negotiation experiences with the use of mobile technology?
Binding the case: place and time	Place – Mountain State University
	Time – Mid-level professionals; 6-15 years post master's degree
Type of case study	Explanatory (Yin, 2003) – explaining the use of mobile technology with worklife negotiation.
Single or multiple case study design	Single case study – a single group of mid-level student affairs professionals at the Mountain State University.

In the case study methodology, the researcher is the principal data collection and analysis instrument (Merriam, 2009). "A case study is an in-depth description and analysis of a bounded system." (Merriam, 2009, p. 40). Creswell (2007) defines a case study as the following:

> …a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and report), and repost a case description and case-based themes. (p. 73)

Yin (2003) and Stake (1995) also recommended setting boundaries of the case so that the case study remains reasonable in scope. Case studies may be bounded by: (a) time and place (Yin, 2003), (b) time and activity (Stake, 1995), or (c) definition and context (Miles & Huberman, 1994). For the purpose of this study, mid-level student affairs professionals were the individuals studied within the bounded system and single case of the Mountain State University. My reasoning behind a single case was to study multiple participants in one division at one institution to understand if they had similar or different experiences. This is important because I wanted to account for the social and cultural norms of the organization.

The qualitative research of a case study is defined by its three special features and "can be characterized as being particularistic, descriptive, and heuristic" (Merriam, 2009, p. 43). First, particularistic focuses on a particular situation or phenomenon; the particular situation was the navigation of worklife balance in the current digital era. Second, descriptive means the product of the study is a rich, thick description of the situation or phenomenon. The intent of this study was to provide a rich, thick description of how mid-level student affairs professionals navigate worklife balance in the digital era. Third, heuristic means the study can "illuminate the reader's understanding" by bringing "about discovery of new meaning, extend the reader's experience, or confirm what is known" (Merriam, 2009, p. 44). The purpose of this study was to illustrate the individual meaning of worklife balance and the use of mobile technology and discover the benefits and issues surrounding this case.

Participants

        Mid-level student affairs professionals from Mountain State University are the case for this study. For this study, mid-level is defined as having between six and 15 years of post-master's degree experience. This study was conducted at Mountain State University, a 4-year public university, located in the Rocky Mountain region of the United States. Ten participants from Mountain State University represented a variety of functional areas within the student affairs profession. Functional areas included the following: residence life, dining services, counseling, recreation center, student support and prevention, student health services, dean of student's office, student union, campus activities, and the service and leadership center. I interviewed ten participants for this study (see Table 2). A factor that affected participation in this study was the limited number of mid-level student affairs professionals at Mountain State University. The limited number was due to a two-year hiring freeze, thus, there were many positions vacant at the time of this study. As I note in my researcher journal, I was not aware of the hiring freeze until my interview with Mae. I had already completed two interviews at this time and was surprised to find out about the hiring freeze. Here are my notes describing this and why it might have been difficult to find participants.

        Prior to the interview starting with Mae we discussed participation in the study. Mae told me that she was sorry she didn't reply to my email sooner but that one of the reason she didn't reply and feels that others may not reply is because they might not want to talk about their worklife balance because they're not where they think they should be or they're bad at it and they don't want to talk about that

out loud. Especially, if they are parents because then they're not giving enough

time and attention to their family and kids.

This was intriguing to me because I had not seen my research from that lens before or

even considered this a reason that would impact finding participants for my study.

Table 2

Participant Details

Name	Racial/Ethnic Identity	Gender	Age	Number of Children	Marital Status
Ellie	Caucasian	Female	31-40	0	Single
Eric	Caucasian	Male	51-60	3	Married
Jack	Caucasian	Male	31-40	0	Single
Kim	Caucasian	Female	51-60	2	Married
Mae	Caucasian	Female	31-40	2	Married
Marie	Caucasian	Female	41-50	2	Married
Megan	Caucasian	Female	*	1	Married
Nikki	Caucasian	Female	31-40	0	Single
Sarah	Caucasian	Female	31-40	1	Married
Tom	Caucasian	Male	31-40	0	Married

* did not provide information

I operated with a few assumptions around the functional areas within student

affairs and the impact the amount of after-hours student contact has on a student affairs

professional's worklife balance. For instance, high student contact areas such as

residence life deal with student crises all hours of the day and night, and some of these

employees live where they work in the residence halls with the students. My assumption

is that it is more difficult or more conflict arises for these student affairs professionals when it comes to worklife balance. Conversely, student affairs professionals in lower after-hours student contact/crisis such as the counseling center, the recreation center, and prevention areas may also struggle with worklife balance and mobile technology use because they may be completing work from home to keep up with their work responsibilities.

Participants were chosen using purposeful and snowball sampling. Purposeful and snowball sampling provided small information-rich cases for in-depth study, which is a characteristic of qualitative research (Patton, 2002). This study used criterion-based sampling, which allowed for information-rich participants to be identified using predetermined conditions (Merriam, 2009; Patton, 2002). For this study, there were two primary criteria. First, the criterion was that employment as a mid-level student affairs professional at Mountain State. Student affairs has been identified due to the norms of the profession, namely, the culture of care. The second criterion was that those mid-level student affairs professionals who work full-time with a minimum of 35 hours per week. This number is important because it is reported that full-time professionals are more likely to report worklife imbalance in contrast to those who work part-time (Hill, Märtinson, & Ferris, 2004).

I chose Mountain State University because I, the researcher, do not know any people at this institution. I did not want to conduct my research in Colorado because I have been working in the state in higher education for over seven years. I have also worked at three of the major universities in the state and it was important to me for individuals to see me as a researcher and not as a colleague. Conducting research at an

institution where I have not been employed also helped me avoid assumptions that might come from having been an insider.

For the initial identification of potential participants, I reviewed the institution's website to identify names and emails of potential participants. I reached out to the Vice President of Student Affairs to inform him of my research and asked for support, which could have included being a participant and aiding in identifying additional participants. The Vice President was contacted five different times through email without a response. In addition, I contacted a colleague who previously worked at Mountain State University. This colleague connected me with the Dean of Students and, Jack, the Associate Director for Residence Life. The Associate Director sent a mass email to the entire division of student affairs informing them of my research and requesting participation from anyone interested. After very little responses, the Associate Director of Residence Life personally reached out to colleagues who met the criteria for this study. That generated seven participants over a span of three months. After the initial selection, I used a snowball sampling technique to identify additional participants, recognizing that "(s)nowball, chain, or network sampling is perhaps the most common form of purposeful sampling" (Merriam, 2009, p. 79). This type of sampling used the current participants in the study to identify additional potential participants. Snowball sampling can increase the number of participants to reach redundancy or saturation. In another attempt to increase the number of participants, I examined the student affairs organizational chart at Mountain State University. Through the organization chart, I was able to ascertain the names of the student affairs employees. Then, I researched each of them on LinkedIn to see if they met the degree criteria for my research. If they met the degree criteria, I sent them a personal

email asking them if the met the remaining criteria and inviting them to participate in my study.

Confidentiality was of utmost importance. Only the researcher will be able to connect quotes and interview responses with the true identity of the participants. Participants were asked to create pseudonyms to protect their identities. The researcher and dissertation committee chair are the only people who will have the key connecting the pseudonyms to participant identities and names.

Data Collection

For this study, the data collection methods I used were one-on-one interviews, document review, projection exercises, and a researcher journal. Interviews are used in research to elicit information and represent the best technique when conducting qualitative research (Merriam, 2009). Interviewing allows the researcher to gain an understanding of the experience and to see the world through the lens of the participant. The review of documents are another method of data collection that was used in this study to gain a sense of the participants' organizational structure and their job responsibilities. Projection techniques were employed to get participants thinking more deeply about worklife balance and mobile technology in their life. Finally, I kept a researcher journal to define and refine my role as a researcher (Janesick, 1999).

Interviewing

In this study, I employed semi-structured, open-ended questions, as the primary source of data collection (Merriam, 2009). The interviews were minimally structured (Mertens, 2010) using guiding questions to provide flexibility, resulting in increased richness in the data (Merriam, 2009). Interviews were 45-90 minutes in length. Semi-

structured, individual interviews promoted conversation and dialogue and allowed for flexibility to explore new ideas, resulting in an increased richness of the data. I designed the interview questions to be informal to allow participants to use whatever words they wanted to express their thoughts and take their own direction. Guiding interview questions are included in Appendix C. Interview questions were developed with Clark's work/family border theory in mind. Questions focused on participants defining borders between work and home, the use of mobile technology in terms of the permeability of those defined borders, and border conflicts. Participants were also ask about their satisfaction level with their worklife balance on a self-defined scale ranging from one to ten. To further expand, clarify, and explore the participant's stories, additional follow-up questions were asked of participants of the study. I asked each participant to select the location of his or her interview to encourage comfort, openness, and dialogue and to ensure that they understood the interview and their responses would remain confidential.

Document Review

Another form of data collection is document review. I asked participants for copies of their department organizational charts and their position descriptions, which I reviewed prior to their interviews. Reviewing departmental organizational charts provided a depiction of the oversight and supervision of the participants. Using the position descriptions as a part of the document review provided insight into the participant's specific job responsibilities. I reviewed the institution, division, and department worklife policies to gather a sense of the extent they support their employees. I reviewed these institutional documents to gain an understanding of the policies that are available to employees at Mountain State University. The policies that were reviewed did

not weigh into the findings of my research because it was up to the supervisors support and approval on whether the employee was allowed to participate in the policy. Additionally, I reviewed documents created from the projection exercises.

Projective Techniques

Data collection comes in a wide variety. One variation in qualitative research are projective techniques. The use of projective techniques is used to gather information in psychological assessment (Given, 2008; Patton, 2002). Patton also referred to this as a "creative interviewing" strategy with the purpose of providing additional information into the lives and worlds of study participants (2002, p. 395).

Projection techniques are a structured exercise that make it easier on participants to access thoughts and emotions and to get beneath top of mind and rationale data (Given, 2008). These exercises can provide additional understanding than just what is verbalized in an interview. So rather than asking questions and waiting for a response during an interview, this study also used two projective techniques as a means to initiate conversation about the participant's feelings and experiences.

Previous studies (Cameron, 2011; Flora, 2008) have used these projection techniques in a similar fashion. Meaning, they used these techniques as a means to initiate conversation about the participant's feelings and experiences. Additionally these projections techniques elicited additional information from participants prior to their interviews.

Exercise one: Participant roles. The purpose of the first exercise was to elicit data about participants' roles. I wanted to understand the variety and number of roles mid-level student affairs professionals fulfill and the worklife balance implications of

these identities. I gave participants a piece of paper with a circle in the middle of the page with the word "me" in the circle (see Appendix E). I then asked participants to draw additional circles to represent the roles they fulfill (e.g. spouse, partner, church member, parent, etc.). I asked that the circles be drawn in a variety of sizes with larger circles representing larger roles and vice versa. In addition, circles drawn closer to the "me" circle represented increased importance to the participant. This exercise was modified from a previous study (Cameron, 2011). To protect the identity of the participants, I am not providing the completed exercises for the reader because they include identifying information.

Exercise two: Weekly worklife activity. For the second exercise, the purpose was to elicit information from the participants about their weekly activity and how they spend their time. I wanted to know where they were spending their time in a week, both in terms of an actual number and in which areas. In this exercise, participants were asked to provide an example of a typical week (defined as one that is during the semester when students are on campus). My goal was to have participants provide an example of a typical week that was in November, early December, and late January since that is when I conducted the interviews. The participants were also asked to include the number of hours per week they spend in their work and life domains (see Appendix F). As stated above, to protect the identity of the participants, I am not providing the completed exercises for the reader because they include identifying information.

Researcher Journal

Researchers need to be aware of their own perspectives when performing qualitative research (Mertens, 2010). I have views on worklife balance and it was

important for me to continue to be aware how I view worklife balance and mobile

technology and how it influenced this study. Therefore, it was important to keep a

researcher journal to reflect on this study as it progressed. I wrote in my journal as I

completed participant interviews, reviewed documents, and throughout the data analysis

phase. Selections of my researcher journal are included in the findings of this study.

Since the researcher is the primary research instrument and a researcher's perspective can

make an impact on the study, it was important to reflect on my assumptions, the

interviews with participants, and review of the interview transcripts. Qualitative

researchers need to be self-reflexive both before and during fieldwork, documenting their

motivations, biases, and any change in direction (Lincoln & Guba, 1985). Keeping a

researcher journal aided in bringing unconscious thoughts, feelings, interpretations, and

fears to the conscious and helped map my growing and changing role as a researcher

(Ortlipp, 2008). Additionally, the researcher journal aided in revisions of the final version

of my methodology chapter creating transparency for the reader (Ortlipp, 2008).

Concretely, I wrote in a journal after interviews, document review, reading of transcripts,

and coding of the data that took place. I used prompts such as: What was my overall

impression of that particular activity? What meaning am I giving that activity? What

biases could be rising from myself as the researcher. I then reviewed my researcher

journal when writing my dissertation. I used pertinent excerpts from my research journal

that lend themselves to the dissertation and what the reader should know.

Data Analysis

Data analysis is the process through which answering a study's research questions

occurs (Merriam, 2009). Furthermore, the findings of a study are brought about by the

data analysis, which is the making of meaning from the data (Merriam, 2009). Through the data analysis, I searched for patterns in the case studies and ultimately develop categories (Merriam, 2009). To construct categories, I used two-level coding (Merriam, 2009). Where in the first level of coding, I was looking for broad themes and concepts and during the second level of coding, I was considering categories and subthemes.

Coding is the process where researchers attach labels to data in order to explain what is occurring. I used open and axial coding in this analysis. Open coding is initially used to identify themes that are relevant to the study, while axial coding is employed to connect the developed themes (Merriam, 2009).

First, I began open coding with reading the interview transcripts throughout the interview phase. Yin (2003) suggests starting the analysis by "playing" with the data by searching for patterns, insights, and concepts. This process allowed me to find ideas, themes, and categories from participant's interviews. The initial cycle of coding the data happened several times with the purpose to further manage, filter, highlight, and focus on salient features of the data (Saldaña, 2015). Yin (2003) also suggests writing notes and memos to yourself, which I accomplished through my researcher journal.

While analyzing the interview transcripts and projection techniques there were close to 50 labels that came to the forefront. For example, some of the labels were dedication to the work, night and weekend work, boundaries, skill building, flexibility, supervisor support, organizational support, lack of staff, hiring freeze, vacancy, added responsibilities, reorganization, priorities, smart phone, iPhone, laptop, tablet, mobile technology, email, email at home, self-care, communication, lack of boundaries, balance, integration, negotiation, time for self, and organizational culture, just to name a few.

Second, using axial coding, I categorized the data into themes. Others refer to this step as codifying and it is the process when codes are applied and reapplied, which allows the data to be grouped, regrouped, and linked in order to associate explanation and meaning (Saldaña, 2015). The objective of coding is to produce categories of data so documents and the researcher journal will also go through the coding process as well. While coding the data I kept in mind the work/family border theory including the notions of border-crossers, boundaries, and the permeability of those boundaries (Clark, 2000).

As a part of the data analysis process, I reflected on the labels, groupings, and regroupings of the data. In my researcher journal, I note that the groups are similar to Clark's work/family border theory because they are separating into two domains. Through the axial coding phase, there was a grouping of the data between a participant's work and life domains and the grouping of technology. These areas eventually became the two topics of organizational factors and personal factors. The labels in the technology grouping were more in the personal domain for the participants. For this reason mobile technology ultimately ended up under that particular heading. Once the labels were separated into these groups they were reviewed again, which is how the themes and findings were developed.

Reliability and Validity

Trustworthiness

In qualitative research design, trustworthiness is essential to measuring the reliability and validity for the effectiveness of a study. Trustworthiness refers to the ability of a study to produce meaningful results (Merriam, 2009). Lincoln and Guba (1985) describe four main tenets to establish trustworthiness in a study: credibility,

transferability, dependability, and confirmability. Credibility refers to the value of truth

of the data collected and the accuracy of the description of the participant's experience

(Erlandson, 1993; Lincoln & Guba, 1985). I used member checking as a method to rule

out misinterpretation of the participant's meaning during the interviews (Lincoln & Guba,

1985; Merriam, 2009). I accomplished this by sending my interpretations and analysis of

the data to the participants for review and feedback to ensure accuracy and that their

voices were appropriately represented. Three of the participants responded. Nikki

responded with "All looks well in the profile and transcription. The transcription gave me

a laugh to read. The factors/themes look great on my end." Marie wrote, "Hi Chris,

Looks good to me! Good luck with the next steps!" Jack responded with a, "Thank you

and good luck."

Transferability or external validity "is concerned with the extent to which the

findings of one study can be applied to other situations" (Merriam, 2009, p.223). In

qualitative inquiry, transferability is possible through "sufficient descriptive data"

(Lincoln & Guba, 1985, p. 298) by means of maximum variation and thick, rich

description (Merriam, 2009). In this study, maximum variation was attained through

sampling participants from a variety of functional areas within the student affairs

profession. Completing thick, rich descriptions was accomplished by using participant's

direct quotes in this research. This sampling allowed readers a greater range of

application of the research (Merriam, 2009).

Dependability refers to the criterion of consistency. In other words, it asks if the

findings could be repeated if the study were repeated with the same or similar subjects

and context (Lincoln & Guba, 1985). This study used the dependability audit technique,

which allows an external person (i.e. committee members) to review the steps and processes in the study. Finally, since the researcher is the primary research instrument in qualitative research, confirmability refers to minimizing the researcher's bias. One tool for ensuring confirmability is an audit similar to the dependability audit, which allows the conclusions and interpretations to be traced to sources and whether they are supported by the study (Erlandson, 1993; Mertens, 2010). The findings for this study can be tracked back to data and its source.

Triangulation

Qualitative case study researchers use triangulation as a method to insure the validity of their research when analyzing and presenting data (Stake, 1995). More specifically, triangulation ensures that a single source of information does not unduly influence the findings (Patton, 2002). A significant purpose of triangulation is for the researcher to interpret the case in a way that another person who researched it would have similar results and findings (Stake, 1995). Thus, researchers employ multiple methods to achieve triangulation and to decrease the deficiencies of a single method (Denzin, 1989).

The two types of triangulation methods that were used in this study were data triangulation and between-method triangulation. Data triangulation is when researchers use a variety of data sources when collecting data (Stake, 1995). This study used data triangulation by having multiple data sources such as interviews, document reviews, projection techniques, and a researcher journal. In addition, this study included participants from different student affairs functional areas. Between-method triangulation is the use of two or more research methods in a study. This combination of multiple research methods strengthens the confidence in the interpretation of the data (Stake,

1995). The reliability in the between-method triangulation is if one data method is flawed then another data method may enhance another (Denzin, 1989). In this study, I used interviews, document reviews, projection exercises, and a researcher journal. Employing these triangulation methods aided in the accuracy of the data of this study.

Summary

This chapter provided a review of the research question and an overview of the qualitative research design that will be used in the implementation of this study. Participant criteria was also discussed and included student affairs professionals working full-time at a 4-year public university in the Rocky Mountain Region of the United States. Incorporated in this chapter was a summary of the data collection, which will include interviews, document review, projection exercises, and a researcher journal. This chapter concluded with the data analysis, trustworthiness, and triangulation.

CHAPTER IV

FINDINGS

When I began this research study, I looked to understand mid-level student affairs professional's experiences with worklife balance and the use of mobile technology. I believed this would provide an understanding of how student affairs professionals negotiate their work and life domains. It is important to understand how these specific professionals negotiate their work and life domains because they are working in an area in which the expectation is that they are available to a variety of stakeholders of the campus community at all times, particularly during events and/or incidents that involve students. Through document review, projection exercises, and interviewing participants, I was able to explore who they are, how they define worklife balance, how they define mobile technology, their personal satisfaction with worklife balance, what affects their worklife balance, and how they use mobile technology.

There were ten participants in this study, each with a different experience and story, which, in certain qualitative research, it is important to have an understanding of the participants and their specific contexts and experiences. In the case of this research, these individual vignettes paint a picture of each participant to gain a better understand who they are and their experiences in terms of worklife balance and the use of mobile technology. Additionally, Table 3 provides a summary of the participant's job related details including their total number of years in student affairs and the functional area they

work in. The total number of years in student affairs for each participant was a combined total of their years prior to and post master's degree. It is important to note that all of the participants met the criteria of six to ten years post master's degree for this study. These ten student affairs professionals were honest, open, and vulnerable, and I thank them for that. Here are the stories and experiences of Ellie, Eric, Jack, Kim, Mae, Marie, Megan, Nikki, Sarah, and Tom.

Table 3

Participant Job Related Details

Name	Number of Years (Total) in Student Affairs	Functional Area
Ellie	7	Residence Life
Eric	27	Residence Life, Housing, Dining, & Student Union
Jack	9	Residence Life
Kim	20	Housing Facilities
Mae	*	Dean of Students Office
Marie	13	Wellness
Megan	*	Violence Prevention
Nikki	12	Student Activities & Involvement
Sarah	14	Student Union
Tom	*	Counseling Center

* did not provide information

Participant Profiles

Ellie

Ellie was a first-generation college student and expressed that as a student she did not have much support when it came to what she should do for college or even for attending college. She attended a large state university that she said was a "very good school," but that she felt "a little overwhelmed with the size" of the institution. As a student, Ellie was able to connect with people and find resources in her residence hall. That experience then translated into her becoming a resident assistant (RA) where she helped other students.

After graduation, Ellie took a position for a year in a scholarship office in which much of her responsibilities were administrative. At this point, Ellie realized she enjoyed her interactions with students and wanted to transition into a role that worked directly with students on a college campus. She attended graduate school on the east coast in the mid-Atlantic region. After earning her Master's degree, she took a position in the New England area working at a small school with only 1,100 students. She had multiple roles at the same time that included working in residence life, student activities, and student government, which may have caused Ellie to state that she "wore many hats." After two years at this institution, Ellie thought that her position was a lot of work. For personal reasons, she decided to relocate closer to her family. She accepted her current position as residence hall director, an entry-level live-in professional position within Residence Life. Ellie has an apartment in the residence hall and lives where she works, and she is also single and does not have children. Even though her apartment is in the residence hall and

requires many evening commitments, she tries to keep her work and life domains separated.

As someone who has been in her current position for a few years Ellie feels settled and comfortable with her role and believes, she has flexibility and additional time for herself. She noted,

> …I put a lot of energy into the people I'm working with and the work that I'm doing because I want to serve our students well, I want to help our students get to the next level, and I also want to kind of make sure people are seeing the good we're doing.

Ellie understands the expectations, demands of her various roles, and lives the student affairs mission of supporting students.

Eric

Eric became involved in student affairs after graduating with his bachelor's degree in hotel, restaurant, and tourism management. He received his first taste of student affairs while working for a third-party contractor that provided housing and food service operations to the university. He stayed with this company and moved around to different universities until he made the transition from a private dining vendor to a job with a university owned and operated dining operation. He continued to move from one institution to another as his career progressed and completed a graduate degree, earning a master's degree in Public Administration. During his career in dining, he worked in housing and residence life as an interim director. After a few times covering the responsibilities of these other departments, Eric was promoted with oversight of multiple departments. Managing multiple departments was not something he set out to do in his

career, but, more or less, it was just something that happened to him due to opportunities that presented themselves. He did mention during his interview that he "can't imagine himself being in a different field." He enjoys the hustle and bustle, all the activity, helping students succeed, and being a part of their growth, life, experience, and success and expressed, "…I just love it!" Eric is very dedicated to his work, the students, and the institution and expresses his happiness and satisfaction with his career choice in the following quote.

> So it worked out well for me. I can't complain. I love what I do. I can't even imagine being in a different field or…again, all that activity, that hustle and bustle, helping students succeed, being a part of their growth and life and experience and success, I just love it. So when you talk about worklife balance, yeah, it might be off…but the work isn't…I'm not pushing a pencil all day. It's not work in the same sense. It doesn't feel like it to me, anyway. I guess, clearly I'd feel different about my worklife balance, or that being off if I felt like it was all work. I mean, I come back for events, whether it's a themed dinner or a program or a speaker or an evening concert show in the union. I'm like, yeah, it's work, but if I wasn't working, I'd probably pay to come to this! You know? So it's not bad.

Eric acknowledges that he might work a lot and he attends a majority of the student activities happening on campus. Even though for some it might be too much work or others see him as working too often, Eric does not see it that way. He enjoys his work immensely and it works for him in this particular season of his life.

Eric is in a different season of life than the other participants. He has been married for almost 30 years and has three grown children who have all moved out of the house. Eric regularly comes back to work in the evening and on the weekend for speakers and events and brings his wife, adult child, and grandchildren when he can. Eric has been at his current institution for 11 years. He also lives the furthest from work of all of the participants in this study, which is over five miles from the campus. Eric describes his worklife balance as "intertwined." He integrates his work and life domains more than any other participant in this study. Socially, he states, that all of his friends are connected to the university in some way or another.

Eric indicated he is at a seven when asked about his satisfaction level with his worklife. He stated that to increase his satisfaction level to an eight or a nine he would need to be able to push off work while at home to then spend time with his wife, children or grandkids. A majority of the time Eric will tell them to "hang on, give me an hour" when they want to do something with him. He did recognize this and stated, "I should be able to let go [of work]." He also acknowledged, "Work is priority and it gets top notch or the top tier, and family and life and some of that gets second." Again, Eric's work is important to him. With three adult children, he does not have much responsibility as a parent. Furthermore, at work, he expects his staff to attend events on nights and weekends. Eric role models this expectation by attending many of the programs on campus by weaving his work and life domains together. Out of all of the participants, Eric's domains have the most overlap and are the most blended.

Jack

Jack decided to pursue a career in student affairs when he was a senior in college. He was an accounting major and had an internship with a local firm in the city where he went to school. On the first day at his internship, he was placed in a cubicle and told what his tasks were. Jack said to himself, "I don't think I can do this for the rest of my life." At the time, he was also heavily involved in residence life and student government. When telling his internship story to his residence coordinator, she proceeded to assist him in securing an internship in the housing office at the university. During that internship with the housing office, Jack decided to go to graduate school and work in student affairs.

Now Jack has been in residence life for many years and is currently the associate director. His is responsible for the oversight of residence life. He stated most of his workday is spent in meetings with little time to work on email or projects. Jack lives three blocks from campus with his partner and a dog. Jack is dedicated to the work and the mission of supporting students and staff. His work and life domains are integrated but he is conscious of getting away from work and disconnecting when he needs to for self-care.

Kim

Kim is married and has two teenage boys. One is a senior and the other a freshman in high school. Kim and her family live four miles from the university, which takes her 10-12 minutes to commute to and from work. When she first moved to the university, her house was closer and her commute time was only five minutes, and Kim really enjoyed the ability to go home for lunch, walking her dogs and getting somethings done around the house like mowing the lawn. She felt productive in a way that made her

feel like she has a handle on her life. With her current commute time, going home during lunch is not possible and she feels it is a "real inconvenience now."

Kim is an associate director in housing with responsibilities for facilities management. She had a non-traditional path to higher education and student affairs. During her first career, Kim spent eight years working in conference services for a hotel. Through a coworker, she met her husband who was a biologist in a small college town in another state. She decided when they got married that she would move to be with him because he had no intention to move to the city. Once Kim moved, she then had to commute 45 minutes to the hotel where she worked. She became tired of the commute and the chef she worked with at the hotel took a job as the chef of the catering department at Mountain State University, where her husband worked and which was also located in the town where they lived. He encouraged Kim to apply, and she eventually accepted a catering manager position at the Mountain State University.

Kim has had a variety of positions at the university including working in the student union as the event coordinator and eventually working her way up to associate director of operations for the student union. Within the past 18 months, she transitioned to her current position as associate director of housing operations. Even though, Kim moved from her position in the student union to her position in housing operations, she retained some student union responsibilities. Her position as the associate director of housing operations has become more of a job for her and less of a passion. Much of this is due to a reorganization and being moved into this position and the amount of personnel issues she deals with on a daily basis.

Kim's worklife satisfaction level is a seven or eight. She articulated the rationale for her level of satisfaction is because she has two teenagers and works a fulltime job. She believes the only way for her satisfaction level to increase would be to not work and be home for her sons when they are done with school. She wants to make sure she is being a good mom. She understands that it is her choice to work but that decision "hangs over my head a little bit." Kim says she integrates her work and life domains and it is easier when she has a supportive supervisor that believed in her and trusted her to get her job responsibilities done.

Kim discussed the culture of her department in terms of worklife balance and attending student and campus events. She has heard people make comments like, "Oh, I don't see so and so at this event or where is so and so, are they really committed if they are not here?" Kim resists this notion of showing up to events just for appearances sake. Kim's supervisor is someone who attends everything. Not only does Kim's supervisor ask his staff to attend events but he also walks the talk. However, Kim still does not attend every event only what is mandatory.

Mae

Mae has been the assistant dean of students for a couple of years. Prior to this position, she was the events coordinator at the student union. The opportunity to transition to the dean of student's office came with the hiring freeze and ongoing reorganization in the division of student affairs. Additionally, Mae has an undergraduate history degree and minor in chemistry and received her master's degree in organization and leadership studies. Mae started her career in K-12 education as a teacher and eventually, with a colleague, opened a charter high school in a state on the west coast at

which Mae was the vice principal and staff development director. The reason she shifted careers to student affairs include accommodating her husband's decision to go back to school for a bachelor's degree and moving back to her home state provided cheaper tuition. Mae applied for and accepted an events coordinator position at the local university.

Mae is married and has two children, ages five and two. After her first child was born her husband decided to pursue his own bachelor's degree. It was less expensive for them to move to the town around Mountain State University and pay out-of-state tuition than to stay on the west coast. In addition, Mae is originally from a town within an hour's drive of Mountain State University so this was also a chance to be closer to her family. Mae and her family currently live a mile away from campus. Her children are enrolled in the university's childcare center and, therefore, are actually on campus and close by during workdays.

Mae's satisfaction level with worklife balance is a one or a two. It is not because she does not know how to increase her satisfaction. It is due to the work, the amount of work there is, and the limited number of staff to accomplish the work. For Mae to increase her level of satisfaction to a five, she would like to have the autonomy to push back deadlines but indicated that the culture has to change in order for that to happen. Mae also indicated there have been people on campus who set firm boundaries and only work 40 hours per week. Moreover, she is fascinated at how others respond to this with statements like, "Who does this person think they are? Why don't they have to work the amount of hours that I do? They are salaried too!" Mae then stated she is jealous and thinks to herself, "that's amazing, I wish I was that person!"

When Mae has time for self-care, she has reminded herself of who she is as a person. Consequently, she then has improved feelings of herself and a more positive attitude when with her family. She wishes supervisors would give employees permission to stop working and take care of themselves. She indicated those above her in the organizational chart are workaholics. Although they are proponents of staff taking care of themselves, they do not role model this value, stating they work from home all the time and on the weekends. The message the upper administrators are sending is you need to work all the time.

Marie

Marie has been in student affairs for thirteen years, is an assistant director at the recreation center, and also oversees the wellness center. She has a master's degree in public health and worked for five years with adolescents and college students in the community public health environment. She was working in the Pacific Northwest during that time, and a job opened up at Mountain State University. Marie is originally from the area around the university, which supported her decision to apply.

Marie is married and has two young children ages three and five. She enjoys living a mile from campus and she regularly rides her bike to work because when she lived in the Pacific Northwest she commuted an hour to and from work. Marie believes that work and life are intertwined with work being a part of life, an "important part of life." She also distinguished that there is life outside of work for her like family, hobbies, and goals.

Her position overseeing the wellness center is responsible for assessing the student population's needs around health and wellness and providing programs to address the needs. Therefore, Marie thinks about the interplay between work and life constantly:

> I mean, part of my job is that I teach mindfulness, and so I think that's helped me. Professionally it's helped me, and personally too. It's like, you know, I need to be, I want to be mindful so that when I'm at work, I am at work, and when I'm at home, I am at home.

Marie's responsibilities at home includes picking up and dropping off her children from daycare, making dinner for the family, and getting the children ready for bedtime, including reading them stories.

In terms of worklife satisfaction, Marie was at a seven or an eight. She stated her satisfaction level "is pretty high" and that actually part of her job is to be about balance and wellness is all aspects of life. "It's kind of part of my job to be a role model." To improve her level of satisfaction she said she would need to not check email at home.

Megan

Megan is currently a violence prevention coordinator at Mountain State University. Megan received a master's degree in documentary film yet has always been involved in campus programming since her time as an undergraduate. During graduate school, she volunteered in the campus sexual violence prevention advocacy program and eventually took a full-time job in violence prevention at a university. She was really drawn to educating and interfacing with students around violence prevention work.

Eventually, she took a job in the same field but in community prevention back at the town where her graduate school was located. Megan wanted to be in a place where

she had friends. After being in this position for a few years, her partner took a position at Mountain State University. They decided that she would move with him after a year or so. The town around Mountain State University is not very big and Megan did not have any prospects. Eventually, she ended up applying for multiple positions and received the position of coordinator for a violence prevention area. Currently, Megan is married and is a new parent to a 15-month old toddler. She and her family live only two miles from campus.

Megan believes that she is a five or six on the worklife balance satisfaction scale. Before her daughter was born, she rated herself as a three or four. She stated, "That's when I would just keep working or I would check my email and do all kinds of [work-related] stuff on the weekends." Megan's satisfaction increased for two reasons. First, her daughter was born and she had another human being to take care and who needed her time. Secondly, she joined a couple of civic organizations and community groups that are unrelated to her work in violence prevention.

Megan does not feel like she is productive when it comes to worklife balance and the use of technology but believes that this has less to do with her and more to do with how under-resourced the division of student affairs has been for the last couple of years. Additionally, Megan does set one particular boundary when it comes to work and life and that is she does not give out her cell phone number to students. She can support the students when she is at work and also through email. However, she has also discovered that not giving out her phone number is another strategy she uses to provide her with separation between her work and life domains. Megan views the work and life domains

as separate because of her work she needs to be able to leave work and not think about it. She sees it as balance because the two domains are against each other.

One reason that Megan is able to really separate herself from work is that her supervisor is very supportive.

> She's very supportive. She has made it very clear that she doesn't expect, I think she's really good at setting those boundaries, in terms of, like, she's not emailing me all hours of the night, and especially not doing that and expecting a response or texting and expecting a response. So that's been really positive in terms of…and then like I said, my supervisor, she and her partner both work, and they have young children. So whether or not it's conscious for either of us, I do feel like I can bring some of that to the table if I need to, and I know that she is managing the same things in terms of kids get sick, stuff happens, and those need to be dealt with sometimes. So I think it's been helpful.

As Megan mentions in the above quote, she feels she has the ability to talk with her supervisor about her work and life domains and any conflicts that may arise. This comfort allows her to feel supported.

Nikki

Nikki is the assistant director of student activities at Mountain State University and has been in the position for over four years. Nikki does not have any family living with her. She is single, owns a dog, and lives a half mile from the university. Nikki recognizes that work is a significant part of her life so she wants to enjoy what she does for a living. "I want to professionally find enjoyment in what I do as work, to where it is an integral part of my life."

Nikki received her bachelor's degree in music. During her time as an undergraduate student, she did not realize there were people on campus who provided entertainment and booked shows for the students. That led Nikki to learn about and get involved with the student programming organization. She then took a position at her alma mater overseeing event and operations at the student union. She also received a master's degree in business administration. Her commute at this job was 45-minutes each way. This was one of the reasons Nikki appreciates her current job and living so close to work. She mentioned, "It was something I wanted to do for my own health and well-being."

She responded to the worklife balance satisfaction question by rating herself as a four or five. She ranked herself here because she always eats her lunch at her desk, she barely took any vacation time this past year, and she is not in the habit of going to the recreation center to exercise. Nikki said if her area was fully staffed, then she could take a vacation and that her satisfaction level would increase dramatically to a nine or ten. She also said the exercising would contribute to her increases in her satisfaction rating. "I really want to get in the habit of scheduling myself to go to the Rec Center or something like that to get away from this space." She indicated that her home life rarely takes away from her work domain because she does not have any family living with or near her. Although Nikki did recognize that family would impact her home life. "I think it would be significantly different if I had a kid or something."

Nikki seeks to improve her worklife satisfaction. She hopes that with a new supervisor starting soon she will be able to get the support she is currently missing. Due to the vacant positions within her functional area, the additional workload has contributed

to Nikki's lack of worklife satisfaction. So much so, she will be looking for a new position at another institution in the near future.

Sarah

Sarah is an assistant director in the student union, is responsible for leadership service programs, and is originally from the state in which Mountain State University is located. While working on her bachelor's degree at another university, she was a student employee doing some marketing work. At the time, she did not realize that someone could work for a university. After graduating with her bachelor's degree, her brother was working at Mountain State University and sent her a job posting for a position in the admissions office. Sarah decided that her heart belongs in the Rocky Mountain region of the United States where Mountain State University is located, and, therefore, she applied and got the job. She has worked in the admissions office at Mountain State University for approximately six years and really enjoys recruiting and building relationships with students and their families.

What she did not like about the job was her time on the road and started to consider what her next move in the area of student affairs might be. Sarah has quite a bit of experience, through her work in admissions, in interacting and collaborating with orientation and other campus offices. Sarah decided for her it was best to leave her job and go to graduate school because with a master's degree she would be more qualified for other positions within student affairs. She stayed at Mountain State University and received her master's degree in counseling education. Sarah describes her receiving her current job as the stars aligning as she was finishing graduate school and her current position of assistant director of the student union becoming vacant. As a part of her

position, Sarah is responsible for leadership service programs, which include community engagement, services programs, alternative spring break, connecting students to the local community, town and gown relation programs, and leadership courses like classes and retreats.

Sarah is married and has a five-month-old child. They live only a couple of miles from campus and she often bikes or walks to work when the weather is nice. Her husband is a small business owner and works for himself. This allows for a great amount of flexibility with his schedule.

Sarah's satisfaction level with her work and life is a six. She believes there is always room for growth and improvement. At her current satisfaction level, she thinks she has entered into a better space than before because she is able to let some things go especially with being a new mom she is doing a much better job of letting go.

It is interesting that Sarah describes her working from home during the morning and evening but indicates she tries to keep work and life separate. Her reasoning for this is that she does not regularly bring her family into work for events or just to drop in. Sarah went on to mention that her attitude about worklife balance have dramatically changed since she started working in the field of student affairs as an entry-level professional. As an entry-level professional she was young, ambitious, and a 'yes' person. She would take on everything and work all day long. Now she has gotten better with setting boundaries and is comfortable with negotiating what she can take on and what she cannot. Her worklife balance is in a much healthier place than it was in the past.

When asked about how her worklife balance has changed over time, Sarah responded and said, "Dramatically!"

I think, because I've been in the field since 2003, and I look back and I think

sometimes just in this field when you're young and you're ambitious and you're

green, and you're a yes person, you take it on, and just work, work, work, work,

work, I think I have gotten a lot better about setting some boundaries. And what

I'm okay now saying no to, and that's something I do have to work on, because

there are just some things that I'm excited about. I just want to do. It's great work,

I want to jump in, but I think I'm having to learn what can I really take on, and

what can I not? Where am I doing quality work, where am I not? There again, that

prioritizing. So, my definition and my view is going to always be changing, and

right now, I think it's in a much healthier place than it's been in the past.

As a result of Sarah's philosophy of continued growth, she has learned over time to set

some boundaries and she is become more self-aware of her responsibilities to know what

she can take on and what she cannot. The hiring freeze has affected Sarah's work domain

as she has many additional responsibilities. Her work domain has permeated her life

domain because she also takes work home to keep up with the demands.

Tom

Tom is a mental health counselor at the university counseling center housed in the

division of student affairs at Mountain State University and was new to student affairs

and working at a university setting prior to this position. Tom is married, has three cats,

and no children. He graduated from Mountain State University with two bachelor's

degrees. Tom moved to New England region for his graduate degree in counseling

psychology and for his first job.

Of all the participants, Tom has the most experience outside of higher education as he has worked in hospitals and other organizations throughout the United States such as Vermont, Pittsburg, and New York City prior to moving back to his current position at Mountain State University, his alma mater. Tom relocated to Mountain State University to be closer to his and his husband's parents.

Tom described his seven years in New York City as "a lot of work, and not a lot of living" due to having a broad scope of job responsibilities. While these responsibilities provided Tom with a high paying salary, the cost of living was very high as well so he did not have significant financial gain. During this season of his life, Tom commuted an hour to and from work on a daily basis. He did not enjoy his commute time. In fact, he describes the commute as "devastating" because it was such a time draw and emotional drain with unproductive hours "that you're awake and hostage on the commute." He stated that he is not the type of person to be able to work on a computer or read while on the train. Tom described his worklife in New York City as a "struggle" and "it was a rat race."

Now in his current position at Mountain State University Tom lives only four blocks away from campus, walks to work every day, and says it is "amazing!" His position as a mental health counselor for the most part is from 8a.m.-5p.m., is very focused work in terms of responsibilities, and is specifically focused on his one-on-one time with students. On a "bad" day at the office, he finishes work at 5:30p.m. but remembers the days in New York City when he was in the office in a panic until 11p.m. or later.

When Tom is not working, he unwinds through creation and art. He enjoys exercising which, for him, consists of hiking, walking, and just being outside. His relationship with his pets are also important to him. On a day-to-day basis, he breaks up his day by taking breaks between meetings and he also does not bring a lunch to work. Therefore, he takes his lunch hour to himself and will go home, hang out, and make himself lunch. During this time, he also sees his husband, his cats, and gets a few chores done around the house. He stated, "…it's like amazing."

Over the course of Tom's career he had experiences, which has allowed him to understand what worklife balance means to him. From the nonstop work environment in New York City to the intentional move to Mountain State University where he works less and spends more time in his life domain then he previous did. Tom learned from his experiences, decided how his life should look, and made the necessary and deliberate changes to be highly satisfied with his work and life.

Findings and Emergent Themes

While the experiences of the participants are individual, there were common themes that emerged when participants discussed their worklife balance and use of mobile technology. When I proposed this study, I believed that mobile technology would play a major role in how the participants considered, experienced, and framed work and worklife balance. However, the results seem to show that mobile technology merely enabled employees to be on call and always working or it enabled them to leave work early or work at home on some occasions (and this is not a regular practice in student affairs). Two overarching topics arose from the data. First, organizational factors include organizational culture, support, supervision flexibility, and the impacts of staffing.

Second, personal factors consist of mobile technology, perceptions of worklife balance, family, navigating boundaries, a fear of missing out, and self-care. These align with the following categories that emerged from coding the interviews: dedication to the work, night and weekend work, boundaries, skill building, flexibility, supervisor support, organizational support, lack of staff, hiring freeze, vacancy, added responsibilities, reorganization, priorities, smart phone, iPhone, laptop, tablet, mobile technology, email, email at home, self-care, communication, lack of boundaries, time for self, just to name a few.

Organizational Factors

The organization can play a key role in determining an employee's satisfaction with worklife balance and the management of the two domains. Worklife balance policies, the organizational culture that develops over the years, supportive supervision, and the level of staffing are all ways organizations play a factor in worklife balance. The interviews with participants in this study revealed organizational factors that emerged which included the topics of organizational culture, support, supervision, flexibility, and staffing.

Organizational Culture

One of the first themes that emerged from the data was that organizational culture rather than written rules or job responsibilities dictate how much, how often and when student affairs employees work. The culture can affect how employees conduct themselves within the organization. For instance, nine out of ten participants indicated they checked their email after work hours and many felt the need to respond because coworkers and supervisors were also working at night or on weekends. These actions

were motivated by wanting to be a good employee and not wanting to hold up a project or lapse in communication. Acting on the communication was influenced by who the sender was. Participants were more inclined to respond if the sender was a supervisor or in a position of power (one of the leaders of the department or division). This definitively impacted their worklife balance because they were at home working.

The organizational culture of the student affairs division at Mountain State University was one where many (eight out of ten) of the participants worked long hours including nights and weekends. The long hours were a result of the participant's job responsibilities and their own personal dedication to the work. Participants discussed the difficulty in keeping up with the demand of all of their duties. Therefore, they worked at night and on weekends to catch up on work. Another reason participants where overworked was largely due to the number of vacant positions within the division and their specific area. Five of the participants had additional job responsibilities because they were doing the work of a vacant position.

For many of the participants, no matter how unsatisfied they were with their worklife balance, almost all of them talked about their dedication to the work, the job, the responsibilities, or the students. It was their own dedication to their personal mission and not their dedication to the organization that drove them. Kim said,

> I can't not be dedicated to the job. And there is so much to be done. We have so many improvements…And I think we have done a lot of good things. So yeah, I don't think I have the personality to not be dedicated, even though this isn't really my ideal job. I'm still doing to do it to the best of my ability.

Similar to Kim, one of the participants, Nikki, was the least dedicated and discussed leaving and looking for positions elsewhere. Part of her lack of dedication was due to the fact she was performing the duties of three fulltime positions. In addition, she had applied for the vacant position that would technically supervisor her current position and did not prevail in the search. Nikki feels she is ready for the next step in her career and thus is less dedicated to her current position but went on to mention,

> I'm dedicated to my students. I think philosophically, what, the purpose of why my office exists. I try to be dedicated to the organization, but I think that that's a reciprocal relationship and that the organization needs to also be respectful and dedicated to its employees. So, I worked at my alma mater and I had a really really bad experience there. To where it was super toxic, and I'm just like I graduated from here, and I've gotta get away, because it's gonna be terrible, and that's one of the reasons I moved all the way out to [the state where Mountain State University is located] was to kind of separate myself from that. So I just, that, since that happened so early in my career, my learning curve with that was, it took me a while to get to that place. But, I am very very dedicated to the purpose of what I do.

Even though it is one of Nikki's job responsibilities to attend evening events for students, she also rationalized not working from home at night by telling herself that she is not paid at the level where she believes she should be to work all of the time and answer emails at night.

Again, many participants worked long hours including working nights and weekends because of the organization culture. As a result, they discussed their dedication

to the organization or the lack thereof. Some participants were dedicated to the organization while others were dedicated to the students or their own personal mission of doing excellent work.

Dedication can also be a part of the organizational culture and Mae believes that culturally they are moving to a place where there are no firm boundaries in place and working all the time to meet deadlines is an expectation. She does question when it comes to a project why there is no discussion or planning about expectations of deadlines. For instance, if her area is taking on additional responsibilities or initiatives why is there no discussion around reprioritizing projects? It is custom, she says, at a meeting to just determine the project will get done next week with no discussion and everyone just needs to find a way to get it done and that can include working from home at night or on the weekends.

More specifically, Mae thinks that the organizational culture is the cause. She clarifies this statement by saying the organization cannot have staff absorb pieces of other people's jobs and then never sit down and critically think the decision through or discuss its impact. Because of the reorganization and the job cuts at Mountain State University, Mae believes that no matter how secure someone thinks their job is that they are fearful to speak up about the additional workload because they do not want to give anyone in senior leadership a reason to let them go from their job.

Organizational culture can assist or hinder a mid-level student affairs professional's ability to manage their worklife balance. The organizational culture, whether that is at the division level or the department level, can influence an employee's worklife balance both in a positive or negative manner. Employees obtain some of their

work cues from the culture that is set and that could be the culture of working nights and weekends or, on the other hand, a culture that supports employees.

It was mentioned earlier in this section, that Mae believes other employees do not speak up about their workload because they are fearful they will lose their job. This comment during the interview from Mae caused me to think about the role of fear in the organizational culture of Mountain State University. In my researcher journal, I wondered did this fear also play into participants responding to emails after hours. This thought should not be overlooked. The fear participants feel could be a result of the hiring freeze, job cuts, and reorganization that has occurred over the last couple of years. Even though fear is not intentional from the student affairs leadership if could be an unintended consequence. A consequence that can quickly spread as a part of the organizational culture. The division and department leadership should be aware of this as well as those individuals in a supervisory role.

Support

Findings from the interviews with participants showed support to be an emergent theme. For student affairs professionals, the strong support from supervisors and their direct departments or divisions aided them in viewing their supervisors, departments favorably; however, support for self-care, and time away from work was not evidenced in actions from managers, supervisors, and department/division leaders. Two areas of support were supervisory support and the support from the organization. Supervisory support was defined as the participant's direct supervisor and support from the organization referred to the division and or the department, which the participant was

located, and support from leaders of these areas. During this research, participants did not mention support from the university.

From a supervisory support perspective, many of the participants felt they had the support of their supervisor to handle important life issues that arose. Eight of the participants felt they had the support of their supervisor to care for the day-to-day navigation of work and life. One participant, Mae, described support as looking like the following:

> I would say that both of them [division leaders] in theory would endorse self-care and worklife balance. They think that's good. Do I think either of them do that? No. And do I think they are aware of what the expectations of what they do and what I do? Like, they work from home, they work on the weekend. I know that they would say as people, person to person, they'd be like, you do what you need to do. You work hard. They would say those things. They would endorse me making efforts. I don't know that we are aware of what we do in terms of our own work habits and the message that that sends, and that also that like, that can never really happen if we aren't able, if we don't find ourselves in the place of having a conversation of like, we're going to let go of these things, or we're going to pause on this project, or we're going to change the deadlines. We are not good on our campus in doing that. I get it. Some of the stuff, you can't change. And that isn't even under their control.

Mae points out in her comments that while upper administrators verbally support that employees should take care of themselves they do not walk the talk themselves. Meaning employees hear about self-care but do not see it is acceptable because those above them

in the organization are not modeling it or having discussions around the topic. Interestingly, Megan's supervisor is the dean of students and while she and others (Mae and Sarah) feel supported by the dean there are other participants like Nikki who do not feel as supported by the same supervisor.

As pointed out above, the idea of organizational support is twofold. On one hand, do the leaders of the organization verbally express support for worklife balance? On the other hand, do those same leaders verify their words through their actions? As an example, one of the participants was discussing how the vice president supported worklife balance of those in the division and cited as an example how this leader had taken the previous Monday off to spend with their family. During a different interview, another participant mentioned this same example and then followed it up by stating that this vice president was seen on their day off on campus working and walking through some of the facilities. Therefore, without clarification, no one knows why this leader was on campus on their day off but participants and staff write their own narratives in situations like this. Organizations need to be aware that if they do not discuss what support looks like from a supervisory or organization level, then staff will tell their own stories and that could play a role into if and how the employee feels supported. For participants in this study support from a supervisor and the organization were important but supervisory support had more of an impact on the participants because of the day-to-day interactions participants had with their supervisors.

Supervision

As implied above, supervisors played a major role in almost every participant's worklife balance experience and affected employee satisfaction. Some supervisors were

identified as supportive, while others as unsupportive. Some supervisors verbally expressed support for a participant's work and life domains but they did not act on their own advice. It was more or less, do as I say not as I do. Supervisors have the authority to dictate a participant's work schedule, their amount of responsibility, if they receive support, their extent of flexibility, and what happens to the job responsibilities of vacant positions.

As stated in the support theme, in some cases, supervisors and upper level administrators verbalized their support of the participants taking the time they need for self-care and tending to their families. While self and family care was verbalized, those same individuals did not put it into practice. There were multiple comments the two highest level administrators both had families with young children but were notorious for sending emails and text messages at all hours of the night and on the weekend. It should be noted, that both of the individuals in these two positions met the criteria for this study and were invited via email to participate in this study multiple times without a response. For the Vice President and Dean of Students communication with staff at night could be seen by these two individuals as negotiating their own work and life. This could be the time for these leaders to catch up on work from a day of meetings, but it does impact those receiving the communications. Many felt that even though it might not be an expectation to respond to such emails and text messages at night that they felt the need to respond because people above them on the organizational chart (in a position of power and authority) where working at night and on the weekend that they should be too.

While a supervisor's support is important to an employee's worklife balance so is their philosophy and beliefs on the topic. Sarah talked about one of the improvements in

satisfaction of her worklife balance was a change in supervisors. Her previous supervisor thought that employees should work the entire day because she did. Thus, the supervisor did not support working out during the day or the flexing of her work schedule if she worked late one night and wanted to have a late start the following day. However, with the change in supervisors she now has the autonomy to move her schedule around if she needs to. This allows Sarah to create a schedule that best fits her needs as long as her work is being completed.

During conversations with the participants of this study, supervisors did not seem equipped or trained on how to have these conversations with employees. Mae mentioned,

…it is not just that managers helping people do this but like, having managers help people build the skills to do this in their own lives, right? Because I would love it if someone was helping me – I mean, you need to stop doing that. I mean, teasing the colleagues – you're on vacation with your friend, please stop responding. Like, I wish supervisors would do that.

When I had a follow-up question for Mae on this topic, I asked her about this notion of supervisors giving permission for employees to disconnect from work. Her answer was, "But we don't do that. And I don't think we intend, but we definitely send the message that that's what people, that's our expectation for people [for them to work while on vacation]."

Giving permission to disconnect from work is another area where supervisors can assist employees to increase healthy worklife balance but for many these conversations are not happening between supervisors and employees. Therefore, participants did not know when it was appropriate to disconnect from their work. For Ellie, she gave the

example of work expectations while traveling and attending a conference. She described how her supervisor and her had an intentional conversation related to expectations while she attended the conference in another state.

> So we have an expectation list…especially for email, which is so much of our communication, our normal expectation is a 24 hour turnaround for emails, and that can kind of be stretched a little, and obviously there are certain things we can't do because we need access to files that we have in our office, but to still maintain that communication.

As shown by the statement above, it was an expectation of Ellie's supervisor that she continue to work while away attending the conference and keep up with communications. While there was a conversation around expectations while Ellie was out of the office, the expectation to continue to work did not allow Ellie to focus on the conference she was attending. Ellie might have learned or gotten more out of her time away if she were given permission to attend the conference and disconnect from work.

Another finding on the topic of supervisors was that training for supervisors in the area of worklife balance for employees would be beneficial. Many of the participants in this study did not have deliberate conversations with supervisors around the topic of the employees worklife balance. Mae believes this is a skill set missing from supervisors and managers. These groups are not trained or empowered in how to work with their employees on worklife issues. For instance, if a staff member is taking on additional responsibilities what should they let go of? The person already had a fulltime position and now the department or someone has decided it is a good idea to just give them more? Supervisors rarely, if at all, brought up the topic to discern the satisfaction level of the

participants. Again, supervisors are not trained on how to have these types of conversations with their employees. For instance, how should supervisors broach the subject with employees? What questions should they ask employees? How to support employees in this area? Supervisors showing empathy and supporting employees in their worklife balance could lead to feeling more support from their supervisor and lead to a more positive work experience. Supervisors are a key component to the worklife balance of employees.

Flexibility

Another theme that emerged from the participant interviews was the flexibility they had in their work domain. While supervisors, managers, and division/department leaders supported flexibility in work schedules, this flexibility was often accounted for and managed by the employees themselves. In regards to the theme of flexibility, the participants in this study did not use nor have the option of working from home (also called telecommuting or flexplace) for the entire workday as a part of their normal schedule. An exception to the previous statement was if a participant was ill or their child was ill, then the participant stayed home and many continued to work. In contrast, eight out of ten participants did work from home at night or on the weekend, in addition to working their normal day shift. Additionally, eight of the participants in this study did take advantage of a flexing their time. For instance, if they had a doctor's appointment or had an event for a child they had the flexibility in their schedule to accommodate these life events. A good example of this flexibility was the day after my interview with Kim.

> …I feel really lucky. In [our town], it's [raising kids is] pretty doable. In fact, one of the reasons I didn't want to do [this interview] tomorrow is my senior does

indoor track and there is a meet here on our campus, and his event will probably

start around 12:30, so it's real unpredictable how long it's gonna take, but that

facility is right next to my office so I can kind of scoot over as soon as somebody

texts me and says that he's about ready to vault, which is really great. That is the

beautiful thing of a small town…and working on campus, where it is a pretty

flexible culture unless, you know, provided I don't have some kind of crisis.

Kim was able to flex her schedule to leave work for a short time to attend a life event.

When Kim discussed this situation, she was excited and had a big smile on her face. She

was happy she could attend an experience like this during the workday and not miss her

son's athletic event.

Some participants experienced flexibility, and Mae wished there was more of this

flexibility in her life. The day of her interview, she was leaving work early at three

o'clock in the afternoon because her daughter had a half of a day at school and Mae was

going to take her daughter swimming. Mae appreciated when she has this type of

flexibility but it does not happen very often. She wanted this flexibility to be more of a

regular occurrence and not happen occasionally.

In addition, Megan practiced flexibility on a daily basis by checking her work

schedule, which is on the calendar application on her smart phone. By doing so, she was

able to see what time her first meeting was each day. She also looked at her email to see

if any emergencies came up overnight. By doing so, she could flex her start time to

accommodate her day. She knew whether or not she needed to rush and get ready for the

day or should could take her time getting into work. Megan stated,

I can get up in the morning and look at my calendar, look at my email, and if there

is nothing on fire, I can take my time. You know, I can get in at 9 today. I don't

have an appointment until 10, and my email's empty, so I don't have an email

saying this thing has happened, or whatever, versus feeling like I have to get in

here to check all of that stuff, and then find out that oh [there is nothing to do]…

it also means that you know what's going on at work. Including if nothing is

going on work, without having to go in.

Megan was able to flex her start time because her main job responsibility is more

dependent on physically meeting with students and supporting them in person. If there

were no students to meet with, then she was able to take a little more time for herself and

her family.

Another aspect of a flexible schedule that was discussed was when participants

work at night or on weekends, they did alter their start times by coming to work later or

taking a day off to make up for the additional hours. Almost all of the participants

mentioned student events, meetings, and trainings at night or on weekends. The

participants attended these meetings because they were a part of their job responsibilities.

If they attended a student meeting at night it was always after working at least an eight-

hour day. Four of the participants who experienced these night and/or weekend meetings

and events would flex their schedule and start later the following day. They tried to keep

the flexing of their schedule consistent but it depended on if there were any important

meetings on their calendar the next day. Some discussed this with their supervisors, while

others just made the decision themselves to flex their time. There was no division or

department policy around working extra hours on campus at night or on the weekend due

to the responsibilities of a participant's position. In this study, flexibility was a misnomer and participants did not have the option to flex their schedule. They may have flexed their time but they continued to work 40 hours or more, over the course of the entire week.

The Impacts of Staffing

One factor to take into consideration is the staffing of the organization. This theme was brought to light through the interviews with participants like Ellie, Jennifer, Kim, Mae, Megan, Nikki, and Sarah. Another theme that was evident in this research was a lack of attention paid to the impacts of a hiring freeze on current staff, the current staff felt overburdened by the initial hiring freeze and then continued to take on the additional job responsibilities that first came with the hiring freeze. Lack of attention paid to staffing and to current employees' job roles and responsibilities continued to affect current employees long past the hiring freeze, thus neglecting staffing issues will have the impact to continuing to negatively impact current employees. For this particular research site, staffing negatively affected the satisfaction level of five participants. While conducting these research interviews, participants discussed that Mountain State University had a hiring freeze in place for almost two years due to budgetary constraints. This was unforeseen. The ability for departments within the division to not fill vacant positions had an extreme impact on these participants. Because of these vacancies and the hiring freeze, many of the participants had the responsibilities of multiple positions.

One example that Sarah gave was that the student union had about 30 employees prior to the hiring freeze going into effect and due to the attrition of employees, leaving for other jobs and reorganizations the number of filled positions during the hiring freeze was around 13 employees. Kim concurred and stated, the student union staff was at a

"healthy" 30 people, but now it has been at least cut in half. This meant that many employees were meeting the responsibilities of two if not three positions in this department. This increased amount of work and hours can and did take a toll on many of the participants. Those participants affected where typically ones with supervision responsibilities and when one of their employees left, it was up to them to fill the void and make sure the responsibilities were completed. Often times with them physically completing the work and giving extra time. The thought from participants was if the responsibilities of the vacant positions were not complete, the students would suffer.

For example, during the reorganization Mae was moved from one department to her current position as an assistant director in the dean of student's office. This position was new to her. Months later as another part of the reorganization, the associate director in the dean of student's office was promoted to interim dean of students because the dean became the vice president. This meant there was a vacancy for the associate director position and Mae was told she was taking over some of those responsibilities. Mae talked about this during her interview, "…this year, we don't have an Associate Dean position, because we have an interim Dean of Students who was the Associate, so then I have found myself kind of taking on some other, as needed, projects." This added to her workload in an area of student affairs that she was new to her and she was still learning.

Additionally, Mae described how the university had a hiring freeze in place for almost three years and "severe financial cutbacks" during this time as well. During that time, the division was not only attempting to keep up with the day-to-day work but also taking on new initiatives. She said, "things were pretty bad" during this time. She gave an

example of the student union staffing where there were 22 employees in this department and by the time the hiring freeze was over the staffing was down to 13 employees.

Another example was in the student union where the director of this area was laid off and the two assistant directors, Sarah and Nikki, were asked to be co-directors of this area. This added responsibilities to both of their positions. In addition to these extra leadership responsibilities, both Sarah and Nikki had vacancies within their own areas, which they were covering for as well. Sarah described this experience,

> Funding has been a big piece, where our institution has gone through some budget issues, like many institutions across the country has gone through a massive financial crisis. Through that, we just lost people. Some of that was just naturally, where people hit a point in their career where they were ready for the next thing, and then had to move on to another institution because there just weren't promotional opportunities around here. So we had lost our full time coordinator, and then what was going on institutionally is that we were just not allowed to hire, to re-hire, until we could really stabilize and kind of see where we were as an institution and our financial portfolio, in a lot of ways.

Sarah went on to talk about the need to support students and the impact due to the lack of staffing.

> But the real struggle, and what I've been conflicted with, is quality. Because that's definitely what's impacted. Because there's, just, the physical resources have not been there – the human resources. So, people are spread so thin, and we've lost – for instance, we used to have two graduate students that were a

tremendous support in our office, and we lost those through this financial crisis,

as well as some other changes that happened here within our student union.

She went on and said,

It's so sticky and conflicting and hard. Especially when you care and, I think

people, and I'll speak not only for myself, but as a whole unit, people have been

incredibly stretched. Incredibly stretched. It's not just specific to our office, it's

really been the whole division and within the entire union. We've lost, there for a

while, I think we lost about half of our staff, and so we were operating,

maintaining, doing everything we do with half the people. So, very difficult. Lots

of change.

Sarah's experience is one of internal conflict. She sees and understands the need for the

reorganization and hiring freeze due to the financial issues but she does not want the

students to suffer due to a lack of staff, thus she just works more and more and has no

choice but to take on the additional responsibilities. The lack of staff does take its toll on

the employees who are still working at Mountain State University. This was not an

isolated experience for just Sarah. Mae, Nikki, and Kim all had similar experiences where

the lack of staff impacted their work and thus affected their worklife balance in a

negative manner.

I did not know about the hiring freeze or the numerous job vacancies when

choosing Mountain State University. In fact, I was surprised when I found out about the

hiring freeze during one of the first few interviews and in my researcher journal, I wrote

the following:

After today's interview with Sarah, she brought up the fact that the division of student affairs has a hiring freeze in place and has for the last couple of years. I was surprised by this. But this totally makes sense now that I think about it. With the struggle I am having with finding participants, now knowing there is a good portion of the org chart that I found online doesn't have people in the positions. These vacancies can have a significant impact on the staff that is left behind to do all the work.

At the beginning of this research, I did not anticipate the impact of staffing on an individual's worklife balance due to a hiring freeze or the increase in vacancies employees experienced but each did influence the worklife balance of some of the participants.

Personal Factors

Not only does the organization play a role in a person's worklife balance but so does the individual themselves and those in their lives. Several of the participants in this study were content with their work and life domains while others struggled with their satisfaction. The main difference between these two types of participants was the level of their intentionality with worklife balance. While some participants mentioned that, on the rare occasion, life got in the way of work when they or a child became ill, most of the participants indicated that work got in the way of life all too often. For those who were ill or who had a family member who became ill they dealt with an internal struggle. Seemingly, participants with children choose work over family but in the rare case of an illness for the participant or family member, the participants struggled with the decision to stay home because they had to think about what to do and weigh their options on what

to prioritize. Many would stay home and care for themselves or family member but would also work by answering emails and working on projects during their sick day. On the other hand, when participants had to choose between self-care and work, work won that contest almost all of the time.

The purpose of this study was to understand mid-level student affairs professional's experiences with worklife balance and to understand how mobile technology informs their worklife balance. This study revealed themes and patterns that provide an understanding of how mid-level student affairs professionals negotiate their work and life domains. The personal factors that emerged from this study included the topics of mobile technology, perceptions of worklife balance, family, navigating boundaries, fear of missing out, and self-care.

Mobile Technology

An emergent theme that materialized from the data was mobile technology. All of the participants had a smart phone and many also had laptops or tablets. When I proposed this study, I believed that mobile technology would play a major role in how the participants considered, experienced, and framed work and worklife balance. However, the results seem to show that mobile technology merely enabled employees to be on call and always working.

Those participating in this research mostly defined mobile technology as a smart phone (typically iPhone), tablet (typically iPad), and a laptop computer. Some also identified a few apps that they would consider mobile technology. However, all of the participants used their smart phone as the mobile technology device of choice and almost all (nine out of 10) participants stated they took work home with them. The one person

who said that he did not take work home with him was Tom. From the interviews, I believe Tom has additional experiences outside of the university setting where he was working extreme hours, working weekends, and previously had long commute times of an hour each way to and from work that have shifted his thoughts on taking work home with him. In fact, Tom indicated one of the reasons he took his position at Mountain State University was due to reducing his commute to only a matter of minutes rather than an hour and his work stayed at work and there was no need to bring it home with him. Repeatedly participants indicated that mobile technology provided them with flexibility, convenience, and efficiency. Below is a brief description of what mobile technology provided the participants in this study.

Flexibility. Flexibility refers to the ability to take care of an individual's work or life domain while on the opposite domains time. For example, an employee flexing their schedule to attend a child's school event in the morning and then work those hours missed at another time during the day or throughout the week. One example in this study was when Jack talked about answering emails and returning phone calls while walking between meetings. This flexibility allowed him to be more productive with his "down time" during the workday so that he did not have to spend as much time afterhours catching up on email. Another participant, Mae, explained her appreciation for the flexibility mobile technology provides by stating, "I think it means that I don't have to be at my office to do those things, so it's not like, oh I really have to get that done, or I have to come back." Flexibility was just one of the benefits participants recognized for using mobile technology.

Megan mentions the disadvantage to mobile technologies flexibility in this light:

I don't feel like the only way for me to have work communication is at work.

Which, like I said, is a double-edged sword. It means you can work from home,

and sometimes it's hard to disconnect, but it also means that you know what's

going on at work. Including if nothing is going on work, without having to go in.

Megan provides a good example that while mobile technology can be a benefit and allow

flexibility to catch up on work from home it can become difficult to disconnect from

work due to the convenience of work on a mobile device like a smart phone.

Convenience. Mobile technology permitted participants to retrieve almost

everything they had access to if they were physically at work. Participants could check

email, access files, and work on projects as if they were at work but they could complete

this work in the comfort of their own home or anywhere else they like and at any hour of

the day, night, or weekend. Participants did not need to physically go into work or their

office. Kim mentions this during her interview when answering the question, "Why do

you use mobile technology?"

Convenience. I mean, using an iPad or any kind of tablet is much easier than

carrying around a laptop. Not just because it's lightweight, but you open it up and

you press a button, and it's on. You don't have to log in and all of that kind of

stuff. We, through Office 365, can access all of our files through the OneDrive,

and that's nice. It's really convenient.

As Kim references above, for her, this type of convenience occurs by using her tablet.

This convenience was true for others using their smart phones as well.

For Ellie, she described the convenience of mobile technology and the positive and negative impact it has on her work.

> I think positive is it's a more immediate response. It's easier for someone to, when they have something with them, and that they can take with them to respond, even email and text message, in a more immediate way, and I think that helps kind of serve our students in our roles. I know looking at getting an email forwarded from someone in admissions who's like "I met with this student, they seem to not be connecting, there's some homesickness," to be able to then send an email to student staff who see them every day, what do you know, what can you share with me, and can you do this in the follow-up? And getting that immediate "this is what I know," to forward back on. I think all of that happens very quickly, and we're able to identify students of concern, and students who might need support a lot quicker. I think some of that convenience takes away from professionalism, and I think I see that more with student staff. And I don't, for me, that's always big for me. Part of their role is teaching them how to take these skills and move forward, so I look at some of the responses I get, especially when we're working quickly to help resolve things, and how that technology is helping expedite it, but you're not paying attention to how you're saying things or what you're forwarding on, so I think part of the convenience is losing some of the context and ability to appropriately respond back and give full stories. I also think with that lack of professionalism or really solid response, thought through of things, taking that extra minute, sometimes you miss things that might be important.

Ellie shows there is a benefit to the convenience of mobile technology with communication about students of concern but there is also the downside where people respond so quickly they do not provide all the information. There are pros and cons and it is up to the individual to decide which is which because it can be different for everyone.

Ellie goes on and elaborates that mobile technology has "made work more available and more present throughout all hours of the day. Not just when we are in work." Ellie sees a lot of benefit to mobile technology use. "It is convenient" and has "become a tool when used correctly, and a way to know, probably, too much information." Mobile technology helps expedite communication to aid students of need or concern faster. Since Ellie is in meetings most of the day, mobile technology like her smart phone has helped her stay connected during business hours. She mentioned that she has needed to learn how to navigate mobile technology so that it can be used for her benefit and not dictate her life.

More specifically, what Ellie means by this is on her smart phone when a new email was received she would get a notification like a sound from her phone and an indicator of how many new emails she had in her inbox. She adapted to the technology of her smart phone and turned off all email notifications so it does not distract her, and she can check it on her terms. "I think it's also healthy not to be on my phone or computer sometimes." While convenience can be a benefit, there is also a negative side allowing employees to work all hours of the day as Ellie mentioned. Employees need to be conscious and intentional about the negative impacts of mobile technology and convenience.

Another participant, Eric, appreciates having email on his phone right in the palm of his hand. He consistently checks his phone for email and messages even when at home. It is an easy way for Eric to respond to emails and he said, "What else would I do at 7:30 at night?" Eric works from home all of the time and also indicated he sleeps with his phone in case there is an emergency at the university. As we continued to discuss Eric staying connected and using mobile technology he acknowledged when he goes on a getaway to his cabin in the mountains he takes his phone with him. He was intentional to mention that his cabin is still within cell range and he can stay in contact with work through phone calls, text messages, and email.

For the participants in this study, having quick and easy access to everything they would normally have access to if they were physically at work and the ability to respond to communications like email and text messages provides the convenience and another benefit of mobile technology use. However, as mentioned above, there is the downside of always being connected that needs to be managed by the user.

Efficiency. In addition to the above benefits of mobile technology, efficiency allowed participants such as Eric and Jack to communicate in a timely manner. Almost instant responses to email and text communication in some cases. Eric appreciates the ability to move communication or a project forward at any time of day to get work done faster, without having to wait for the next day to get an answer. Jack described why he uses mobile technology,

> What I use is pretty much a laptop and a smart phone, and those are my go to
> mobile technologies. And I really think technology has enabled people to be
> more efficient, to be honest with you. I think that's the good thing. I think

efficiency has increased for at least me personally, with phones and I've had a

smart phone most of my career.

Jack goes on to explains what efficiency means to him.

I feel like I am able to get things done on the fly. So, like, if I'm walking to a

meeting or walking across campus, I might be able to fire out two, three emails, as

opposed to sitting down and crafting it. Down side to that, I think sometimes

responses aren't as thoughtful as they maybe once were for me. It does become a

game of getting it off, and not thinking, then deleting and not thinking about it.

But I will say it is kind of a bummer when I am in the [mountains], and that

[phone] buzzes or rings and it's coming from an on-call phone type of thing.

That's, I think, a disadvantage, because you are always connected.

Jack and Eric embraced the use of mobile technology as they integrate their work and life

domains. For them mobile technology allows them to be more efficient and productive so

they can get more work accomplished which in turn supports students.

One item to note was a few participants depicted mobile technology creep. This

creep occurs over time and happens when individuals use their mobile technology more

and more. In the instance of this study, a nuance to technology creep was that work

creeped into a couple of the participant's life domain when they did not expect it through

their mobile device. As an example, when participants were on their phones for personal

reasons, work sometimes interrupted them through a text message, email notifications

they received, or the participant saw something work related on their personal social

media feeds. Both Sarah and Marie told stories of how they were on Facebook for

personal reasons, there was a post from work, and they felt the need to respond and, in some cases, correct spelling errors on the post from work.

Overall, every participant in this study had a smart phone and all but one used it in some way for work purposes. Mobile technology has its advantages and disadvantages as shown in the above section. The benefits for participants included having flexibility where they worked, the convenience of how they worked, and the increase in work efficiency by accomplishing more. The downfall of mobile technology and work was that it became difficult for some to shutoff and work was with them almost everywhere they went and in some cases next to them, while they slept or while they were on vacation.

Perceptions of Worklife Balance

The organization can have an influence on the employees worklife balance. Mae talked about the need for discussions at the organization level around work and life and how the organization's culture can impact employees in this area.

I think I just have a more desperate need for it. Like I am less and less equipped to get there. Or that the tide is against me. Even if I skill build and set some boundaries, like, organizationally and culturally, there's only so much I can do.

Mae expressed some of the ideas that other participants had as well. Participants wanted to improve their satisfaction with work and life. They mention wanting tips and tricks to build skills and find out ways to set boundaries because what they were currently doing was not working for them. Furthermore, how people adapt and perceive worklife balance is up to the individual. This section will highlight a few of the participants and their perceptions on worklife balance.

Jack and worklife balance. From a day-to-day standpoint, Jack has a self-awareness about him where he reflects on his needs. For instance, when there are challenging situations at work that take their toll on him, Jack finds ways to help him reenergize like going for a walk or just some time outside. He needs this time away because portions of his responsibilities include personnel issues on a daily basis. In particular, he enjoys walking his dog, hiking, going out, and skiing. This negotiation allows Jack to get away, refocus and then come back to work refreshed. Jack acknowledges that sometimes he wants to go out with friends that are not connected to the university but that is challenging is a small town.

When asked to define worklife balance, Jack described his work and life domain as they "kind of work together." Because of his position and responsibilities, he is always on call and that never goes away unless he is leaving for vacation and during those instances the executive director takes over those duties. Jack does work from home after hours to stay on top of emails and readings. He is a self-proclaimed learner and is self-aware enough to know that when he reads in the office he does not comprehend well. He reiterates that most of his work from home is following up on email.

When asked about his level of satisfaction on his worklife, Jack rated himself as an eight. He rated himself at this level because he believes he "negotiates" his work and life domains well and rarely feels burdened by the work. He also thinks there is room for improvement. Jack discussed how, in his opinion, the field of student affairs gives the term worklife balance a lot of attention and he does not believe anyone has determined or created what this should look like for student affairs professionals. In discussing his work and life domains, Jack stated he integrates the two. Jack will bring family to events at the

university that he wants to attend and those he is told he needs to make an appearance at by his supervisor. Jack does feel like the term worklife balance has been blown out of proportion a little bit in student affairs.

> …because I have some friends that are lawyers, and also in the medical field, and I feel like most professional positions require more than your standard 8-5 work week. And I feel like in student affairs, or at least compared to when I talk to these other people, it's not such a topic. You know what I mean? I mean, we do trainings on it. We could go to any student affairs conference and probably have a session on it. And I think we talk about it a lot, but I think it's because maybe as student affairs professionals, we don't do it terribly well. But I don't know what the…I just feel like my friends in other professions, who are in other professional positions…it's not such a sticking point with folks. I think we give a lot of attention to it, and I don't know if anybody's kind of created what it should look like for a student affairs professional.

Jack indicated that his views on worklife balance have changed over time. He used to want his nights and weekends to himself but with his current job responsibilities, the time for himself has decreased. Interestingly, Jack pointed out that no one ever told him the expectation was to respond on nights and weekends, "it's just the culture" to do so. Prior to being the associate director of residence life, Jack said,

> I didn't have the sense of urgency to respond to things. But I also think that's culture too. I think at this university, our Vice President, and Eric, the executive director here, [are] on email what seems like all night, and, granted, not all of that

focuses on what I do, but when they email, I feel like I need to have an email back to them.

Jack is working through what worklife balance means to him and is aware of his needs. Even with his self-awareness, he still feels the obligation to respond to those above him on the organizational chart. Jack is an example of someone who is continually monitoring his work and life needs.

Kim and worklife balance. When asked about worklife balance, Kim defined it as balancing her family and her work. Kim really believes that we should be working to live and not living to work. People should be enjoying life and having fun, and not sitting in the office all the time. She admitted that with her job responsibilities there are times for extra work on the weekends or at night and she "realizes that that's a part of a lot of these student affairs jobs." Kim is aware of self-care and is constantly working on this area of her life and doing things just for her or getting to the gym.

Even though some of her work and life domains are integrated, she also works on keeping certain areas separate. Kim does her best to find time for herself outside of work and does not spend time with many of her coworkers outside of work. Therefore, she gets a break from work when she hangs out with friends/other mothers. Kim also enjoys exercising, sports, hiking, and taking her two dogs for walks. When asked follow-up questions regarding the statement that she does not get together with people from work she did not have to think long before she said that there are not many mothers at work. When she worked at the student union, she was the only one. She stated there are other mothers in her current department, but their children are much younger than hers are.

Mae and worklife balance. Mae defines her work domain as anything connected to her job or the university. Even if it is not in her job description. Her life domain is anything she does with her family or solely for herself. When asked how she describes worklife balance, Mae stated that for her it is making sure work does not creep too much into life, and she believes that work creeping into her life domain is a common occurrence. She went on to say, "that in life there is stuff to get done like laundry, dishes, feeding the kids, etc. but it is more than chores, life is about enjoyment and connecting with others, experiences and activities that fill your cup." Mae stated that there is a distinction in her life domain and if her life were all about the chores at home and for her family then there is no balance and it is just work at home.

Along those same lines, Mae does work from home at least three nights per week and the duration is anywhere from ninety minutes to three hours when she does. She also will respond to an occasional email or take a phone call even on the nights she is not working. Mae attributes that because she spends all of her time at work in meetings, she has to take work home to finish the job. As she reflected, "I have to do a lot of meetings, but I don't have the built-in time to do case notes and that kind of stuff." She continued, "we sit in meetings and we're talking about the work we need to do, but then we're in meetings so much that there isn't the time to do the work." Mae was talking about this very topic the night prior to her interview with colleagues at dinner. They were out to socialize over a meal and then ended up talking about work and how there is no time to get the work done. She also mentioned there are times where she comes into work several weekends in a row. Because Mae understood my topic to be about student affairs employees and worklife balance, she made it a point to let me know she would be

working each weekend in January to show that she does work outside of the normal Monday through Friday.

Mae understood the importance of spending time outside of work with family and friends but she spent a lot of time working as well by working three nights a week and working some weekends. She mentions she sometimes feels like a hypocrite in her work with students because she suggests they take care of themselves but then she does not have strategies like going to the gym or seeing a counselor for herself. It is a part of Mae's personal values to do her job well even if that means sacrificing time with her family.

Nikki and worklife balance. When asked about worklife balance Nikki acknowledged that for her, it looks different year to year and she is constantly negotiating work and life because due to the nature of her position and providing students with events in the evening she has to stay late quite often. On nights she does stay and work late, she negotiates and typically comes in late on another day. It should be noted that due to the hiring freeze at the university and the reorganization in the division, Nikki is currently performing the responsibilities of three positions. She is excited that she has been given approval to hire for some of these positions because, eventually, it will lighten her workload.

Nikki considers her smart phone, a tablet, and a laptop as mobile technology. She does have on call responsibilities but she is adamant about setting a boundary and not having her work email on her smart phone. Additionally, Nikki uses mobile technology because it is efficient, it helps her to be more productive, and it creates community amongst her staff through text messaging and team communication applications. In

addition, technology ensures her ability to respond quickly when needed. Nikki feels that

if there is an emergency then someone will call or text her. Nikki can still get to her email

on her phone through the web browser and has it setup this way on purpose. She feels

that she has not been given the directive that checking email after hours is an essential

function of her job. She did explain that after work hours emails are typical of the culture

in the division. Nikki stated,

> That culture [emailing and working at night] does exist within a lot of areas, so
>
> specifically, I would say with our VPSA [Vice President of Student Affairs], our
>
> Dean of Students, and things of that nature, but I just, I don't feel I am on the
>
> correct pay grade to have that expectation set forth.

> Additionally, Nikki stated that she does work from home, but it is mostly

professional development by reading articles and keeping up with current events in the

industry of entertainment because it directly impacts her job. If she had enough time to

read articles during work hours, she would. Nikki believes if she is going to have to work

that she would much rather come into the office. Home is a space for her to relax. She has

tried to set up a boundary between her work and life domains. In the summer when she

works a lot of hours and some weekends, she will bring her dog to her office and work.

When talking about her worklife balance and the impacts of the reorganization

and the hiring freeze, Nikki mentioned there has been a lot of turnover. Everyone she

supervises has less than six months of experience at Mountain State University. When

discussing the department in which her positions are located in, she said the student union

staff was "demolished" and out of approximately 30 people on the staff a couple of years

ago, only three still remain due to the hiring freeze and reorganization of the division.

Nikki does her best to keep work and life as separate domains and believes that it is a day-to-day negotiation. From her experience, she made the point that entry-level professionals work long hours because Nikki believes there is an expectation for them to attend as many events as they possibly can on campus:

> I think just speaking for our industry, when graduate students get out of school, they're super gung ho and they just work until they can't, and they keel over, and I think that's why there's such a significant turnover, I would say, specifically in Fraternity and Sorority Life. So they're just so "I'm going to work 80 hours a week!" and I did the same thing, and I was non-exempt at the time, and I accumulated so much comp time, because my supervisor was terrible about checking it. But then I got a different job and I got paid out for it, but I was still even in that mindset pretty early in my career where I'm just like "It has to get done!" But you're always going to have something to do.

When asked why she believe this is the case, she responded that new employees see upper-level administrators at all of the events and thus they see it as an expectation. From Nikki's experience leaders of the division or department were role modeling this behavior for entry and mid-level employees. In addition, Nikki described how graduate students also work long hour, thus, training them that long hours are the norm of the profession.

Tom and worklife balance. For Tom, worklife balance is being able to have clear boundaries between working hours and the hours when not at work. When Tom was asked about whether or not he works from home he was reflective in his response.

> Historically, yes. And actually, gosh, this is pretty telling. In….a majority of the positions that I've held with the exception of inpatient [job], because you can't.

But for, especially for the administrative work that I've done over the past five years, there was always work at home. Substantial. So, this position [at Mountain State University], no, absolutely not. And the [case notes system] is not remote, and I do appreciate that. Because there's always a push to get what has to be done, and then go home. Not working at home is really wonderful.

Tom's job at Mountain State University has allowed his worklife balance to completely change. "I've swung way away from that…this kind of need to reclaim my life and my boundaries."

As Tom continued to reflect on his various positions and for some of those jobs, the amount of hours he was working he mentioned, "I am grateful. That experience was really amazing…my experience was really formative in my trajectory…I'm really fortunate to have had that opportunity."

When asked about his satisfaction level with worklife balance, Tom stated that he was at an eight and a half or nine, which is the highest level of satisfaction response that I received from participants. When I followed up with the question of what would improve his satisfaction level, Tom responded that since he is fairly new to the area just some time to be settled in his home and to get more involved with the community in which he lives.

Tom perceives mobile technology as his smart phone and laptop. He uses his smart phone "frequently" and "all day every day." When discussing mobile technology, Tom referred to it as a "double-edged sword." He uses mobile technology because it allows him to access more on the go. Tom typically uses his smart phone for personal business and for some professional business. For personal use, he keeps in contact with friends and family. For professional use, it is mostly for continuing education credits so

he can learn and keep his credentials up to date. Moreover, because continuing education courses and workshops are more online it makes them more accessible. Tom believes the downside of mobile technology is the addiction that social media can provide. "Most people struggle with that, and it's certainly a wonderful way to waste time and energy. I am not above that." Tom did mention, for him, the benefits of mobile technology outweigh any negatives.

Tom revealed he enjoys learning new things and when he starts a new job at an organization, he looks for role models. He gets to know the healthiest people to gain a better understanding of how they are able to take care of and fulfill their work responsibilities and how they live outside of work. At Mountain State University, Tom has found a role model who has set their work and life boundaries and expectations. "To be able to identify those people who are leaving at 5:30[p.m.] and not the people at 10[p.m.]" helps Tom create a healthier lifestyle for himself. When Tom has a defined boundary and when he leaves work, "work is over."

Tom's perception of worklife balance is very distinct from other participant's because of his defined separation of work and life domains. He came to this perception by having previous jobs that required an enormous amount of working hours and working from home. These experiences were helpful to Tom to figure out the type of worklife balance he wanted.

In this section, I presented a few of the participant's perceptions on worklife balance to provide a variety of views regarding the topic. As shown above and throughout this dissertation, a person's perception of worklife balance is individual. Each person has an idea of what worklife balance looks like to them and that is influenced by

many factors including, their current workload, supervisor, and the boundaries they have set up to name a few.

Family

An interesting finding was the emergent theme around family and if the participant was responsible for caring for any family members. Consideration of spending or not spending enough time with family, family needs, and developing a work schedule conducive to family needs formed the basis of this theme and dictated how each individual viewed work and worklife balance. Family, for the participants in this study, consisted of individual's with partners, spouses, and children. There were also participants like Ellie and Nikki who are single with no children. In addition, Eric, who was married and had the most children at three. However, Eric was an outlier in this study because his children were grown and had families of their own, thus, he was in a different stage of life and career. Therefore, Eric did not have the same responsibilities to care for children as the other participants.

As mentioned previously, Eric, Kim, Mae, Marie, Megan, and Sarah were all participants who were married, each had between one and two children (see Table 2). Participants with children appeared to understand that their worklife balance is different now that they have children. Marie made a small realization that, for her, the difference could be having a family.

> I think I've become better as I've gotten older about worklife balance, and I've become more protective, too. And maybe that's having a family. Like, I think about before I had kids and then like, even before I was in this marriage, I feel like I spent all my time, most of my time working. And now I'm like, you know

> what, if nobody tells me to stop working, I need to tell myself. I'm going to be the
> one that tells myself "you need to stop working, go home." Nobody from work is
> going to tell me to stop working, anyways.

Marie mentions that maybe family is the reason she has been more conscious of her worklife balance and her intentionality around leaving work. She also realizes that she has to be the person to manage her time. Otherwise she could continue to work all day and night.

Furthermore, Megan talked about leaving work at the end of the day and the difference between having a child and not having one.

> So having a child has made me work harder to prioritize leaving. Because a lot of
> times…I would be there until six or seven o'clock at night because students
> operate on a different clock, and so they do their day, and then they'd come over
> at 4:30. They'd want to talk about three hours. Before I had a kid, I was like
> "Yeah, that's fine." And now I'm like "No, I need to go home, I need to pick her
> up." I want to spend time with her. It's helped me…, because I can't stay, because
> I have to go pick up my child.

Megan feels work continues to follow her around both mentally and emotionally due to the national conversation that is taking place around sexual harassment and misconduct. So while she is not at her laptop at night working she is thinking about work.

These participants with children seemed like they were able to prioritize more definitively. They made time to care for their kids and also fit in work time. For instance, some participants mentioned that caring for another human being, the way a mother cares for her child, took precedence over work at the end of the day. Now, that did not mean

work would stop when they left. For Kim, Mae, Marie, Megan, and Sarah, it meant that as a parent they needed to leave work at a specific time because their child needed to be picked up from daycare. Work would resume from their phones at home or after their children went to sleep. As a result, participants with children did not work less, but their schedules were more defined, and they had less margin with their time.

Marie and Sarah were the two participants who recently (less than a year ago) had a child. They acknowledged that having children generated a change for their worklife balance. Sarah has a five-month-old child and was the newest parent out of all the participants. When asked about worklife balance and having a child she said,

I'm kind of struggling with it, in some ways, especially now, having a family. And that has been a game changer…And now that we have a family…I think what is a challenge for me is that there are some things where, that I have to leave. And I have to leave at a certain time. And that's really hard for me because there are things I don't feel like I've wrapped up on…and what I'm trying to find with that balance is that there are some things at the end of the day that just have to get done. So I'm trying to find, okay, there's that time in the evening I just have to leave [work]. I've got a five month, I've got a kid I've gotta go feed, and those commitments, and just trying to find time later in the evening, trying to get him to bed and get my house in order, if you will, and then email and other projects, and just getting those things done at night. But, I'm really trying, and what I'm struggling with is just boundaries. It's just trying to create better boundaries and I think I mean that also emotionally, to be able to let go of guilt, and to let go of things, trying to really prioritize, is I guess what I'm really trying to do.

Hence, even as a new parent with a young child Sarah is still working as much as she used to but has other responsibilities, like childcare, that must be taken care of before she can work extra hours. There is also the conflict of her work and life domains that Sarah is working through and trying to figure out because her life domain now includes another human being that she has to care for.

Having a child within the last couple of years has changed Megan's priorities as well. She now has to work harder to prioritize leaving work for her daughter. Before having a child, she would stay at work until six or seven o'clock at night. This has since changed because Megan picks her daughter up from daycare and wants to spend time with her. "Having a child has not changed my definition of worklife balance but has changed the effort I put into making sure there's time set aside for not working."

Even Tom, who does not have children, acknowledges and made the distinction between having a family with children or not having children, saying, "I look at people with children and am just amazed. I just cannot. I cannot fathom." Meaning that Tom could not imagine working, taking care of a family with children, and having other commitments in his life.

Now Tom and Jack are participants with a partner or spouse and no children so these family dynamics did not seem to affect their worklife balance. In fact, it seemed these participants had less to negotiate and there was less conflict between their work and life domains. Tom and Jack's work domains are different. On one hand, Tom has defined borders between his work and life. He leaves work at a similar time each day and does not work at night or on weekends. On the other hand, Jack has less defined borders between his work and life domains. While he starts each workday at a similar time the

end of his workday can vary and when he does leave work and goes home he regularly will answer emails, work on projects, read work related articles, and is on-call in case there is an emergency. And although Tom and Jack's worklife balance are vastly different, they are similar in the sense that they have very little conflict between their work and life domains. It is important to note that both Tom and Jack had the highest worklife balance satisfaction levels rating themselves with eight and a half or nine and an eight, respectfully. Their idea of worklife balance is an individual one and while different from each other, they are negotiating their work and life domains to satisfy themselves. Again, it is also important to note that neither of these participants has children to care for.

Even though Eric is married and has three children, his worklife balance could also be explored along with Tom and Jack's because Eric's children are grown and for the most part out of the house. As mentioned before, Eric is always working and he believes the two domains, of work and life are integrated. So much so, that Eric spends some nights during the week either with his family attending events on campus or by himself attending student events. He truly tries to live an integrated life but recognizes that work is his priority. The amount of integration that Eric describes does not seem to hinder his worklife balance satisfaction rating which he reports is at a rating of a seven.

For those participants, Ellie and Nikki, who did not have children and are single, their positions required them to be on campus a significant amount of time. Ellie lived on campus and because of Nikki's work with student activities, she needed to attend many of the events her area provided for the students at night and on the weekend. For Ellie and Nikki, being single and not having children appeared to allow them to meet the needs of

work immediately. Now for the two of them, due to their experience in each of their positions they have set boundaries over the years. When Ellie is in her on-campus apartment, she is unavailable unless there is an emergency. Nikki has a dog and goes home at specific times to care for him.

To conclude this section on family, those participants who do not have children tended to have less of an ability or need to manage their time and potentially worked slightly more than those who had children. Children seemed to be a key indicator of a more defined schedule. Participants with children appeared to have to stop working at a specific time to go care for their child or children. Many would continue to work once the childcare duties were over for the night.

Navigating Boundaries

Navigating boundaries played a role for all participants. Another theme from this study was that mobile technology use has assisted in blurring or erasing altogether the boundaries between the work and life domains of a majority of the participants. For some, their work and life domain boundaries were defined and for others they were less defined and more blended. The impact these defined or blended boundaries had on the participant depended on that particular participant. For instance, Eric's boundaries were the least defined and the most blended. He took work with him everywhere and even came back to work on some evenings and weekends to attend events, sometimes with family and other times without. He truly integrated/overlapped his work and life domains to where there was not a really a boundary between the two. Due to the nature of his position, he also stated that he sleeps with his phone turned on in case there is an emergency at work. Eric explained, in this day and age society wants real time data.

We expect a response, I mean, within two hours versus two days. And typically

quicker than that. Most things [emails] are back and forth in twenty minutes.

Sometimes I feel bad if I've missed an email at night and it took me two hours to

respond. That's just the society I think we live in now. I don't see that ever

changing.

This real time response to emails does not leave much room for boundaries for Eric.

Again, Eric is in a different season of life than the other participants and has grown adult

children in which he is not responsible. Work is his main priority.

Alternatively, Tom has defined boundaries with his position at Mountain State

University, which is what he was looking for due to his past job experiences. At his

current position, he works 8a.m.-5p.m. and then leaves work for the day. Tom leaves

work at work and engages in almost no work activity while outside of work. This was a

deliberate change for Tom since he experienced blurred boundaries at his previously jobs

and wanted more firm boundaries/borders between his work and life domains.

Megan has both defined boundaries and blurred boundaries. One of her defined

boundaries since having a child less than two years ago is that she has to leave work at a

specific time because she is responsible for picking up her daughter from childcare. One

of her more blurred boundaries is when at home, the topic of her work comes up very

often because of the current national conversation around sexual assault and harassment

and her work is in the violence prevention space.

Other participants who did work from home at night to catch up on email or

projects seemed to want more defined boundaries and not work from home. They either

had too much work to accomplish for one person or needed to develop additional skills to

become more efficient and productive. It is also worth noting that participants like Jack, Sarah, Mae, and Nikki mentioned they spent most of their physical time at work in meetings and not responding to email or working on projects. Thus, they felt there was no other way then to work at home on nights and weekends to keep up with work.

Even Ellie who is a residence hall director, whose position at Mountain State University required her to live where she worked, has set some firm boundaries over the years. For example, she describes her boundaries as parameters.

I think it's [worklife balance] a tricky one because I think it's always evolving. I think for me, it is, I think it's two-fold. I think we have a really good culture here of, as long as you have your work done and are on top of things and supporting students the way you need, if there is something that comes up, or if you need to take an hour, you can take that away. If you don't have things up to date, that's when the conversations start. How can we be kind of balanced? I think for me, it's really being intentional about who I am at work with the people I supervise and the people I work with as opposed to who I am outside of that role. So really defining, these are the parameters for where I am at work, and what is an acceptable way of reaching out to me and being available versus being okay with taking that time and knowing that I don't have to check my email on weekends. So that's a complicated thing. But I think kind of knowing that for me, it's being really task-oriented during my office hours, and being really on top of all of that, so I can turn off communication on the weekend.

Ellie has learned over her years of being in her position that navigating her work and life boundaries are important for her satisfaction because the minute she walks out of her apartment door she is at work.

Megan also commented on having work and life boundaries:

I think for me it means not being sucked into work all the time. I have never had the problem of life being more of a priority than work, it's always the other way around, and so it's trying to make sure that I am…actually setting those boundaries and providing that focus and that attention to things that are not work. But it also means, and it's a little bit different now that I have a child, but for me it also means actually building something there [in her life domain]. Because when I first moved down here, my husband, God love him, is a super introvert, so when he moved down here…, I was like "Your job is to make some friends, so that when I come down there, we have friends." Because it's hard to make friends when you're a grownup. And he was like, "Yeah, sure, okay." And two years later, I moved down here, and he was like "Yeah…I don't really know anybody." I'm like "You've been down here for two years! That was your job!" So actually building in that you have life in the first place. Otherwise it's really easy to be like "Well, I'm bored, I'll just do work." If I had a super raging social life and had 5:30 in the evening dinner reservations and drink reservations, and hanging out with people reservations every day, I'd leave the office at 5. But when you don't have anything like that, and especially when you don't have kids, you're like, "I'll just get this done," and then it's seven. And all of a sudden, you're working a 50 hour work week, kind of for no reason. Not for no reason, work needs to happen,

but, you know…part of it is giving the time and attention but part of it is making

sure there's a life there to begin with that's not work. Otherwise, it [work] just

kind of sticks its fingers into everything.

For Megan navigating her work and life boundaries is important so that she does not

spend her time working long hours. It is also important to her to have a life outside of

work with friends and family and being a part of the community.

In summary, several participants used mobile technology to their advantage while

others let it dictate their lives. Some of the participants recognized the need for

boundaries in their lives to separate their work and life domains a little bit. While other

participants had almost no boundaries between their two domains.

Fear of Missing Out

One of the themes that presented itself was the idea that participants had a fear of

missing out or FOMO. There were statements like, "I need to know what was going on at

work." Ellie recognized the feeling of needing to know what was happening all the time

and how that, in itself could be an issue.

I think it's maybe more of a mental shift to being okay with not being 100% in the

loop with things all the time, and being able to catch up when you get back in. I

think there's this immediacy, you have to know everything that's going on.

Another example of FOMO is an experience about checking email before she went to bed

that Kim discussed.

I certainly check my email all the time. I don't know that it's really necessary, but

you know, we've just become programmed to do that since it's right there on your

phone. Again, it also kind of lightens the load the next day. It's one less thing you

need to worry about. It can be a problem, I'm having a complex personnel issue with one of the custodians in the union, and I read an email that she wrote kind of claiming that her supervisor is discriminating against her right before I went to bed on Thursday, and then I couldn't sleep that night – and that was a mistake. I don't know what to do about that, I mean, I couldn't not read it once I saw, oh no. She's disgruntled, and we have this issue. I go to bed and I check it, and I shouldn't check it, but I did. I looked at my email right before I put my head down and…dang it. Honestly, I didn't sleep at all that night because all I could do was process. It's this complex issue, but...as you know, you're an HR person, lots of complex issues. So that's the downside of doing that kind of work from home. It does kind of make that separation hard.

Kim regretted looking at her email that evening but she checked her email because she was afraid she was going to miss something. Instead, she became aware of a personnel issue she could not address late at night and it impacted her ability sleep and get some rest.

Emails were one of the main reasons participants brought work home. Rarely did participants talk about getting phone calls at home, although some did mention receiving text messages. Emails were the main source of communication and the reason participants conducted work from home. Several participants mentioned that when their superiors sent emails outside of the typical workday (8a.m.-5p.m.) they felt the need to respond. During his interview, Jack discussed how he was not connected the same way he is now as an associate director. He said,

I think at this university, [division and department leadership] are on email what seems like all night,…but when they email, I feel like I need to have an email back to them. Even though that's not the expectation. I don't know if it is, but I think because they are swapping emails back and forth, if one is directed towards me, I feel the need to do that.

Jack was compelled to look at his email and to answer emails after work hours, especially if those email were sent by those above him, in terms of organizational hierarchy, like his supervisor, the executive director, or the vice president of student affairs. However, no one was making Jack check his email after hours nor was there an explicit expectation set by his supervisor. Jack, like many other participants did not want to miss anything, so he checked his email after work hours.

These examples of FOMO raise the question as to why do participants feel the need to connect and look at their email or other communications. In addition, why did they feel the need to respond to these communications? The answer to these questions could because it is psychological. Participants are hooked and addicted to their devices, thus, they check them all the time and by responding to the email, they get the rewarding feeling of getting it off their to-do list. Another thought is because of the organizational culture and the hiring freeze at Mountain State University that the participants could be looking at their email and responding because they are fearful of losing their job or getting in trouble for not responding immediately. They could be thinking if others are working after hours, participants could feel they should be as well.

Self-Care

Some student affairs professionals get involved in the profession because they have an affinity for helping students. Helping students could include aiding with retention, graduation, and student development in all areas of an individual's life. While many student affairs professionals work with students and teach them to take care of themselves. Student affairs professionals can neglect to take care of themselves. In this study, it seemed self-care was one of the first areas a student affairs professional will let go of when their schedule got too busy. Or at least, self-care was not a priority, which could lead to an unhealthy lifestyle. For participants in this study, self-care referred to taking care of their own health and wellness.

A few of the participants thought about self-care. Jack was one of those participants and talked about being aware enough to take care of himself when needed.

Yeah, so I think I'm one of those people that's pretty, well, I think I am, pretty self-aware of how I'm feeling on a day to day basis, and there are challenging situations in work that really take a toll on me sometimes. I think I have things in place to help me with that, I really love to hike, I love my dog, going out, I like to ski quite a bit. Those things kind of help me re-engergize and be okay to come back to whatever seems to be on fire at that moment. So, I don't know. I think worklife balance, or worklife negotiation, to me, is realizing when I'm kind of at the edge, and being aware enough to do something about it, which means leaving work. Not necessarily being in this space. Usually, I'm still connected, but you know, getting outside does wonders for me, believe it or not. I love, we do, I have some friends that we do some dinner nights and stuff. That kind of stuff is very

good for me. I like doing that kind of stuff with non-university people, which is

hard in this town, where most people are connected with the university and/or

work at the university, but I do have some friends that do not work at the

university. I think that has been super helpful for me, to not get into that talk all

the time, that shop-talk.

Jack indicates the important point that self-care takes a self-awareness to know when he

needs a break from work. In his above comments, he is also mindful of what self-care

activities are for him.

Sarah also had a similar self-awareness about herself when it came to the topic of

self-care. She looked at it as "a practice," that it is never perfect, and "it's a continual

quest." For Sarah, some of her self-care she described as,

I'm a really active person, I've gotta sweat, I've got a gym bag right here in my

office, I've just gotta do it. I need it for my mental health, and activities like

skiing, mountain biking, getting over to the gym, and also trying to model that for

the people I work with and the people that work for me, that you've got to take

care of yourself…that's been really glaring in my face is that self-care…because

you have to make yourself a priority. You've gotta take care of yourself before

you can take care of anybody else. That's something I'm really trying to make a

priority. That's kind of my physical, mental, emotional health, and find those

moments of where I'm incredibly stretched, I'm overwhelmed, recognizing that,

I'm really trying to do a better job of recognizing that early…

Sarah sees self-care as a continual practice and one that can be improved upon. There were other participants who recognized the need for self-care but did not prioritize themselves as well as Jack and Sarah described.

For example, Megan discussed the toll her job takes on her and how it affects her and her family.

But because of the nature of my job, the emotional work and the emotional demands are still significant. And I think I've done a decent job of buffering my child from those, but I don't do a great job buffering my partner from those. So I will keep it together at work because I have to be affable and accessible and positive for the students I'm working with, and so then sometimes I get home and I am just a bitch. Because it's there, but I can't do it at work, and then on top of that, I'm carrying home, and I've tried to manage this, and it's hard to do, but I'm carrying home vicarious trauma. So, it's hard. That part is hard.

Above Megan describes the need for self-care and she continued with her answer and discussed the need for self-care but the difficulty in actually spending time on self-care.

There's stuff that I've stumbled on, so I've learned that even though I'm pretty tired and don't want to go anywhere on the weekends, leaving town, even if it is to go to (a town about an hour away) for the afternoon, a physical change of scenery for me seems to have more refilling my cup type of…so, like, going to the park [around Mountain State University] is great, going to the park in (a town an hour away) is better, because it's a different place. Even though in the morning I'm like, "Oh God, I don't want to drive there." Then we do it and then we come back, and I'm like "Wow, I feel better than if we had just stayed in town." Even if

we're doing literally the same thing that we would have done in (the town around Mountain State University). So it's hard too. Same thing as exercise, right? Like, you're so tired but you know that it will make you feel better, and it will make you, it will keep you healthier, and if you can commit to it in the long run, maybe it'll help you with more energy, but it's getting over that hump, and all of that self-care stuff is the same thing. I know this is going to make me feel better, but I have to actually do it, and that is such a hard decision right now.

Other participants like Mae, knew the importance of self-care, "I like trying to build in self-care. Because as a parent, that was a piece that was missing anyway after having young kids and then feeling like I don't ever do anything for me." She would even schedule time for self-care but work would get in the way and become the priority. As an example, Mae wanted to work out twice a week during her lunch hour at the recreation center with a colleague but work continued to get in the way. She said she barely kept this commitment 50% of the time in the previous semester. Now to be fair some of the times she did not make it to gym were due to serious student concerns that were life threatening. Furthermore, Mae would schedule a get together for drinks with a friend one night a week after work at 4:00pm but some of the time she would work up until 3:55pm and always be late or the time was so close to the meeting time that she would call her friend and cancel and just continue to work. As a part of her self-care, Mae has even asked her husband to hold her accountable because she wants to spend more time with her family and has a set number of hours should would not like to go over in a particular week.

As shown above, the participants in this study see a need for self-care and they can even identify what self-care looks like to them but it is one thing to see the need and identify what self-care looks like and it is a another to be able to participate in self-care on a regular basis. For some participants like Jack, Sarah, and Tom, they are self-aware and disciplined enough to participate in self-care and make it one of their priorities. Other participants struggle with taking part in self-care or making it a priority.

Summary

This chapter discussed the findings from this study. Descriptions of the participants were provided in the form of participant profiles. In addition, two major topics emerged from the data and 10 themes were prevalent throughout the analysis process. The first topic that emerged was organization factors with the subthemes of culture, support, flexibility, staffing, and supervision. The second topic of personal factors also emerged with family, mobile technology, navigating boundaries, fear of missing out, and self-care as the subthemes.

Generally, the findings supported previous literature on factors that impact worklife balance (Bailey, 2011; Cameron, 2011; Clark, 2000; Cavadini, 2016; Frank, 2013). However, almost all of the participants experienced less defined boundaries due to mobile technology. The challenge of mobile technology use and worklife balance was not a surprise given the advances and prevalence of smart phones in today's current society.

The final chapter of this dissertation will further discuss the findings described in this chapter. Chapter V will also discuss the findings in relation to the literature review and the theoretical framework in chapter II. Finally, the following chapter will discuss the implications for practice and potential future research.

CHAPTER V

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

The purpose of this qualitative research study was to examine mid-level student affairs professionals' perceptions of worklife balance and to gain an understanding how mobile technology informs of what might assist or hinder their worklife balance. My goal was to expand on the worklife balance research within the field of student affairs and include mobile technology in the discussion as it had become more prevalent in work and life in recent years. I used a case study approach of 10 mid-level student affairs professionals from Mountain State University, located in the Rocky Mountain region of the United States. For this analysis, I use Clark's (2000) work/family border theory as the theoretical framework. I sought to answer the following research questions: How do mid-level student affairs professionals describe their worklife negotiation experiences and how does the use of mobile technology inform their worklife balance?

The following chapter will provide an analysis of the findings from the research conducted. Furthermore, I will discuss the implications of the research. Lastly, I will provide areas for future research.

Discussion of Findings

I enjoyed my time with each of these student affairs professionals and learning their stories has been a privilege. Each participant had their own unique story to tell and their experiences have impacted my thoughts on worklife balance and the use of mobile

technology. They trusted me with their story and I was honored because for some it can be difficult to discuss the details of their worklife balance especially as many felt like there was room for growth. Through the interviews with participants, I learned about their worklife balance, their use of mobile technology, and how these two areas might impact one another.

The previous chapter provided participant profiles and reviewed the study's emergent themes from the analysis of the data. This section discusses the four findings from this study. First the impact of overlap of work and non-work. Second, the areas of self-care, prioritizing, boundaries and worklife negotiation. The third finding focused on supervisors setting the tone for worklife balance. Fourth and finally, control mobile technology before it controls you. These findings answer the question of how mid-level student affairs professionals describe their worklife negotiation and use of mobile technology as well as the dynamic between how this negotiation impacts their lives outside of work and how their lives outside of work impact the balance and boundaries around work.

**The Impact of Overlap of Work
on Non-Work Life**

One finding from this study is the notion that work and life domains overlap. Almost all who participated in this study experienced this overlap though to varying degrees. For this study, none of the participants experienced their life domain dominating and overlapping with their work domain. For many it was the other way around – their work domain overlapped and dominated their life domain as seen in nine out of ten participants who indicated they worked from home at least some of the time.

During this research, participants recognized they were working too much from home or that they could not help themselves from checking email at night. This could be attributed to the fear of missing out, habitual response, or the fact that there is too much work to get done and not enough time to complete it at work. An extreme example of the work domain overlapping the life domain was when Kim checked her phone at night before going to bed and because of a certain email she saw she could not go to sleep. She recognized this during the interview and stated, "so that's the downside of doing that kind of work [checking email] from home. It does kind of make separation hard." Kim has developed a low boundary around technology use in the sense that she is checking her email at night while at home. This could have serious implications for her health because it is not beneficial to sleep as a recovery process since she is not disengaging from technology use prior to bedtime (Barber & Jenkins, 2014). In addition, checking email at night interferes with sleep by increasing work stressors prior to sleep (Berset, Elfering, Lüthy, Lüthi, & Semmer, 2011; Day, Scott, & Kelloway, 2010) and being exposed to bright light increases wakefulness (Wood, Rea, Plitnick, & Figueiro, 2013). A less extreme example was Sarah, setting aside time at night after the children were asleep to finish her work for the day, even though she already worked at least eight hours.

Not only did participants work at home but they also had too much work at work. Meaning a majority of participants had too many responsibilities at work. Some of these responsibilities were due to the hiring freeze at Mountain State University and multiple participants where completing the responsibilities of positions that were left vacant.

The notion that work and life domains overlap supports the findings from previous literature of night and weekend work (Bailey, 2011; Boehman, 2006; Frank,

2013; Nobbe & Manning, 1997). From the data, many of the participants brought work home with them at night. Responding to email was the most referred to task for working at night and on the weekends. In addition, these findings also support the idea that the nature of student affairs work is demanding, and the expectations around availability are high (Beeny et al., 2005). It would seem that the field of student affairs wants their employees available and around for the students at all times in case they need help. An example for some student affairs professionals is they must attend student events to just show up. Another example is the notion of being available via email. Email is a non-timely method of communication but it is treated as real time communication. Employees are expected to reply almost immediately and, for many, at all hours of the day. This finding adds to the literature in the sense that overlap does not necessarily hinder worklife balance. The overlap of work and life domains can aid the worklife balance of the individual. It appeared that the deciding factor on whether the overlap assists or hinders worklife balance depended on the individual and what type of worklife balance is important to them. Many of the participants believed that this overlap was manageable.

Self-Care, Prioritizing, Boundaries
and Worklife Negotiation

Another finding is the idea that to have a satisfactory worklife balance an individual should have an understanding of what they would like their work and life domains to look like at the time and place they are in their life and work towards achieving it. An individual who recognizes what worklife balance looks like to them can then work towards improving their worklife situation. This finding aligns with Kalliath and Brough's (2008) definition of worklife balance in the sense that it is an individual definition.

For example, both Tom and Eric are at the opposite end of the worklife balance spectrum. Tom keeps his work and life domains as separate as he can while Eric integrates his work and life domains so much that they are almost totally blended. What they have in common is that they both know what they want in terms of worklife balance and what works for of them individually in their current season of life. This intentional and individual view of worklife balance assisted in their negotiations, and they both appeared to possess higher worklife balance satisfaction levels than the other participants in this study. This also aligns with Clark's work/family border theory (2000) in that each worklife border is different for each person.

What I believe this means is if employees want to have a better worklife experience they should first have an understanding of where they are by assessing their current worklife balance. They should also identify what is working and what is not working for them in the area of worklife balance. Through this exercise, people can identify an action plan to move them forward to a more satisfying worklife balance. This exercise could consist of speaking with their family about what is working and not working in their life domain and making adjustments. It could also mean speaking with their supervisor to discuss what changes they could make in their work domain to improve their worklife balance satisfaction. By going through an exercise such as this, an employee can begin to accomplish four things: 1. prioritize what is important to them in each domain, 2. identify their boundaries for both domains, 3. see what type of self-care they need, and 4. begin to negotiate their worklife balance with a better understanding of their own needs.

Supervisors Set the Tone for
Worklife Balance

Supervisors play an influential role in the worklife balance of mid-level student affairs professionals. This finding is consistent with previous research that supervision is an important factor in the worklife balance of student affairs professionals (Bailey, 2011; Cameron, 2011; Frank, 2013; Padulo, 2002). The supervisor essentially sets the tone of the employees worklife balance because they are what Clark (2000) describes as border keepers. The participants expressed either the appreciation they had for a supportive supervisor or the frustration they felt with the lack of support from a supervisor.

Supervisors are responsible for the approval of flexibility of work arrangements. Supportive supervisors worked with participants to develop schedules that worked for the participant or the supervisors trusted the participants to allow them to flex their work schedule when needed as long as they communicated the change with the supervisor. Although while there were participants who agreed that they had the ability to flex their schedule, they did not think they had the time to make this adjustment due to the amount of work and responsibilities they had. Bailey (2011) and Frank (2013) contest that supportive supervisors for women in student affairs assisted employees when there was a conflict between their work and life domains. This was motivating to the employee and was true for both men and women in this dissertation.

Unsupportive supervisors did not assist and sometimes hindered the employee creating a demotivating environment (Bailey, 2011; Frank, 2013). Unsupportive supervisors did not allow for flexible schedules or the participants did not feel they could have these types of conversations with their supervisor resulting in the perception that

flexing their schedule was not appropriate. Having an unsupportive supervisor could impact an employee's perception of the supervisor and the organization.

Control Mobile Technology before
It Controls You

The final finding for this study focuses on the fact that mobile technology is a tool and should be used to assist the individual be more productive at work but not dictate the individual's life. Mobile technology has become more prevalent in society and allows individuals to take work with them anywhere. Mobile technology can assist or hinder the pursuit of worklife balance.

All of the participants in this study used a smart phone as one of or the primary mobile technology devices. Many of the participants in this study discussed how they used their smart phone or other mobile technology device to work from home on a regular basis. This allowed the participants to become more productive but many of the participants also indicated that they constantly checked their work email on their smart phones. Others received notifications every time a new email was received in their inbox and this allowed work to interrupt their life. This act of checking email from their phones outside of work hours impacted their life in one way or another. For some of the participants checking their smart phone was habitual (Oulasvirta, Rattenbury, Ma, & Raita, 2012). On one hand, some participants were more productive and organized their time in the life domain in such a way that they designated time to check their phones. On the other hand, other participants allowed the email on their phones to distract from their time in the life domain. Having a pathway like a smart phone to connect to work also contributed to longer working hours (Duxbury & Smart, 2011).

In addition, there was a lack of disconnect when several of the participants left work for vacation. They continued to receive emails and text messages. Only one participant discussed how they removed their work email from their phone so that they controlled the mobile technology and not the other way around.

Several author's (Derks & Bakker, 2014; Derks et al., 2015; Duxbury & Smart, 2011) have indicated that an organizations and supervisor social norms and expectations around the use of mobile technology affect the amount of time an employee works using mobile technology. Organizational culture can set the tone for mobile technology use by employees and has been shown to increase the use of mobile technology outside of work hours (Derks & Bakker, 2014). The need for participants to connect to their email and continue to communicate with work can lead to or increase the usage of checking a smartphone (Oulasvirta et al., 2012). In summary, having a supervisor that supports and an organizational culture of using mobile technology to work outside of "normal" hours and having the ability to connect to work through smart phones and other devices can dictate a person's life and can contribute to working longer hours.

Findings in Relation to Theoretical Framework

As discussed in Chapter II, Clark's (2000) work/family border theory informed the design of this study. This theoretical framework was selected because work/family border theory posits that work and family are two separate domains but are, nevertheless, intertwined. I selected this framework for my research because work/family border theory took into account that borders are specific to each individual and people experience them differently. There was no one way for everyone to structure their worklife balance. Through this dissertation, the findings demonstrate that, due to the advances in mobile

technology, these two domains, work and family, are more intertwined and for some participants these domains are overlapping because of the accessibility mobile technology provides. Clark (2000) indicates that the work and life domains influence one another, and they require an individual to transition between the two domains. What I heard from participants in this study was it is more difficult for some to identify this transition point. All of the participants live within a 12-minute drive of work so there was not much time to physically and mentally transition from work to home and vice versa. In addition, most of the participants, but not all, did some sort of work at home on a regular basis, whether it was at night or on the weekends and this additional work was made possible due to the advances in technology and the demand on some of these student affairs professionals. The findings from this study align well with Clark's theory in that borders, permeations, border-crosser, and border-keepers was described throughout participant interviews and emerged as the data was analyzed. In this section, I will discuss this topic in detail.

Clark's work/family border theory does not take into account the distinctions of the student affairs profession and the advances in technology (i.e. use and prevalence of the smart phone). With technology, there are constant reminders of work, between phone calls, text messages, and auto, visual, and physical notifications for emails. It is difficult to disconnect and shut work off. People have to be deliberate to ignore work so it does not permeate their life domain.

Borders

Borders are what Clark defines as lines of demarcation. Where one domain ends and the other begins. Borders can take on psychological, temporal, and physical forms. While psychological borders are focused around emotions, thinking, and behaviors, they

are largely self-created by the individual. Participants in this study did express their feelings around borders or lack thereof. Some participants discussed the need to check their work messages and email while at home. This behavior was intentional for some and for others it was habitual. For a participant like Tom, he created a distinct psychological border between his work and life domains because he made a conscious choice not to work outside of his work hours or physical location. Temporal borders are those that separate when life responsibilities are done and when work is complete. In the instance of temporal borders, the only participant to discuss leaving work at work was Tom and he was someone who, in previous jobs, experienced the other end of the spectrum by working long shifts and weekends and commuting for a lengthy amount of time to and from work. He consciously decided to find a job where he did not have to bring work home. For other participants, either they did not have the skillset to separate their life and work domains or as many participants felt, they had to get their work done even if that meant working at home and even though the work never really stopped. Physical borders create a material break between domains, but through the experience of this study's participants, the life border was more permeable than the work border. Meaning, participants were working while at home or not at work. The borders for work and life are in different places for each individual. Every participant was different and had different responsibilities at work and in life. In addition, different areas of each participant's life domain held different levels of importance and priority. The different priorities of each participant were shown through exercise one of the projective techniques where they noted all of their roles and their importance. No one participant's

was the same. Thus, Clark's notions around borders align well with the finding of the overlap of work and life domains and the finding about controlling mobile technology.

Permeations

Permeations are the presence of one domain in another domain. Based on the data collected and analyzed for this dissertation, this notion aligns well. As described in the findings, all of the participants in this study experienced overlap or permeations, some to more of a degree than others. For example, Kim and Sarah add personal appointments to their work calendar so they have both their work and life domains in one place. Phone calls were another area where work and life blended. Some participants would get a phone call from their doctor while at work and vice versa, work would call or text while they were at home or not in the office. Eric's work domain almost fully permeated his life domain, and his life domain permeated his work domain as well. This was much more than any other participant, Eric is on the extreme end of the spectrum. As described by the experiences of the participants in this study, it seemed the work domain permeated the life domain more often. It should be noted, that there were instances of life permeating the work domain, but they were not as prevalent. For instance, Mae left work early one day to take her daughters swimming and Kim was going to her son's track and field meet because it was on-campus and during work time. From this study, it appeared that the work domain was present in the life domain of many of the participants. This aligns with previous research results where work interferes with a person's nonwork life (Schieman et al., 2009). The National Institute has noted this work interference to be one of the most problematic workplace stressors for Occupational Safety and Health (Kelloway, Gottlieb, & Barham, 1999).

Border-Crossers

Clark describes border-crossers where individuals have the ability to move between their work and life domains, while leaving the domain they are not currently in behind. This notion was not supported by the participant's experiences in this study. Many, but not all, of the participants did not separate from their work domain when they moved into their life domain. With smart phones, participants received text messages from employees and/or students while others received phone notifications of new emails in their inbox. For a couple of participants, Jack and Sarah, they sometimes disconnected from work but only because they were out of the range of cell service and they did not have the option to be connected when hiking, skiing, or mountain biking on the trails. This means that Clark's theory (2000) did not have to take into account for the pervasiveness of mobile technology. This also means that participants should consider building skills around disconnecting from work for a healthier lifestyle. Disengaging from work can reduce stress and the need to always work.

Border-Keepers

According to Clark (2000), border-keepers are individuals who play a significant role in a border-crosser's ability to manage borders and domains. Border-keepers could be supervisors and/or leaders of the organization or even partners and spouses. The findings from this study align well with Clark's border-keeper concepts. Supervisors did play a significant role in a participant's ability to define borders and manage their work and life domains. This notion can play out in two ways. First, there are student affairs professionals who felt their supervisor supported their ability to negotiate work and life and trusted the student affairs professional to complete their work and live their life (e.g.

flex work schedule, exercise during work, etc.). Second, there are student affairs professionals who do not feel supported by their supervisors and do not have the autonomy to flex their schedule or they are required to attend evening and weekend events.

Besides supervisors holding the border-keeper role for a student affairs professionals work domain, participants also had partners, spouses, and family at home who played the role of their border-keeper for their life domain. Border-keepers from a participant's life domain were not prevalent in this particular study. When reflecting on this in my researcher journal, I wondered why this was the case. There were multiple reasons that I thought of that could be explain this. One, participants were interviewed on-campus and as a result work could have been more on the forefront of their mind. Two, I did not interview the student affairs professionals family member where this notion could have been discussed and researched in greater detail. This will be a suggestion for future research. Three, the culture of care and socialization of the student affairs culture could have permeated into the life domain of the participant's families. Where the participants families understand the nature of the work of the participant.

Implications for Theory

These findings have theoretical implications. First, the name of Clark's theory is work/family border theory and needs to be updated to be more inclusive like work/life border theory. The idea that if someone does not have a family then they are missing an entire domain of their life is not true. This theory should take into account people who do not have families. Second, this theory should be updated to include technology. Since Clark's theory was published in the year 2000, there have been substantial improvements

in technology as smart phones have become more prevalent, advanced, and addictive. Almost everything a person has to do at work can fit on a smart phone or other mobile device and they can carry it with them at all times, thus, making it more difficult to define the border between a person's work and life domains. Especially since work is with them all the time.

Implications for Practice

The findings provide various possible implications for student affairs leadership, student affairs professionals, human resources professionals, and supervisors. From a practical standpoint, it would benefit student affairs organizations if leaders created a culture where student affairs professionals are supported in their work and life domains. Below are four opportunities that could aid in a satisfactory experience of worklife balance for mid-level student affairs professionals.

Student Affairs Professionals

Worklife balance is a personal matter and for each student affairs professional, it will look different. Some aspects that could be taken into consideration are family dynamics, commute to work, responsibilities of the position, and their supervisor.

Some student affairs professionals do not have a good understanding of what they want when it comes to worklife balance. Student affairs professionals are constantly caring for others whether they have family at home or it is the student they support in their jobs. It seems that some do not know how they got to the place they are with worklife balance. They take it day by day and over time they have drifted to a place or destination they did not realize or expect.

It would benefit student affairs professionals to reflect on their current worklife balance or imbalance. Asking the question "where am I now in terms of worklife balance and where do I want to be in the near and long-term?" This will aid in student affairs professionals being intentional about their worklife balance no matter what season of life they are in or where they are in their career. In addition, by answering the above question or participating in an activity around this question on a regular basis (e.g. quarterly) could ensure that student affairs professionals are conscious of their worklife balance and being intentional about how they deal with both the work and life domains. This activity could also include participants rating themselves on various areas of life. While each person is different and the areas they chose could be as well. Areas like family, romance, work and career, money and finances, health and fitness, spirituality, fun and recreation, and any other area of life the person finds important. By rating and reflecting on these areas of life, participants are more conscious of which areas they are more satisfied with and other areas that might need some work or attention. In addition to this satisfaction rating, I also suggest that participants look at each area they choose and define what a satisfaction rating of a five means and looks like to them and what a satisfaction rating of ten means and looks like. This will give each participant some parameter and goals for each area of their life.

This type of training and self-care could impact their work as a professional. As they take care of themselves, they are potentially in a better position to take care of others like family, friends, and students. They are also able to be positive role models and teach these skills to the students and colleagues they work with.

Another implication for practice for student affairs professionals is to identify skills that would improve their productivity and efficiency. One topic that came to light during this study was email management. All most all of the participants who worked from home mentioned they worked on email. Student affairs professionals could identify how much time they spend on email and also identify some training to increase their productivity and skill set in the area of email management. If student affairs professionals where able to increase this skill then potentially they could spend less time in their email at home.

Supervisors

Supervisors are not responsible for an employee's worklife balance but they play a significant role in an employee's worklife balance. Supervisors are somewhat responsible for setting the culture and more importantly for setting the expectations of those who work for them. As border-keepers, supervisors have the ability help or hinder a person's satisfaction level, when it comes to worklife balance. In addition, supervisors have control over an employee's flexibility and autonomy at work, thus, contributing to the worklife satisfaction of an employee. Supervisors impact an employee's worklife satisfaction by how they manage their own worklife balance, how they support their employee's, and the culture they consciously or unconsciously create.

A top recommendation for supervisors of student affairs professionals is training and skill building because many of the recommendations in this section are predicated on supervisors possessing the skills to have difficult and candid conversations with student affairs professionals in a respectable manner. The skill of engaging employees and having these types of in difficult conversations is not easy for supervisors. First,

supervisor should go through training on how to building trust with employee because this is the foundation for the supervisor/employee relationship. Second, supervisors should continue their skill building and go through a training on how to have crucial conversations. Third, to build positive relationships with employees, supervisors not only need skills but also they need to spend regular time with employees getting to know them and staying abreast of their work through regular one-on-one meetings. Do not get me wrong, this does not mean supervisors should micromanage their employees. This is further from the truth. These meetings are about spending time with employees, learning more about them, supporting their work and life goals, and assisting or guiding them with their work responsibilities. Once a supervisor has these skills, it will be easier to aid student affairs professionals through the following implications for practice.

Supervisors who find themselves negotiating their own work and life domains by communicating with staff at night or on the weekends should be conscious of how this may affect those who work for them, as in, direct reports, and those who work with them, like colleagues. An email during off-hours may give the recipient the feeling that they need to and should respond. This type of situation does not allow the employee to disconnect from work. Even if the sent email does not need to be completed until the following day, the employee may still feel the need to respond to the email and/or take care of the work that was requested in the email. Because of the power the supervisor has over the employee, the employee could still feel the need to respond even if there was an intentional conversation with their supervisor where the supervisor told the employee they do not have to respond to the supervisor's after-hours emails. While some employees might be able to follow the directive from their supervisor, others may still

feel the need to respond due to power dynamics or the hierarchy of the supervisor within the organization. To the employee it could feel like the saying, "do as I say don't do as I do" but more is learned from actions than what we are told so the employee feels the need to answer emails afterhours too. For supervisors, they could develop and implement strategies in which they believe can best support their employees while ensuring the work is being completed and that their own worklife needs are being considered. For instance, more intentional one-on-ones with direct reports where supervisors get to know employees in their life domain and their work responsibilities. By getting to know employee's outside of work the supervisor is setting the tone that they care for their employees not just at work but also as an individual and as a human being. In addition, supervisors can gain a sense of where employees are in their work and life and be better equipped to aid them with any issues they are having. For instance, finding out that an employee has a sick family member and letting them leave early or take a day off to care for them without any work responsibilities will show the employee you care for them and those important to them. This can go a long way for the supervisor/employee relationship and showing the employee that the supervisor cares for the employee. Another example is finding out the employee's career ambitions and if that entails additional education, helping the employee shift their schedule so they can attend classes. The list is endless and depends on the employee and supervisor.

Additionally, supervisors could also provide support to student affairs professionals in the area of worklife balance. This support could create more engaged and dedicated student affairs professionals, which might decrease employee turnover. Support from supervisors can be a conversation with employees about worklife balance and

employees' needs around developing and maintaining this. It is predicated on trust between the supervisor and the employee and honest conversations. Some basic questions a supervisor can ask during a one-on-one meeting with the employee could be: What does worklife balance mean to you, the employee? What is your satisfaction level with your current worklife balance? What would it take to improve your worklife satisfaction level? These types of meetings could happen a few times a year. By having these conversations with employees, supervisors can continue to build trust, demonstrate they care, and show support for their employees. It also allows employees to think deliberately about this topic. Many times the support an employee needs can be something as simple as shifting their working hours earlier by a half an hour so they have time to pick up a child at school, yet could also include a much more flexible schedule or increased time working from home so the employee can care for an ailing family member.

Additionally, supervisors of student affairs professional should keep in mind that some student affairs professionals who had graduate assistantships could be socialized into this always working, always accessible and on mentality from their time in graduate school. Because typically graduate students are supposed to work a set amount of hours each week and sometimes continue to work past those hours to get their responsibilities complete and help out their unit if needed. Mae referenced this in her interview that she believes student affairs professionals are "brought up" this way. Again, this could require supervisors to have intentional conversations with their employees and gain a better understanding of who the student affairs professional has become through their graduate school experience. This is something student affairs supervisors should be aware of when working with their employees.

Furthermore, supervisors may have input on the organization's culture. They can bring to light or advocate for more employee or worklife friendly policies. Policies such as alternative start and end times each day, four-day workweeks, flextime and telecommuting are all successful policies to implement and I acknowledge each is dependent on the job responsibilities of the employee. Other organizational cultural characteristics could be conversations around employees taking time for themselves during lunch as opposed to working through lunch at their desk or in a meeting.

Additionally, when an employee continues to work long hours supervisors could discuss the cause of the long hours as well as the impact. Meaning, supervisor could try and determine why the employee is working such long hours each week. The answer, "that's just student affairs" might not be the best answer and the supervisor might need to probe deeper.

In addition, the supervisor could determine if the employee is working long hours because of a pending project or because the employees day-to-day job responsibilities are excessive. To combat these concerns, supervisor could grant additional time off once a project is complete. If the long hours are due to excessive job responsibilities then, the supervisor could reallocate resources to help or aid the employee in prioritizing their responsibilities. All are excellent areas for supervisors to explore with the employee. By having these types of conversations, supervisors can potentially provide the flexibility and support needed for an employee to feel heard and cared for by their supervisor and in turn the organization and institution.

Another implication for practice for supervisors centers around an employee's time off and providing the consent to not work while out on leave. There were a few

participants that mentioned they answered email while on vacation or while they and/or a family member was sick. When they answered email while out of the office they, in effect, set the boundary for those at work letting them know that they would answer emails while out of the office. It is important that supervisors provide explicit permission for student affairs professionals to not work, not check their email, and simply disconnect while taking time off. Vacation and sick time are benefits of being an employee at most institutions and employees should not feel the need to work during these times away from work There could also be legal ramifications if employees are working during their approved time away from work. Along these same lines, supervisors could initiate an intentional conversation with the student affairs professional prior to their time off to determine who in their area is going to be responsible for their work. These steps could allow student affairs professionals to practice self-care by disconnecting from their email and from work to spend time relaxing and recharging because that is the purpose of time off from work.

Student Affairs Administrators
and Leaders

An implication for practice for leaders of student affairs organizations is to intentionally develop a culture of support for student affairs professionals in the area of worklife balance. As seen through this dissertation research, student affairs leaders can verbalize their support, which, to some extent, gives student affairs professionals permission to take care of their life domain as well as their work domain but there is also the need for student affairs administrators and leaders to walk the talk and be positive role models. If student affairs leaders continue to email and text employees at night and

on the weekend, then it gives the student affairs professional, the employees in this case, mixed messages.

Additionally, because of hierarchy and power dynamics within the organization, the student affairs professionals feels compelled to work on nights and weekends and answer emails from those people above them. Leaders in Student Affairs need to talk about this openly and set expectations. This will allow staff to interact in dialogue around the topic and help them understand why a senior level administrator is answering emails during the late night hours. Senior level administrators could be aware of the message they are sending when they hit the send button on that late-night email. The message that they are working and others should as well. Even if this is not the intended message, it is the perception.

Leaders of student affairs organizations could be aware and consider that each employee within the student affairs division is unique and has different worklife needs. It is not a one size fits all solution and nor should it be. Similar to how the student affairs field supports students, with each being different. With student affairs professionals, some have partners, others with children, pets, parents to care for, community obligations, etc. Again, each person is a unique combination and so there should be support that is inclusive.

Major changes to the division or even a department like a reorganization and/or a hiring freeze can have an impact on an employees work and life domains. When vacancies occur, and those positions cannot be filled due to a hiring freeze, employees could incur additional work, responsibilities, or even an added fulltime position for an undetermined length of time. It would behoove student affairs leadership to be as

transparent as possible prior to and through these types of changes. Communicating to the organization and employees what is happening and recognizing the impact these types of changes can have on others. This type of support and communication can be shown through meetings with the employees. For example, an all division meeting were the vice president and other top leaders of student affairs gather all the employees to inform them of the issues, the options they are pursuing to solve these issues, a potential timeline, and how they are going to keep employees connected, informed, and gather information from them if necessary. Because these division meetings are usually very large an impersonal, student affairs leaders should also go department to department meeting, speaking with employees, and hear their concerns regarding the issues, especially if a hiring freeze or cuts could happen. At these types of department meetings, it will go a long way if the vice president and his or her staff are attending and listening to the feedback, questions, and fears of each department's staff. Ask the employee for suggestions because they might think of something in their areas that leadership did not even consider. Also, at these meetings, student affairs leadership should be candid and as transparent as possible. In addition, student affairs leadership should communicate through channels such as email but need to keep in mind that not all employees have English as their first language and other employees do not spend their time at work at a desk because their jobs are in places like the dining hall, or cleaning the recreation center, etc. A website to document the process and the changes, before they happen, is also important but again there needs to be some consideration how to spread this communication if employees are not on a computer. On the website and through other mediums, the division should consider a feedback loop. In other words, is there a process for employees to give their feedback and

get a response? This could be a form on a website, paper, or even a dedicated email address for the change. All of these strategies have been suggested to lower employees stress levels during the difficult time of budget cuts, personnel cuts, and hiring freezes.

Student affairs leaders can make an impact on the work and life domains of student affairs professionals. By allowing and, more importantly, encouraging open dialogue around the implication for practice topics presented in the previous two sections (self-assessment, skill building, flexible working schedules, supervisor training, time off, etc.) leaders can create and assist with positive worklife balance expectations and culture for the organization. This type of dialogue can happen at weekly leadership team meetings or an all-team meeting and student affairs leaders can set these expectations for the group.

Finally, for student affairs leaders when an organization like the division of student affairs pays for or a portion of an employee's phone bill, what expectations are being set? This study had multiple participants whose phone bill was partially paid for by the institution. Those employees who receive a payment for some of their phone bill, do they feel obligated to always be connected with work even when they are not at work? Leaders could set clear expectations for employees who are in this situation. Are they only obligated to answer a phone call after hours or are they required to check email and text messages as well and always be "on" or connected?

Human Resources Professionals

While human resource professionals were not a part of this study, they occupy a position in the organizational hierarch in which they can provide trainings and support policies that encourage worklife balance. Institutions and human resources professionals

could be aware of employees worklife balance because it has been shown through previous research that it can attribute to employee turnover and job satisfaction (Kossek & Hammer, 2008; Miles, 2013). In addition, many of the participants in this study discussed how having extra responsibilities added to their positions affected their worklife balance satisfaction rating. It is also important to note that Mountain State University was in a right to work state. This might be different in a state with unions.

Human resources professionals can enact policies and procedures to aid divisions and supervisors in their goal to help student affairs professionals in the area of worklife balance. Human resources professionals can develop training around this very topic for those at the employee level and those at the supervisory level. For employees like student affairs professionals, human resources professionals can provide workshops on how to improve worklife balance, what benefits the institution provides that could be helpful, and even how to have a conversation with your supervisor about worklife balance. Human resources professionals could also provide supervisors with training and workshops on how to best support employees in the area of worklife balance. This training could incorporate training on how supervisors can have conversations with employees around worklife balance. Giving supervisor's example questions to discuss with employees like how is your worklife balance? Is there anything I can do as your supervisor to support you? Is there a change we could discuss that would increase your worklife balance satisfaction? All of these questions assume that the supervisor has already built up trust with the employee. In addition, helping supervisors gain the interpersonal skills necessary to have these conversations is also important.

Furthermore, they could take into consideration the message sent by supervisors and higher-level administrators when they email employees on nights and weekends and it is not an emergency. Human resources can work with university and college leadership to develop an institutional culture around worklife balance and communication practices.

General worklife balance policies and procedures can be put into place to aid supervisors and student affairs professionals. It is more about equitable versus equal. Meaning not every position needs to be treated the same but they could be looked at and reviewed through a lens to see if flexibility opportunities exist. For instance, flexible schedules are a practice that can be implemented for those positions that allow it. Just because every position within student affairs cannot participate in a flex-schedule or flex-place as a work option does not necessarily mean this benefit should not be offered.

Normalizing the conversation around worklife balance could potentially have a positive impact on student affairs professionals and the organization as a whole. The demand on an individual's time can be enormous. A person can feel like they are being pulled in a hundred different directions at any one time.

Future Research

For the most part research begets more research. Additional research needs to be conducted to build on this study and add to the field and body of knowledge. By conducting this research study, I now have many more questions. Does the career level of the student affairs professional play a unique role in worklife balance? Does a student affairs professional's age impact their satisfaction rating?

First, this research was bound by time and organizational constraints. This study focused on 10 participants at one institution located in a specific geographic region.

Future research could include additional mid-level student affairs professionals to gain additional insights. Additional research could include participants from a variety of institutions. Alternatively, a multiple case study could be designed to explore a few institutions at one time.

Second, participants in this study were homogeneous in regards to race, ethnicity, and even proximity to the campus. It would be appropriate to perform a study that considers race, ethnicity, or gender. I would be interested in a study that had student affairs professionals who lived different distances from campus. A study in this realm could determine if commuting affected an individual's worklife balance. In addition, what role does mobile technology play? Does it matter if the institution pays for or reimburses an individual's cell phone bill? Do those individuals feel more compelled to work after hours?

Third, this study focused solely on mid-level student affairs professional at one institution. To name a few, studies could be conducted on other populations of student affairs professionals like entry-level or senior level. Additional research could look at other individual institutions to see if results are similar. A larger research study could remove the case study aspect of this study and participants could be from any institution within the United States. Previous research has been conducted on mothers in student affairs and men in student affairs but those studies were prior to the significant increase in mobile technology. It would be interesting if there would be similar outcomes with the prevalence of smart phones in today's society and workplace.

Fourth, another idea for future research is looking at a person's season of life. Does an individual's season of life affect ones satisfaction with worklife balance? It

would be interesting for future studies to have all participants with children or all participants without children to look at the differences among each of these groups. I also believe that a study of senior level administrators who have older children who have moved out of the house could be an addition to the body of knowledge because they have the experiences of having children while working but are not in that season of life any longer.

Fifth, as someone who currently commutes an hour and fifteen minutes each way to work, it would be interesting to conduct research where the participants do not live within fifteen minutes from the campus. For instance, a researcher could explore questions like the following: Does a person's proximity to work play a factor in their worklife balance satisfaction level? Does a longer commute affect the level of satisfaction when it comes to worklife balance? How do they use mobile technology when commuting? Included in this area of research could be flexible schedules where telecommuting and flexible start and stop times could be examined. Especially since some student affairs professionals work nights and weekends and might be able to benefit from telecommuting and other flexible work options.

Finally, there are many different possibilities for future research with the topics of worklife balance and mobile technology in the field of student affairs. Some other areas of future research could center around Clark's (2000) work/family border theory. As an example, how permeable are the borders of student affairs professionals or, in other words, how much do work and life domains overlap. A future researcher could examine the culture and cultural change around worklife balance and potential divisional policies.

Conclusions

I embarked on this research out of personal interest as someone who struggled with the false notion of worklife balance. The thought that work and life could be balanced like a scale appears to be a misnomer. The idea of worklife negotiation continues to align more with myself and those in the field of student affairs because our work and life domains are not just a day-to-day negotiation but also one where long term goals need to be kept in mind and areas of work and life need to be prioritized in the moment and for the long term.

As described above, navigating the roles of work as a student affairs professional and an individual's personal life are not easy. With the advancement and prevalence of mobile technology, it makes work and life much more complicated. Each individual is different. They have different responsibilities at work and many different roles in life. Each of the study participants had a unique experience as they navigate their individual roles of work and life as mid-level student affairs professionals. Despite the uniqueness in their personal stories, the participants shared some common experiences. Roles can also change, thus there is a necessity to understand one's individual needs. There is the need for flexibility, supervisor support, and the skillset to control mobile technology.

One observation from this research was that a participant's satisfaction level was not dependent upon the boundaries they set or the amount of hours they did or did not spend at work but that it was individual. There is no one size fits all. Those participants who were intentional about their worklife balance had higher worklife satisfaction ratings.

My hope is that this research can be the start of an honest dialogue for student affairs professionals around worklife balance and the use of mobile technology. Just because many student affairs professionals have mobile technology like a smart phone does not mean they should always be connected to their work. I fully recognize some student affairs professionals will want to be connected a significant portion of the time due to work demands, career advancement, or just to support students as much as possible. I understand some student affairs professionals got into this work to support students and help them succeed.

Work and life are not necessarily about balance, there is a negotiation that happens on a regular basis.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

DATE: September 28, 2017

TO: Chris Mullen, MSA
FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [1057469-1] MID-LEVEL STUDENT AFFAIRS PROFESSIONALS
                   WORKLIFE NEGOTIATION AND THE USE OF MOBILE TECHNOLOGY: A
                   CASE STUDY
SUBMISSION TYPE: New Project

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE: September 26, 2017
EXPIRATION DATE: September 26, 2021

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Thank you for a thorough and clear IRB application. All protocols and materials are verified/ approved exempt and you may begin participant recruitment and data collection.

Best wishes with this interesting study.

Sincerely,

Dr. Megan Stellino, UNC IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

Generated on IRBNet

APPENDIX B

PARTICIPANT DEMOGRAPHIC
INFORMATION SHEET

Participant Demographic Information Sheet

Thank you for your interest in participating in this research study about how mid-level student affairs professionals negotiate worklife and mobile technology. In order for me to select a group of participants, please take a few minutes to answer the following questions. Your name and responses will remain confidential and will not be shared with anyone else in association with your real name. Any information shared will be done so only through the use of your pseudonym. Please include a copy of your current position description and departmental organizational chart.

Name:

Telephone Number:

Email Address:

Please respond to the questions below using the drop down menu. Your responses are confidential.

Work Experience

1. Number of years in the student affairs profession: _____

2. Are you employed full time (35+ hours or more a week)?
 a. Yes
 b. No

3. Current position title: _____

4. Primary functional area: _____

5. About how many hours a week are dedicated to paid work activities? _____

6. Do you accomplish all your work-related responsibilities while at work?
 a. Yes
 b. No

7. Do you ever take work home?
 a. Yes
 b. No

* If you answered —yes to the above question, how often do you take work home?
 a. Seldom
 b. Sometimes
 c. Often
 d. Very Often

8. Do your home responsibilities ever interfere with your work obligations?
  a. Yes
  b. No

* If you answered —yes to the above question, how often do you take work home?
  a. Seldom
  b. Sometimes
  c. Often
  d. Very Often

Personal Experience

9. Marital Status:
  a. Single
  b. Married
  c. Domestic Partnership
  d. Divorced
  e. Separated
  f. Other (specify):

_____

10. Number of children:
  a. None
  b. One
  c. Two
  d. Three
  e. Four
  f. Other (specify)

Demographic Experience

11. Please indicate your gender identity:
  a. Female
  b. Male
  c. Transgender
  d. Other

12. Please indicate your age:
  a. 20-30
  b. 31-40
  c. 41-50
  d. 51-60
  e. 61 or older

13. Please indicate your ethnicity. Check all that apply.
  a. African American
  b. Asian/Pacific Islander
  c. Caucasian/European American
  d. Hispanic/Latino(a)
  e. Native American
  g. Other (specify):

_____

 Pseudonym

14. Please select a pseudonym for this study:

 _____

APPENDIX C

INTERVIEW QUESTIONS

Interview Protocol

Welcome and Introduction

- Introductions

- Permission to record this interview and take hand-written notes.

Overview of the Interview Purpose and Consent Form

- The purpose of this interview is to learn about your worklife balance and use of

  mobile technology experience.

- Review the consent form and obtain signatures

- May I contact you later for clarification purposes.

Interview Questions – the following interview questions will be used to guide, not limit, the conversation.

LEVEL ONE QUESTIONS

1. What led to your work in student affairs?

2. Do you have family that lives with you? If so, tell me more. Do you have

   children? Do they live at home?

3. Where do you live in relation to work (distance in miles and time of commute)?

4. How do you define work and life?

5. What does worklife balance mean to you?

6. Tell me about your responsibilities at home and at work.

7. [optional] Follow up question about Participant Roles activity.

8. [optional] Follow up question on hourly dairy activity.

9. Do you ever work from home? Why or why not?

10. How would you describe mobile technology?

11. Why do you use mobile technology?

12. On a scale of 1-10 (1 being absolutely not satisfied and 10 being completely satisfied/no room for growth) how would you rate your worklife balance?

13. What would increase your satisfaction and to what rating?

LEVEL TWO QUESTIONS

14. Do the demands of work ever take away from home life and vice versa?

15. People try to separate their work and life domains and others try to integrate the two. How would you describe yourself in that regard?

16. Describe mobile technologies impact in your work and life.

17. How have your attitudes about mobile technology changed over time?

18. How have your attitudes about worklife balance changed over time?

19. What strategies do you implement to provide you with worklife balance?

20. How does mobile technology play a role in your worklife balance?

21. Describe your top strategies when using mobile technology to positively impact your worklife balance.

22. Is there anything you thought of during this interview on the topic of worklife balance, mobile technology, and/or the student affairs field that you would like for me to know?

23. Do you feel productive with your current worklife balance?

24. How dedicated are you to your position and do you believe this level of dedication affects your worklife balance?

Thank you for participating

APPENDIX D

**CONSENT FORM FOR HUMAN PARTICIPANTS
IN RESEARCH**

UNIVERSITY of
NORTHERN COLORADO

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Project Title: The Impact of Mobile Technology Use on Worklife
Negotiation on Mid-level Student Affairs Professionals

Researcher: Christopher Mullen, Doctoral Candidate, School of Education
Email: mull5329@bears.unco.edu   Phone: 970-397-4453

Supervising Professor: Tamara Yakaboski, Ph.D., Associate Professor, Higher
Education & Student Affairs Leadership
Email: tamara.yakaboski@unco.edu

Purpose and Description: The purpose of this study is to examine mid-level student
affairs professionals' perceptions of worklife negotiation and how they manage their
worklife negotiation in relation to their use of mobile technology. The underlying goals
are to identify the barriers and challenges to managing multiple roles and responsibilities
with mobile technology and identify some strategies that can assist employees in
managing their worklife balance and use of mobile technology.

Interview: If you agree to take part in this study, you will be asked to participate in one
semi-structured interview with the researcher. The interviews are set for 60-90 minutes
and will take place in-person during the summer and early fall of 2017. The interviews
will take place at a mutually agreed upon time and place. The researcher has questions to
guide the conversation but the researcher may chose to use exploratory questions to
attempt to capture your story. You may be asked for a follow up interview if necessary.

All interviews will be recorded and transcribed. Member checking is included in this
study where participants will have the opportunity to review the data to ensure the
interpretation is accurate and their experiences are portrayed correctly. You will have the
opportunity to use a pseudonym if you choose. You can choose your own pseudonym, or
fake names for the interviews to protect your confidentiality.

page 1 of 2_____

(participant initials here)

You will also be asked to provide a job description for you current position and a current department organizational chart.

Data Handling: Data will be stored on a password protected online cloud drive that only I have access to. All transcriptions and electronic voice recordings stored will only include pseudonyms. No other personally identifying information will be stored. Data will be recorded based on date of interview and participant pseudonyms. Only my supervisor faculty and myself will have access to the collected data. Audio recordings will be destroyed once member checking is complete. Other data, like transcripts, will be destroyed three years after the study is complete. Confidentiality is of utmost importance to me. As mentioned before, participants will be asked to create pseudonyms to protect their identities. Only the researchers and individual participants will know the true identity of the participants. I will refer to participants as pseudonym names as research is analyzed and presented.

Potential Risks: The risks associated in this study are minimal, and are not greater than risks ordinarily encountered in daily life. However, due to the personal nature of this research, some questions may make you uncomfortable. You can refuse to answer any questions that you do not want to answer.

You will receive no direct benefit from participating in this study; however, the process of reflecting on one's personal worklife balance might provide additional clarity. Your participation could provide the researcher with a better understanding of how student affairs professionals balance a career with other aspects of life.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected. By completing the interview, you give the researcher permission to use the results of the findings in his research. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact Sherry May, IRB Administrator, Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

_____

Subject's Signature   Date
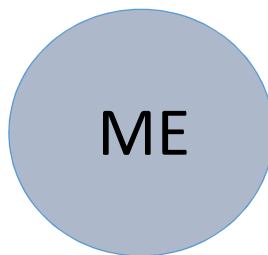
_____

Researcher's Signature   Date

APPENDIX E

PROJECTIVE TECHNIQUE

EXERCISE 1

Projection Technique Exercise 1

Participant Roles

Instructions: The purpose of this exercise is to elicit data about the many roles you fulfill in life (e.g. spouse, partner, parents, church member, civic organization, committee chair). The circle in the middle represents you. Please draw other circles and label them with the other roles you fulfill. Draw the circle close to your name if it is a most significant role and farther away from your name if it is less significant. Try to make the size of the circle represent the importance of this role. Larger circles would represent the most important roles. In addition, with each role you add place a check mark in that circle if mobile technology plays a part in this role of your life.

ME

APPENDIX F

PROJECTIVE TECHNIQUE

EXERCISE 2

Typical Weekly Schedule

Name:

Time / period	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
12:00 AM							
1:00 AM							
2:00 AM							
3:00 AM							
4:00 AM							
5:00 AM							
6:00 AM							
7:00 AM							
8:00 AM							
9:00 AM							
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