Dual-Career Hiring for Faculty Diversity: Insights from Diverse Academic Couples

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Faculty diversity has been a concern of colleges and universities for decades and is at the forefront of discussions about the U.S. professoriate in the 21st century. As the nation's population shifts toward being "majority-minority" with respect to its racial and ethnic demography, academic administrators have faced increasing pressure to recruit and maintain faculty members from racially and ethnically underrepresented backgrounds in the academy. Concurrent with the shifting racial and ethnic demography of the U.S. population have been changes in views towards women's role in society, and growing attention to their labor market participation across a variety of industries, including academia. Women's participation in academia has influenced the sector in numerous ways, including the emergence of the dual-career academic couple as a force within the academic labor market (Schiebinger, Henderson, & Gilmartin, 2008).

Dual-career academic couples make up a large proportion of the U.S. professoriate, with 36% of full-time faculty being partnered with another scholar (Schiebinger et al., 2008).[1] In order to recruit and retain the best faculty, college and university administrators have responded to the prevalence of dual-career academic couples by adopting hiring policies and practices to accommodate both members of these partnerships. Nearly one-third of underrepresented minority (URM) faculty (Black/African American, Hispanic/Latinx, American Indian/Alaska Native, and multiracial) are partnered with another faculty member (Schiebinger et al., 2008), and administrators cite the recruitment of faculty of color as one of the primary reasons to have a dual-career hiring policy (Wolf-Wendel, Twombly, & Rice, 2004).

This report engages literature on dual-career academic hiring and how it relates to faculty diversity, and highlights lessons from a qualitative study with 11 diverse academic couples in which both partners attained faculty positions at the same university through dual-career hiring processes (Blake, 2020). The academic employment of both members of a diverse partnership is especially salient for faculty diversification efforts, and the insights these

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[1] Statistics on academics couples and dual-career hiring policies are old and in need of updating.

couples shared can inform recruitment and retention efforts and help institutions compete for the best scholars. The report concludes with recommendations for administrators, researchers, and academic couples, and features quotes from the study's participants.

DUAL-CAREER FACULTY HIRING POLICIES AND PRACTICES

Two major national studies have shed light on the plethora of ways that postsecondary institutions seek to address and accommodate dual-career academic couples. The most comprehensive study on this topic was conducted by Wolf-Wendel, Twombly, & Rice (2000), who administered a survey to chief academic administrators of institutions in the American Association of Colleges and Universities (AAC&U). This study served as the basis for their book, *The Two-Body Problem: Dual-Career-Couple Hiring Practices in Higher Education* (Wolf-Wendel et al., 2004). They received survey responses from 360 of the 617 schools, which include both public and private postsecondary institutions. They found that 24% of all institutions and 45% of research universities had a dual-career couple hiring policy. In general, research universities are better equipped to help dual-career academic couples because they have more financial resources and positions than smaller institutions (Wolf-Wendel et al., 2000). Of all institutions with policies, 42% were in writing and 58% were "unwritten policies or practices" (Wolf-Wendel et al., 2000, p. 294). Five general methods of assistance emerged:

1. assisting the spouse or partner in finding work outside the university;

2. creating or finding an administrative position within the institution;

3. hiring the trailing spouse in an adjunct, part-time or nontenure-track position;

4. creating a shared position; and

5. finding the trailing spouse a tenure-track position (pp. 304-305).

Of the latter three methods, all of which refer to academic appointments, hiring the trailing spouse in an adjunct, part-time or non-tenure-track position was the most common. This was more common at larger universities because these types of positions (e.g., lecturers, instructors, visiting professors) were more prevalent there (Wolf-Wendel et al., 2004). These accommodations are highly varied in how they come to fruition across institutions. In instances where the partners are in different fields and a non-tenure-track position must be created, deans or other administrators draw upon established funding models, if there is a policy, or must negotiate how to fund the position. One example of this might be one-third of funding coming from the department hiring the accompanying spouse and two-thirds coming from the provost's office (Wolf-Wendel et al., 2004).

Shared appointments were the next most common method of accommodation. Shared appointments come in a variety of forms, and are sometimes referred to as joint or split appointments. Wolf-Wendel et al. (2004) borrow from McNeil & Sher's (1999) language and distinguish between shared appointments, where two partners hold a single faculty position, and split appointments, where each partner is employed half-time. In shared appointments, both partners go through tenure review at the same time, and generally either both earn it or neither do. In split appointments, tenure and promotion processes for the partners are separate. Given the nature of these appointments, partners are typically employed in the same department. These appointments were more common at smaller schools and in STEM fields (McNeil & Sher, 1999; Wolf-Wendel et al., 2004).

The top reason women in academic couples reject external offers is that their partner did not find satisfactory employment nearby, while this is not as prominent a reason for men in academic couples (Schiebinger et al., 2008).

Both partners receiving full-time tenure-track appointments was the least likely of the accommodations, and in most cases when this occurred, each member attained tenure-track positions without intervention from the institution. While there were occasionally two available tenure-track positions that the partners pursued and attained at the same time, one partner generally worked in a non-tenure-track position and was hired for a tenure-track job through a competitive process once a position opened. Instances in which institutions created tenure-track positions for faculty were rare and generally only occurred when they were trying to recruit star faculty at the senior ranks (Wolf-Wendel et al., 2004).

The other major national study on this topic, Schiebinger et al.'s (2008) *Dual-Career Academic Couples: What Universities Need to Know*, included a sample of 13 leading research universities. In addition to surveying 9,000 faculty members, the researchers collected hiring policies from the universities and conducted interviews with administrators. This study covered many similar themes as the Wolf-Wendel et al. (2000) study, however it produced starkly different results, which might be a result of its focus on leading research universities. For example, the survey revealed that most second hire[2] faculty are hired into tenure-track or tenured jobs. The next most common accommodation was non-tenure-track positions, and shared or split positions were rare. Further, all 13 universities in this study reported having a dual-career couple hiring policy, though only five of them were written. The researchers note that most of the universities in their study and nationally do not require open searches and have procedures for requesting a search waiver to hire academic partners, which is managed by the institution's affirmative action/equal opportunity office. They suggest that in most cases the waiver is granted, especially when a woman or URM is involved as a first or second hire.

HIRING WOMEN

Dual-career academic couple hiring is regarded as a strategy for increasing the representation of women on faculties. Schiebinger et al. (2008) present compelling evidence to support this claim, pointing out that women have academic partners at higher rates than men (40% of women faculty vs. 34% of men faculty) and that rates of dual-career hiring are higher among women than men (13% vs. 7%). Further, they note how dual-career hiring is particularly important for gender equity efforts in certain fields, such as the natural sciences, where 83% of women and 54% of men in academic couples are partnered with another scientist, and law, where 79% of women and 38% of men in academic couples are partnered with another law professor (Schiebinger et al., 2008).

An earlier study found that half of women physicists are married, half of married women physicists are married to other physicists, and almost 30% of married women physicists are married to scientists in other disciplines, while almost three-fourths of men physicists are married and 82% of those are married to nonscientists (McNeil & Sher, 1999). Such gender differences within particular disciplines further illustrate how essential dual-career hiring can be to recruiting women faculty, especially in fields in which they are greatly underrepresented. Because women are more likely than men to be in academic couples (Schiebinger et al., 2008), any disparities negatively affecting academic couples serve to structurally disadvantage women in the professoriate and perpetuate broader inequities. Moreover, the top reason women in academic couples reject external offers is that their partner did not find satisfactory employment nearby, while this is not as prominent a reason for men in academic couples (Schiebinger et al., 2008).

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[2] Schiebinger et al. (2008) use "first hire" when referring to the partner who receives an initial offer and negotiates for their partner, and use "second hire" when referring to their partner, "to overcome the negative terms often applied to this partner, such as 'trailing spouse'" (p. 15).
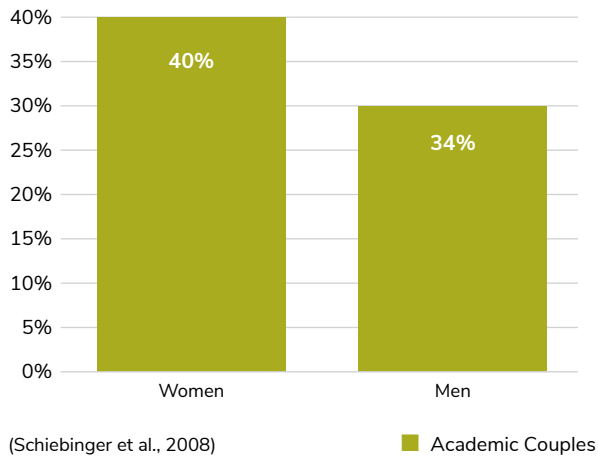
FIGURE 1

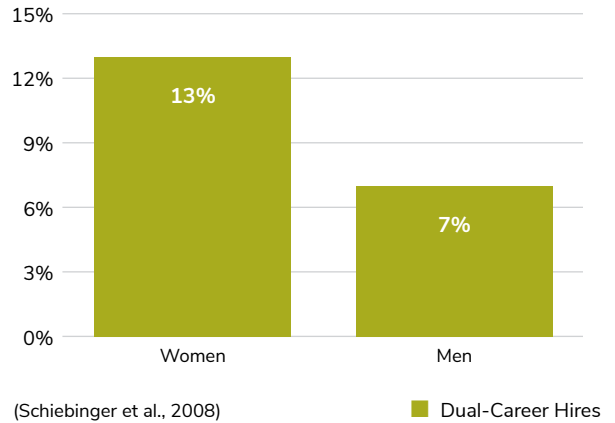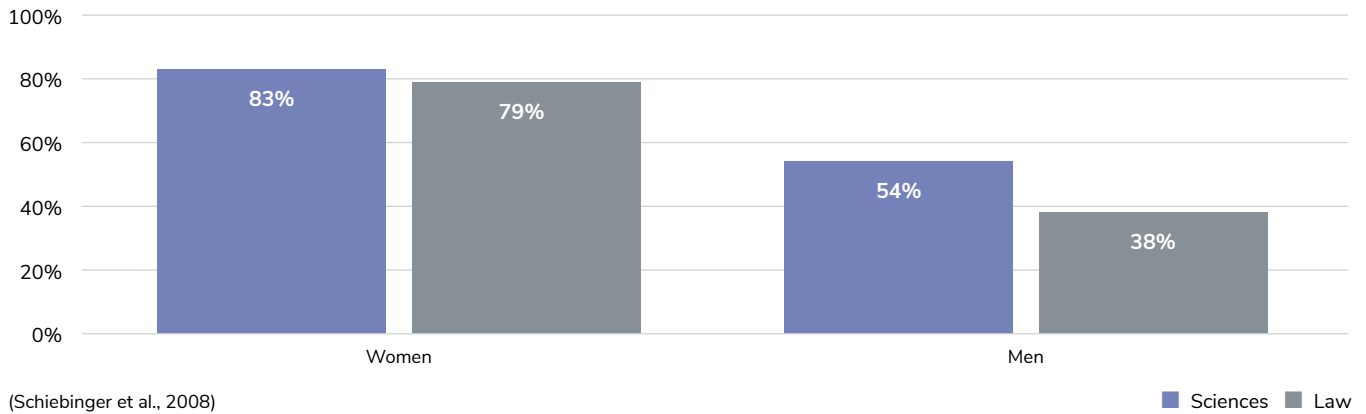### Rates of Academic Coupling by Gender

(Schiebinger et al., 2008) ■ Academic Couples

FIGURE 2

Rates of Dual-Career Academic Hiring by Gender

(Schiebinger et al., 2008) ■ Dual-Career Hires

FIGURE 3

Percentage of Academic Partners in the Same Discipline

(Schiebinger et al., 2008) ■ Sciences ■ Law

Lesbians are less likely than gay men to secure dual-career academic hires (Schiebinger et al., 2008).

HIRING SAME-SEX COUPLES

As Schiebinger et al. (2008) and Wolf-Wendel et al. (2000) predated *Obergefell v. Hodges*, the 2015 Supreme Court case that legalized same-sex marriage across the U.S. (*Obergefell v. Hodges*, 2015), policies they review that only applied to married couples, such as in states in which providing benefits to unmarried couples was illegal, effectively excluded same-sex couples in the many states in which same-sex marriage was banned (Schiebinger et al., 2008). At the time of the Wolf-Wendel et al. (2000) study, same-sex marriage was not legal in any U.S. state, as Massachusetts became the first state to legalize it in 2004 (Burge, 2003; *Goodridge v. Dept. of Public Health*, 2003). Some postsecondary institutions had extended their dual-career couple hiring policies to include domestic, or live-in partners, either with guidelines for what such a partnership constituted, or allowing initial hires to define it for themselves (Wolf-Wendel et al., 2004). A few institutions explicitly "excluded unmarried heterosexuals, since they could marry, but included 'live-in partners who are precluded by law from official marriage'" (Wolf-Wendel et al., 2004, p. 21). Institutional context influenced these decisions; for example, a university in a conservative state had a policy that solely referred to spouses, yet in practice the policy extended to unmarried partners (Wolf-Wendel et al., 2004). The practice of including same-sex partners in the implementation of a policy but not advertising their inclusion was not uncommon.

Beyond the content of the policies and how institutions navigated their political landscapes, Schiebinger et al. (2008) touch on a couple of other issues related to the hiring of dual-career same-sex academic couples. In order to seek a dual hire for their partners, gay and lesbian faculty have to be "out." This makes geographic location and institutional type (e.g., secular vs. religiously affiliated) especially salient factors for gay and lesbian academics to consider, and some may have reservations about disclosing their sexuality during the job application process (Schiebinger et al., 2008). The researchers also note that lesbians are less likely than gay men to secure dual-career academic hires. While they do not offer analysis to explain why this is the case, other research has suggested that gender-based discrimination leads lesbians to have worse employment outcomes than gay men (Badgett, Sears, Lau, & Ho, 2009).

HIRING SCHOLARS OF COLOR

With respect to scholars of color, dual-career academic couple hiring policies are suggested to be an effective strategy for increasing their representation on faculties, and have been leveraged to meet affirmative action goals (Schiebinger et al., 2008; Smith, Turner, Osei-Kofi, & Richards, 2004). Recall that Schiebinger et al. (2008) report that at universities that have procedures to waive open searches, faculty recruiters are especially successful in attaining search waivers when women or underrepresented minorities are part of the academic partnership. This presumably is one mechanism through which such policies increase faculty diversity. In the Wolf-Wendel et al. (2000) study, the recruitment of faculty of color was the category that chief academic administrators at institutions with dual-career couple hiring policies reported that they would be most likely to use their policies for, above categories including all of the different ranks of professors, women, administrators, and accompanying spouses in the same or different departments. "To attract faculty of color" was the second most cited reason for having a dual-career couple hiring policy after "to be competitive" (Wolf-Wendel et al., 2004, p. 24).

Yet, there is not unanimous agreement that these policies actually further faculty diversification efforts. Wolf-Wendel et al. (2004) note that administrators at a few institutions referred to internal concerns regarding equity as barriers to the development and implementation of partner accommodation policies at their institutions—opponents believed such policies would be detrimental to the hiring of faculty of color. Further, Wolf-Wendel et al. (2004) point out that at their five case study sites, "the vast majority of dual-career accommodations were made for whites rather than for racial or ethnic minorities" (p. 156).

FIGURE 4

Rates of Academic Coupling
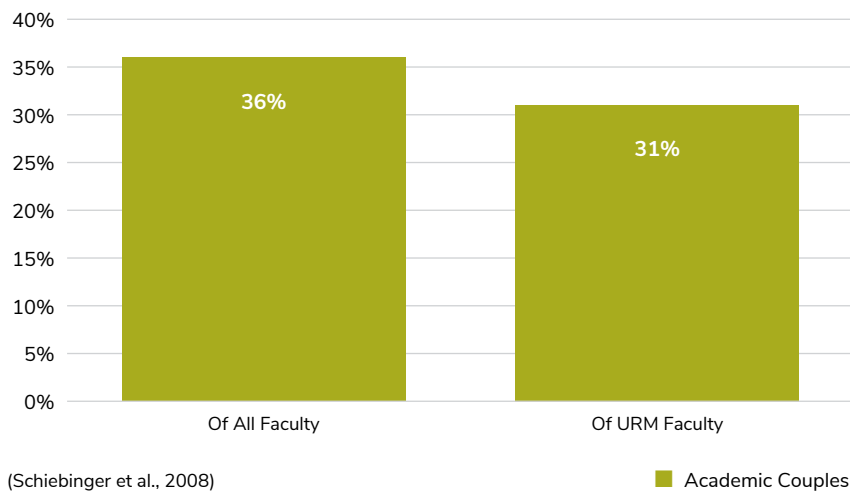
(Schiebinger et al., 2008)

Academic Couples

When faced with multiple offers, couples were more likely to choose institutions that treated them evenly and where their joint satisfaction would be the greatest.

While Schiebinger et al. (2008) reiterate claims that dual-career academic couple hiring policies may advance racial/ethnic diversity on faculties, they present data that actually call these assumptions into question. They acknowledge that the rate of academic coupling among URM faculty in their sample (31%) is lower than the overall rate of all faculty in their study (36%), but add that the rate of dual-career couple hiring is the same (10%). If the rates of dual-career couple hiring are the same between URM faculty and all faculty, the fact that academic coupling is more prevalent among all faculty suggests that these policies not only may not increase URM faculty representation, but may even decrease it. Other estimates of academic partnership by race/ethnicity add to the difficulty of knowing the actual net impact of dual-career hiring on faculty diversity. Astin & Milem (1997) found that URM faculty partner with other academics at higher rates than White faculty, and a more recent estimate based on 2015 American Community Survey data further complicates these conclusions, suggesting that Latina (32%) and Latino (24%) academics are more likely to be partnered to other academics than non-Latina (23%) and non-Latino (18%) academics, while Black women (8%) and Black men (9%) academics are far less likely (Mora, Qubbaj, & Rodríguez, 2018).

DIVERSE FACULTY COUPLES

The following two sections, Wooing Couples and Keeping Couples, summarize some of the findings of Blake's (2020) dissertation, which sought to address the relative absence of underrepresented minorities in academic couple literature and to inform diversification efforts by centering the perspectives of diverse faculty couples who have attained positions through dual-career hiring processes.

Methodology

- Sequential, qualitative design with two rounds of semi-structured interviews

- First round: couple interview

- Second round: individual interview with each partner

- Purposive, snowball sampling from institutions in the Association of American Universities (AAU)[3]

- Recruited 11 couples across a range of institutions, academic ranks[4], and disciplines[5]

- All couples were heterosexual despite efforts to recruit same-sex couples

- 7 Black couples, 1 Latinx couple, 1 interracial American Indian/Latina couple, 2 interethnic Hispanic and White couples[6]

- Document collection of dual-career hiring-related materials they received during recruitment was a supplementary form of data collection; however, none of the participants submitted materials[7]

[3] AAU university faculties are generally less diverse than those of other universities (Tierney & Sallee, 2008), despite institutional wealth that enables them to compete for scholars via strategies such as dual-career hiring (Schiebinger et al., 2008).

[4] All but one of the participants were in traditional tenure-track positions.

[5] Only one couple was in a STEM field, the others were in various social science fields.

[6] Specific references to "couples of color" do not refer to the 2 interethnic Hispanic and White couples.

[7] Their lack of dual-career hiring-related materials is discussed in the Wooing Couples section.

> "I get the sense that part of the reason we've ended up in the places we've ended up is because those institutions don't have as much angst, as much uncertainty, about the value of couple hires in general, but specifically what our contribution would be to those institutions."

WOOING COUPLES

Couples in the study expressed wanting to be engaged as separate, individual scholars throughout hiring processes, and they are attentive to differences in how they are treated during recruitment. They notice when their treatment is uneven, and both partners want to be recognized for their merit and the ways in which they would be able to contribute at the institution. They typically rejected offers that were significantly better for one partner than the other, and they pointed to the pivotal role of administrators in affirming their potential contributions and fit. When faced with multiple offers, couples were more likely to choose institutions that treated them evenly and where their joint satisfaction would be the greatest.

Participants described how they leverage offers against each other in order to secure dual-career hires, and the speed with which institutions make offers, as well as the enthusiasm that administrators show for each partner while they recruit them, have played significant roles in their decisions. They reported that institutions with established dual-career hiring practices were able to turn around dual-career hire offers faster, which made them more competitive when they were considering other positions. Some couples who had multiple offers noted how they were swayed to pick institutions that came along later in their application cycles, after offers for the primary hire had already been made by other institutions, when the later institutions were able to make a dual-career hire offer faster. These couples were surprised by the speed with which these institutions were able to make these offers, which stood in contrast to institutions without formal processes. Seeing how institutions were able to make these offers come to fruition signaled to couples that they were committed to hiring them and that the institutions were well-run, which were convincing factors in their decision-making processes.

Most of the couples noted that they did not receive any dual-career hiring-related materials during their recruitment, which was consistent with how they narrated not having specific knowledge of institutions' dual-career hiring policies when they were going through these processes. Participants' lack of knowledge about dual-career hiring policies, even at institutions with established policies, is significant in light of past research that has focused on the prevalence of these policies and consistently recommended that institutions be transparent about their processes (Schiebinger et al., 2008; Wolf-Wendel et al., 2004). It is in institutions' interest to know as early on in recruitment processes as possible that applicants need a partner hire[8] as it allows more time to prepare offers that will help them compete, so communicating to applicants that they have a dual-career hiring policy can make them more willing to share this information. As it seems that communicating these policies is rarely done, doing so can help institutions stand out, and this also bears significance because seeing dual-career hiring as a normal process can signal to them that the institution is accustomed to hiring couples and that they would not be an aberration.

[8] Institutions should let applicants bring up the topic of partner hires, as inquiries about their family situations are illegal (Higginbotham et al., 2011)

> "People think of faculty members as just being in the classroom. But our personal lives and our intimate lives impact so much of what our potential is and what we can do and what the possibilities are."

KEEPING COUPLES

For five of the 11 couples, their hiring as a couple at the same institution was the first time one of the partners attained a faculty position, and the other partner was already employed as a faculty member. In all of these cases, the institution employing the partner who was already a faculty member made a retention offer that they rejected. These failed efforts to retain were often characterized by inaction and delayed attempts, and partners expressed frustration that their institution dragged their feet in making an offer to their partners. Institutions eventually made partner hire offers in order to retain these participants after they had garnered external dual-career offers, but couples passed on what they perceived to be last-minute retention offers. They expressed reluctance for the partner who was entering the faculty ranks to take a position that was being offered in a last-minute attempt to retain their partner, rather than because of their own scholarly merit and potential. Institutions ended up losing a faculty member of color when hiring their partner could have been done at a relatively low cost as they would be entering as a first-time assistant professor, and hiring them would have also bolstered their faculty diversity and helped for future retention.

Counter to beliefs about the immobility of faculty couples, four of the 11 couples have changed institutions, and eight have had dual-career hire offers. This is within a sample that had three early-career couples, who are less likely, as newer faculty pursuing tenure, to seek new appointments or be recruited. Only one of the eight mid-senior level couples had not sought outside offers or been recruited, but they are confident and have records that suggest that they could move if they desired to.

Institutions would be prudent to not assume that members of academic couples are immobile and to be proactive in their retention, which was evident when looking at the mobility of couples in this study. Failed retention offers occurred with both junior- and senior-level faculty, so institutions should not assume that faculty at any rank are immobile. As institutions are facing increasing pressure to diversify, their vigilance in retaining academic couples of color can help to prevent administrators from drawing negative attention associated with the departure of faculty of color (Kelly, Gayles, & Williams, 2017). The institutions that are most successful at recruiting and retaining faculty couples treat partners equitably and do not take for granted that they will remain. As Griffin, Pifer, Humphrey, & Hazelwood (2011) argue when discussing the retention of Black professors, institutions "cannot assume that the climates in academic departments are acceptable simply because professors have not relocated to another institution", but engage in ongoing efforts towards inclusion, and this advice is pertinent to the retention of faculty couples as well (p. 522).

Recommendations for Administrators

Implement transparent dual-career hiring policies that include faculty colleagues in vetting processes. Couple hiring can be contentious, and having faculty vet partners, like they would any other candidate, can help mitigate concerns colleagues may have about fairness (Schiebinger et al., 2008; Wolf-Wendel et al., 2004). Vetting processes may not always result in faculty voting to approve a partner hire, but in cases that they would not approve, the hiring of that partner without a formal hiring process may create more difficulty for administrators and for the couple than either party anticipated.

Engage in open dialogue about the implications of employing a couple within an academic unit. Open dialogue can help to reveal areas in which policies may be needed to ensure fairness and help to make faculty colleagues feel that they have a voice and are respected by administrators. Anticipate issues that might arise, and be prepared to work collaboratively with couples and their colleagues to address them.

Inform applicants that you have a dual-career hiring policy. It is in institutions' interest to know as early on in recruitment processes as possible that applicants need a partner hire[9] as it allows more time to prepare offers that will help them compete. Some institutions include phrases in job postings that they are "responsive to the needs of dual-career couples" in order to encourage applicants to disclose that they are in a dual-career couple (ADVANCE Center for Institutional Change, 2006), and including a description of the policy on the university website and/or in the packet of materials that you distribute to candidates during their campus visits can further encourage them to raise this issue (Higginbotham et al., 2011).

Consider having a designated administrator who manages dual-career hiring. Having a person who department chairs know is responsible for facilitating interdepartmental deals can help to expedite processes and make institutions more competitive in recruitment.

Treat faculty partners as separate scholars. During recruitment, articulate how each would fit, and differentiate their potential contributions. Continue to affirm their respective value as faculty at your institution, as such affirmation will increase their joint satisfaction and the likelihood of their retention.
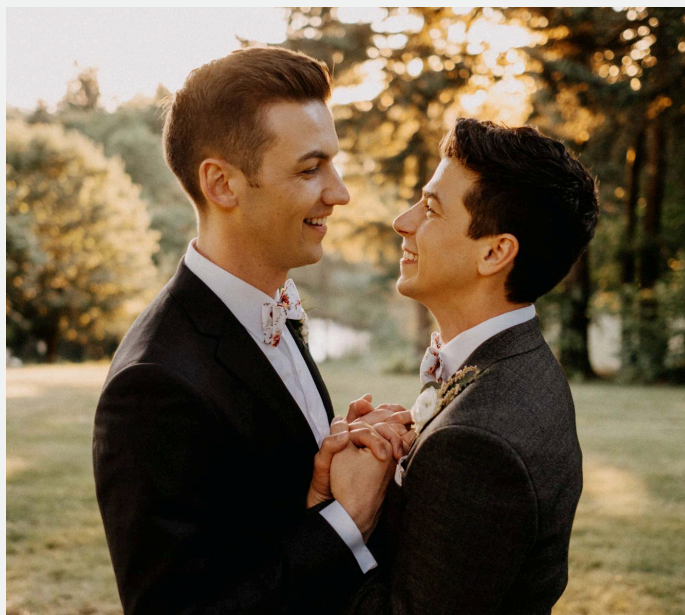
Be mindful that couples are in the same family unit. For example, couples with children mentioned appreciating not being put on evening committees together, and they also noted that policies that facilitate them taking sabbaticals together are a way in which they feel their institutions acknowledge the needs of academic couples.

Ensure that all faculty at your institution are aware of family-friendly policies, and enact these policies in an equitable fashion. Couples of color in the study broadly noted how it appeared that White faculty were more aware of family-friendly policies and had greater success leveraging them. These policies can improve faculty experiences and aid in their retention, and are especially important to communicate to scholars who are first-generation and/or from working class backgrounds, as they are less likely to be aware of them.

Don't assume couples are immobile, be proactive in their retention. Check in with them and ask if there are ways you could better support them. If they are considering external offers, be creative in thinking through strategies to retain them.

Consider offering a one-year leave to couples who have decided to transition to another institution. Couples that you really wanted to retain may find that their new positions are not what they expected them to be, and a one-year leave signals that you recognize their value and want them to return.

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[9] As mentioned in a previous footnote, institutions should let applicants bring up the topic of partner hires, as inquiries about their family situations are illegal (Higginbotham et al., 2011).

Recommendations for Researchers

Collect institutional and national data to reveal context-specific and net impacts of dual-career hiring on faculty diversity. As mentioned in the *Hiring Scholars of Color* subsection, it is important to investigate the use of dual-career hiring policies, as they may reinscribe inequity in faculty hiring if they are disproportionately used to hire academics from majority backgrounds.

Conduct research on same-sex academic couples' experiences navigating the faculty job market. The challenges that I had recruiting same-sex couples raise the question of if same-sex couples, and LGBTQ+ communities more broadly, face greater difficulty in attaining dual-career hires than other couples. Schiebinger et al. (2008) reported that gay men comprised 4% of partnered men and 4% of dual hires, suggesting that they were not disadvantaged in dual hiring, while lesbian respondents represented 7% of partnered women but only 4% of dual hires. Today's sociopolitical context differs greatly from when that study was conducted and same-sex marriage became legal in 2015 (*Obergefell v. Hodges*, 2015), so updated data would help to reveal if certain LGBTQ+ communities remain disadvantaged in dual-career hiring.

Recruit diverse samples of academic couples and draw upon theoretical frameworks that attend to race, ethnicity, gender and other dimensions of difference. This study leveraged intersectionality (Crenshaw, 1989; Crenshaw, 1991) while addressing the relative absence of underrepresented minorities in academic couple literature, which has mostly sampled White, heterosexual couples, and the possibilities for future inquiry are abundant.

Recommendations for Academic Couples

Consider revealing your dual-career status to recruiting universities prior to receiving an individual offer. Contrary to popular belief that applicants should wait until after they receive offers to mention their partner (Vick & Furlong, 2012), Morton & Kmec (2017) found that dual-career academic couples who reveal their dual-career status before a job offer reported more positive outcomes related to productivity and promotions than other couples, and suggest that the real risk is in not revealing dual-career status prior to receiving an offer. Alerting institutions of your desire for a partner hire early on grants them more time to make such an offer happen.

Be proactive in establishing separate professional and scholarly identities. This can help to mitigate issues that come up with colleagues who see you as a unit, and also better prepares both of you to be successful in tenure and promotion processes.

When transitioning institutions, look into getting a one-year leave from the institution you are departing that would allow you to return should you find out that your new institution is not a good fit.

Form a network with other academic couples. Couples cited learning from other academic couples as being particularly beneficial as they navigated hiring processes and their careers, and a few lamented that they did not have academic couples to reach out to for advice during critical points in their trajectories. Many of the couples are often called upon for advice by younger couples, but participants expressed that couples' awareness of and ability to connect with them were based on degrees of separation. As such, a formal network of academic couples might serve to facilitate such connections and allow couples to connect with others from similar backgrounds and learn from one another.

ADVICE FOR COUPLES, BY COUPLES

"Both people have to be willing to say that they are not willing to let this rat race compromise the relationship. And they both have to be willing to say 'I can walk away' or 'I'll do something differently.' That has been the key for us. That's how we've been able to manage it."

"Know how to kind of create a space that's not academic. Not about, you know, peer review processes. The things that cause junior faculty to have anxiety. Don't let those things ruin your relationship, because they can."

"Learn how not to let the academic world consume every aspect of your identity because it's easy for you to say, 'Did you get?' rather than, 'How are you?' The you, you. Not the you that's writing or the you that's publishing or the you that's teaching. You could get lost in that."

"Think about opportunities as they come up as how does it affect the whole. You have to lobby for institutions to take you seriously as a two-person scenario, not a one-person scenario, when you're on the market. This is about a family, there are things to consider, and institutions need to be held to account. They need to consider the whole."

"There are very few cases of couples that I know that both get jobs in the same city, where neither of them made a sacrifice.... It involves compromises, there's always one compromise, and it tends to be the woman.... Men also need to learn to compromise."

"Realize that academia may not work out for both of you. So, if you're going to be with this person, if you love that person that much that you can't see yourself living a life without them, you have to figure out how to live a life with them and it may or may not be both of you in academia. That's just the realities of it. You have to think about alternative jobs because it's hard. Hell, it's hard for one academic to get a job nowadays."

"Think of one another as your best resource, as your secret weapon. There's a way in which you can really create a space where you're so implicitly trusting one another and helping to buoy one another when necessary. It allows folks to both be resilient, to bounce back from rejection letters and all of that stuff, but also to strategize more effectively, and to make sure the next time around they're in a slightly better position to be successful."

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