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**Work-life balance of female professors and researchers: a subjective
experience, coping strategies, academic values**

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Research design

The model of a modern managerial university establishes a specific mode of work, managerial values that differ from traditional academic principles of work and values. On the one hand, we observe the efficiency and intensity of a labor contract, expressing the wide range of functionality, but on the other hand, — its contradictory and instability based on the variability of a contract system (short-term, middle-term, long-term).

If the pre-transformative period allowed teachers to combine work and personal life more successfully, separating these areas with non-conflicting borders, then the wave of managerial transformations showed the need for differentiation of spheres. In conditions when teaching does not leave time for research, work begins to be layered on the area of personal life, which is especially acutely felt in relationships with loved ones. The extension of managerialism principles to the academic sphere led to the actualization of the search for schemes for reconciling working and non-working areas as well as strategies for life and work balance.

Focusing on the realities of a modern managerial university, it is worth mentioning the permanent feeling of stress, the mismatch of the time budget between research, teaching and administrative activities, strict regulation, the requirement of efficiency, quantification of labor, control systems, hyperconnectivity. In this regard, the stages of an academic career, recruitment systems (contracts), and the high-intensity university model are lined with the form of “work-life balance” in the frame of the Academy.

The formula of work-life balance is increasingly integrated into Russian realities. At the same time, gender specificity is taken into account, which requires attention from the point of view of ensuring gender equality in employment opportunities and career advancement.

As noted by the well-known sociologist John MacInnes, the concept of work-life balance can be considered a kind of liberal response to the declining birth rate and ageing population [MacInnes, 2006]. From his point of view, the turn to the

topic of balance is explained by three main factors. The relativization of the “male breadwinner” system and the active entry of women into the labor market force employers to calculate the family and partnership responsibilities of employees and invest in the human capital of both sexes. In addition, the increased intensity of labor refocuses the state’s social policies to invest in workers’ social protection, offering forms of institutional support for vulnerable categories of citizens. Finally, the routine of daily reproduction of a person in a partnership/family — nutrition, care, upbringing, leisure, recreation, caring for children and the elderly — confronts employment in various formats.

The adoption of the federal project “Promoting women’s employment — creating conditions for preschool education for children under the age of three” within the framework of the National Project “Demography” indicates increased attention to work-life balance issues. Implementation of the “National Strategy of Action for Women for 2017-2022” aimed at providing equal access to men and women to participate in society’s political, economic, social and cultural spheres. Also, intensification of research attention to the designated topic, which is confirmed by the publication in the journal “Monitoring Public Opinion: Economic and Social Changes” of a specialized issue dedicated to the balance of life and work (thematic issue No. 3 “Work-life balance: family, free time, work activity” (2019)).

The practices of balancing the academic career and personal life (family, recreation, health, hobby, socio-political and spiritual development) are gendered, proved by the two-level stratification system of scientists favoring men. So, the percentage of researchers who have a master’s degree and conduct research is 58%. The gap between females and males with a doctoral degree is higher, equaling 26% and 74%, respectively. The representativity of scientific supervisors who have a scientific degree and academically advise Ph.D. students also demonstrates

inequality: it is equal to 59 % males among the candidate of sciences and 69% males among those who have a doctoral degree¹.

Despite an unspoken norm for both men and women to find a balance (coordination of academic work and personal life), the pressure on women is more substantial given the persistent stereotypes about the division of household duties, taking care of children and the older generation.

Thus, the area of life harmonization is a more vulnerable construct for women: if a synchronic version of the realization of the life path is available to men, then it is difficult for women; it is replaced by diachronic. The trend of recent decades associated with the transformation of gender regimes of academic work makes it necessary to study the variations in response to the work-life balance (especially the female part).

Understanding coping strategies can become the basis for stimulating the greater involvement of women in scientific careers and leading academic positions. In view of a modern university with a neoliberal ideology on efficiency, parenthood is perceived as a barrier to productivity. Silencing this issue normalizes entrenched stereotypes about the role of women in society and the family, following which a woman begins to act, assessing the risks of failure. There is a gap between the mentality (the double burden of women in the family and at work) and regulations (modern effective academic contract). In such conditions, the search for optimal schemes for coordinating personal life and academic work can become a starting point for adapting the system of academic contracts to gender-different life timings, which ultimately is designed to have a positive effect on real gender academic equality, and not only its nominal, normative existence.

Literature review

The concept of work-life balance is of interest to researchers from different scientific fields: psychology, sociology, economics, demography, conflicts, and

¹ Federal state statistics service. Statistical collection “women and men of Russia” – 2016.

pedagogy. Theories of boundaries [Clark, 2000], distribution / flow [Edwards, Rothbard, 2000; Grzywacz, 2002], compensation [Edwards, Rothbard, 2000; Clark, 2000], resource loss [Edwards, Rothbard, 2000; Frone, 2003], enrichment [Morris, Madsen, 2007; Greenhaus, Powell, 2006, Thompson, Bunderson, 2001; Rothbard, 2001], congruence [Edwards, Rothbard, 2000; Staines, 1980], segmentation [Edwards, Rothband, 2000; Staines, 1980; Piotrkowski, 1979, Kanter, 1977], facilitation [Grzywacz, 2002; Grzywacz, Bass, 2003], integration [Morris, Madsen, 2007], inter-role conflict [Greenhaus, Beutell, 1985].

Studying the work-life balance, researchers conclude that this issue has a gender aspect and is paramount to the women`s issue [Chernova, 2012; Savinskaya, 2013]. Gender differences in the scientific field are considered from the standpoint of vertical and horizontal segregation, demonstrating differences in occupation duties, ranks, payment, and also preserving the stereotypical perception of the existence of “safe” feminine disciplines [Nadirova, 2017] and the dominating position of males in mathematics, physics, engineering technologies [Pislyakov, 2017]. Women are more likely to perform administrative and organizational work on an unpaid basis [Monroe et al., 2008]. The specific features of gender segregation can be found in research focused on the investigating of features of a woman's career in the public service [Isupova & Utkina, 2018], executive positions [Fitzsimmons, Callan, & Paulsen, 2014], medical field [Pas, Peters, Eisinga, Doorewaard, & Lagro-Janssen, 2011], academic sphere [Wolf-Wende & Ward, 2015; Philipsen, Case, Oetama-Paul, & Sugiyama, 2017], work sphere [Tartakovskaya & Vanke, 2016; Mospan, Osin, Ivanova, Rasskazova, & Bobrov, 2016]. Going well beyond a specific labor field, Savinskaya (2013) devoted her research to the strategy of employed mothers (having different levels of education and involving in different professional fields) to combine work and family duties [Savinskaya, 2013].

Another important area of research is a historical biographical excursion on the issues of gaining equality in professional academic activity by Russian women [Valkova, 2017; Pushkareva, 2017; Pushkareva, 2012]. Using the examples of the

biographies of some women, N.L. Pushkareva showed how to achieve success in the professional sphere through examples of obtaining the titles of academician of sciences, professor, publications of articles, monographs and books. When building life strategies with an emphasis on career, the solid motivational component of women is emphasized [Pushkareva, 2012].

Such imbalance problems are fixed not only in the scientific field of academic work. In a series of studies of the work of freelancers by researchers D. Strebkov and A. Shevchuk, it was found that they often work at odd hours: in the evenings and at night, on weekends and holidays, which leads to a deterioration in the work-life balance of freelancers [Strebkov, Shevchuk, 2019]. Women with a spouse/partner and mothers with minor children were the most vulnerable in this socio-professional group.

Theories and methodology

Several scientists have put forward interpretations of the “life and work balance” concept, including J. Greenhaus, J.McInn, T. Allen, J. Grzywacz, T. Kalliath, P. Brough, P. Delecta, C. Emslie, K. Hunt. Summarizing their provisions, we can conclude that they relate to the practices of combining roles, expectations, and tasks of an individual within the spheres of work, personal and family life. Gender issues are revealed not only through the description of the experience of women in academies but also by studying the processes of reconciliation of the identities of the “good mother” and the “ideal worker” [Mirick, Wladkowski, 2018; Hampson, 2018; Haskins et al., 2016; Sang et al., 2015; Kachchaf et al., 2015]. The conceptual trends are feminism and gender inequality [Small et al., 2011; Toffoletti, Starr, 2016; Smidt et al., 2017], the theory of role conflicts [Hampson, 2018; Beigi et al., 2016], technologization and innovation [Wepfer et al., 2018; Kotecha et al., 2014], the concept of burnout [Collins et al., 2011; Wietsma, 2014; Waljee et al., 2015; Agana et al., 2017; Levin et al., 2017; Levy et al., 2018]. An interactive approach is also actively developing [Hawkins et al., 2016; Beigi et al., 2016]. An intersectional analysis of the work-life balance in academies is supplemented by

factors of ethnicity [Haskins et al., 2016] as well as migration experience [Sang et al., 2013].

Based on the theory of impact, the appeal to the balance of career and life in academies is considered through the partner/marital status of employment [Hill, Holmes, McQuillan, 2014]. Thus, men whose partner/spouse is not employed have the lowest rate of family intervention in work, significant family support, as well as the greatest job satisfaction. Women whose partners/spouses have the status of professionals spend more time on homework than women whose partners/spouses are not specialists [Hill, Holmes, McQuillan, 2014].

A particular concept of time fits into the academic balance of life and work, which appears to be a scarce resource separating “slow” (traditional) science from “fast” (new). The temporary struggle is the primary balance barrier, reproducing both external and internal requirements [Ylijoki, 2013]. This obstacle explains the emergence of studies that problematize the recruitment and retention of teachers at the academy [Lindfelt et al., 2018; Martinez et al., 2017]. Moreover, individual planning and disposal of free time are replaced by strict regulation of the managerialism that has spread in universities [Abramov, 2011].

The discourse of the work-life balance in academies is also revealed through the juxtaposition of identities. Modern academic multitasking and the formation of subidentities [Abramov, Gruzdev, Terentyev, 2015] lead to the establishment of the concept of the “ideal/successful employee”, which involves avoiding family responsibilities, hobbies, recreation, entirely directing all efforts into the field of the labor sphere [Kachchaf et al., 2015; Sang et al., 2015]. The concept of many hours of academic work resulted from reproducible norms of the ideal worker [Sang et al., 2015].

Balance implies the need to get rid of guilt for not spending enough time with family by fulfilling several conditions [Meyer et al., 2019]:

- be purposeful, dedicated to a career and professional business;

- adjust to the fluidity of the balance of life and work (constant, almost daily variability);
- use private services: babysitters, cleaners, housekeepers;
- monitor psychoemotional health;
- practice time management and its boundaries – be as efficient as possible at work;
- accept existing costs and imperfections, separating the “ideal” and the “real”.

The outcome of fulfilling these conditions is influenced by the stimulating and constraining factors of establishing a balance between professional and maternal roles [Fitzpatrick, 2013]. The first ones have a positive effect. Among them, the author highlights personal qualities (time management, the ability to perform several tasks, organization, motivation, prioritization, experience), working conditions (the possibility of delegating tasks, the availability of sick days for children, the ability to bring children to work with them, the use of digital technologies for communication, involvement in professional organizations), support (teamwork, flexible partner schedule), as well as a simultaneous commitment to both work and family (interest in work, dedication to children). The second factors (constraints) carry a potential threat to the imbalance — this is a lack of time (for work duties, activities with children, professional development, relationships with a spouse, social events, communication with relatives, friends, self-care), logistics issues, features of family and work life, feelings of guilt.

Embedding the concept of an ideal employee into the discourse of balance makes it necessary to take into account the gender aspect, which reveals the conflict of identities of “successful woman”, “good mother” — “successful employee”, “successful teacher” within the academic culture of long hours of work [Kachchaf et al., 2015; Smidt et al., 2017; Mirick, Wladkowski, 2018].

However, there is another interpretation (angle of consideration) of the balance in the context of academic work, when the choice is not between family and career,

but between combining teaching with research, on the one hand, and combining teaching with caring for the family [Obers, 2015]. Such a focus of consideration became possible precisely in connection with the transformation of the university model, which was reoriented to the achievability of effective indicators within the framework of research activities. Within the framework of this study, we adhere to the designated focused interpretation, contrasting it with an enlarged understanding of maneuvering between family and work (career).

This study is based on the theory of borders (“border theory”) [Clark, 2000] as a key theoretical foundation combining other alternative concepts depending on the nature of the influence of the spheres of work and personal life. If initially (before the modernization of the educational system) academic work did not problematize the issues of building boundaries between work and non-work, a teacher and a researcher had much greater academic freedom and independence. After the reform of the higher education system and the emergence of a new university model, the separation between academic work and personal life became relevant. The understanding of the theory is intuitively embedded in its name, that is, the role of boundaries as a separating mechanism of personal life and work. Therefore, in the initial understanding, the theory of boundaries presupposes the formation of stable boundaries when work and personal life are not intertwined. Therefore, it is not necessary to search for strategies for reconciling these two areas. However, borders are not always a “rigid” construct, they are often blurred. In the academic environment, this division has undergone changes under the influence of managerial transformations, the mismatch of the time budget between scientific and teaching activities, in which working time is superimposed on personal time, which requires personal efforts to divide the spheres. Through this theory, we understand how much life and work are intertwined in the academy, and the institution goes over to the side of private. Blurring boundaries leads to an individual gradually accumulating competence to cope with this “blurring” of boundaries. The theory presupposes the presence of particular formed competencies for the differentiation of personal life

and work (to maintain boundaries), an individual must rationalize how to ensure this separation in a comfortable format.

Thus, the original theory of boundaries in our work should be corrected and designated as the “theory of delineation”. Thus, we focus on the procedural side of differentiation rather than fixed and conquered borders. Such a reversal will make visible the border zone itself, the stages of differentiation and combinations of practices — dissatisfaction, frustration, search for solutions, appeal to the professional community, mentors, initiatives from below in the institutional field, sprouts within institutional discussions, circles of solidarity, reshaping timing, mobilization of near and far kinship circles, outsourcing of services, etc.

From a methodological point of view, the dissertation is based on several methodologies. The individualized form of expressing the balance between work and personal life involves an appeal to a qualitative research methodology, with the help of which it becomes possible to reconstruct the meanings and schemes of reconciliation (reconciliation) of different aspects of life. In addition, we assume that the most holistic approach is a combined approach: qualitative and quantitative methodology. As a methodological basis, secondary analysis of statistical data, systematization of publication arrays on the topic, online methodology, qualitative methodology involving semi-structured interviews, thematic analysis, and comparative analysis are chosen.

To study the specifics of using the concept of life and work balance directly in academies, we conducted a systematic review on the topic of life and work balance in academies by a key search in the Scopus and Web of Science scientific citation databases. The inclusion of the concept of “life and work balance” (“life and career balance” is used much less often, therefore, the commonly used variant “life and work balance” was asked when searching) was observed in the early 2000s, and then there is a cumulative growth of published articles, the subject of which is the study of balance issues at universities. The analysis of sources allows us to distinguish two

generations of life and work balance studies in academies — from 2004 to 2012 and from 2013 to the present.

The social problem of the study is the existing social contradiction between the managerialization of universities focused on the ideology of efficiency and preserving academic gender inequality, socially rooted norms and stereotypes about the role of women, and the needs of researchers and teachers themselves, who carry a request to optimize the balance of life and academic work.

The research problem consists of the reconstruction of practices and strategies that contribute to a satisfactory differentiation of the personal life and work of teachers and researchers in the prevailing institutional conditions associated with strengthening the managerial principles of university development.

Object and subject of the research

The object of the study is the educational and career path of teachers and researchers and the practice of its intertwining with non-working life.

The subject of the study is the strategies for balancing the life and work of teachers and researchers.

Aims and objectives

The study aims to reconstruct and analyze the work-life balance strategies among academic teachers.

Research objectives:

- analyze the key features of academic work;
- to study the research approaches in the frame of the work-life balance concept;
- to structure the discourse of the balance of life and work in academies (universities);

➤ to describe the gender characteristics of teaching and scientific life (using the example of the HSE);

➤ to identify and systematize strategies for balancing the life and work of teachers and researchers (using the example of the HSE).

The central assumption of the study is that academic gender inequality complicates the search for life and work balance strategies, and the orientation of modern universities with managerial ideology on efficiency has consequences for gender regimes of academic work and gender-different reactions of the teaching staff concerning life and work balance. At universities, women make this or that decision in the logic of a combination of teaching and scientific activities: in the first case, the choice is made in favor of teaching and participating in research, in the second — in favor of teaching and building a family, active participation in the performance of parental and household duties. This assumption indicates the absence of restrictions for the birth and upbringing of children on the part of teaching (a “convenient” form of employment), but at the same time actualizes existing barriers on the part of research activities that are “at the forefront of the managerial university”, personifying the reproduction of its new model. A woman can be integrated into the academic system, simultaneously successfully performing tasks in the personal (family) sphere, but because of a less risky choice. If the choice is made in favor of a research career, then the personal (family) sphere is subject to adjustments due to the strict requirements of the academic system, forcing it to maneuver with various balance strategies.

Methodology and methods

The research methods include:

1. Analysis of statistical data.
2. A systematic review on the topic of life and work balance in academies.

3. Semi-structured interviews with teachers and researchers (the informants represent different campuses - in Moscow, St. Petersburg and Nizhny Novgorod).
4. A one-day online forum with university teachers and researchers of the Higher School of Economics (Moscow campus).

The dissertation consists of an introduction, three chapters, a conclusion, a list of references containing 160 sources, and three appendices.

Description of the substantive part of the study

The first chapter, “Theoretical and methodological foundations of the study of the work-life balance”, describes the theoretical and methodological basis for studying the balance of life and work. In this chapter, we describe the specifics of the functioning of modern universities in the context of the spread of managerial principles and highlight the main characteristics of a managerial university. Further, the main theoretical approaches used in studying life and work balance are outlined. The results of a systematic review aimed at structuring life and work balance discourse in academies are presented.

In the second chapter, “Methodological foundations of the analysis of the work-life balance”, the study's methodology is revealed: we present an overview of the data collection methods and describe the coding procedure based on interviews. In addition, we demonstrate a statistical overview of academic career through the prism of gender identity as well as an analysis of a one-day online forum with teachers of the HSE Moscow campus.

The third chapter, “Reconstruction of individual work-life balance strategies”, presents a thematic repertoire of indirect and direct strategies that support the life and work balance of teachers and researchers from different HSE campuses (including Moscow), with and without children, working at different university campuses, holding different positions. In addition, we reconstruct the social

expectations of teachers and researchers regarding the social policy of the university, which really and potentially contributes to the balance of life and work.

The scientific novelty of the study

1. The paper reveals that the orientation of a modern managerial university with an ideology of efficiency has an impact on the gender regimes of academic work, which has consequences for the gender-different reactions of the teaching staff concerning the balance of life and work.

2. The paper systematizes the thematic repertoire of indirect and direct strategies aimed at maintaining the balance of life and work of teachers and researchers in the conditions of functioning of universities based on managerial principles. Systematization made it possible to build a typology of life and work balance strategies on the example of teachers of a Russian university.

3. The work reveals a wide range of practices (patterns of academic work), representing several practical solutions to establish a subjective balance between personal life and academic work.

4. The paper records a gap between the existing social university policy and the request of female teachers. It is found that the common principles of social policy are based on traditional academic values, rooted in solidarity between teachers and researchers both along the generational horizontal and hierarchical vertical. For example, the development of a mentoring system is considered, on the one hand, as a factor of career advancement; on the other, it works to discursivize the topic of motherhood in the academic environment. The promotion of such a support system can facilitate the search for individual and group reconciliation schemes of personal life and work

5. Based on the analyzed interviews, key requests and expectations are systematized within institutional (intra-university policy) and solidarity-group approaches to promote a balance between personal life and academic work. These results can be used as a starting point for the development of a social policy

integrated into the development of a modern university with a neoliberal ideology for efficiency.

Contribution to the discussion of the problem in the existing literature

The dissertation research results allow us to describe the features of the strategies for balancing the life and work of teachers and researchers in the existing global trends in the development of universities according to managerial principles. Based on the semi-structured interviews conducted, the features of life and work balance schemes are analyzed through the prism of intersectional analysis. The specifics are shown depending on the age, position held, the presence of children, the spouse's sphere of work, and the region of residence of the informant.

The results and conclusions can be used as the basis for state programs and national development goals of the Russian Federation in terms of providing equal access to career advancement for men and women in the scientific field. Also, the results can be used in developing state programs to support motherhood among researchers (highly educated population segments). In addition, the findings can form the basis for the formation of university policy, friendly family and partnership, and parenting.

The theoretical and empirical material presented in the dissertation can be used in the framework of the courses “Gender Sociology”, “Sociology of Education”, “Sociology of Labor”, “Sociology of Professions”, and “Economics of Labor and Inequality”.

Statements to be defended:

1. We reconfigured the theory of boundaries within the framework of the concept of life and work balance into the theory of differentiation, shifting the emphasis on the procedural balancing between the spheres of academic work and life, showing the change in the coexistence of the spheres of personal life and work of teachers in the conditions of strengthening the principles of managerialism. Several features of the modern managerial university outlined in the research

reinforce the blurring of boundaries, which requires rationalization and accumulation of experience (competencies) of coping to ensure the separation of work and personal life in a comfortable format.

2. Accumulated coping competencies in the separation of academic work and personal life are formed both due to personal and professional traits and to familiarization with traditional academic values, in line with which informants were socialized. These values have shaped the attitude to the profession as a vocation and built an understanding of the existence of institutional opportunities that outline the prospects for academic self-realization.

3. From the point of view of distinguishing the spheres of personal life and academic work, a typology of indirect and direct strategies of life and work balance based on several types of distinctions has been developed:

- distinguishing trajectories and modes of academic work;
- distinguishing between individual and professional-group opportunities and resources to achieve balance;
- distinguishing between subjective orientation towards balance control or its absence;
- distinguishing between the presence or absence of a maternal career;
- distinction in managing the balance due to internal or attracted resources.

Table 1 below shows the main types of life and work balance strategies for teachers and researchers that we have identified.

Table 1 – The main work-life balance strategies of teachers and researchers

Types of distinctions	Groups	Types of strategies
1. Distinguishing trajectories and modes of academic work	Work regime balance	Strategies for choosing a specific work regime: <ul style="list-style-type: none"> • The strategy of choosing in favor of the mode of teaching work • A strategy for rationalizing the work regime in favor of research activities • Strategy of using a combination of remote and offline as productivity management and load minimization • Strategy to minimize unpaid unlimited work
2. Distinguishing between individual and professional-group opportunities and resources to achieve balance	Balance due to personal development	Strategies for the growth of personal skills of academic work, work autonomy, and professional self-realization
	Balance by contacting the professional community	The strategy of finding the support of the professional community through: <ul style="list-style-type: none"> • mentoring, • role models, • institutional resources for personal and professional development
3. Distinction of subjective orientation to control (agency) over the balance (or its absence)	Balance due to self-control	The strategy of differentiation of spheres of work and life under subjective control <ul style="list-style-type: none"> • understanding the need for recovery, • making decisions about the time/timing of tasks and prioritization, • taking care of yourself in relation to personal physical and mental health
	Balance due to the rejection of the balance	The strategy of priority choice in favor of work tasks , as a result, blurring of boundaries, overlapping of work and life tasks, stress, self-sacrifice

4. Distinguishing between the presence or absence of a maternal career	Personal life balance	The strategy of personal, non-institutional resistance to the costs of re-socialization after maternity leave <ul style="list-style-type: none"> • Strategy of priority selection of fertility cycle events 1: focus on motherhood • Strategy for rationalizing fertility cycle events 2: timing for motherhood and resources for this task • Strategy for rationalizing fertility cycle events 3: deferred motherhood • Strategy of rationalization of the events of the fertile cycle 4: the rejection of motherhood in favor of self-realization in professional academic work
5. Distinction in managing the balance due to internal or attracted resources	Balance due to resource provision	Load optimization strategy when balancing personal-family and professional: <ul style="list-style-type: none"> • focus on the resources of the family circle, relatives (husband, mother-in-law, grandmother, etc.) • outsourcing of services (babysitters, cleaners, etc.), management of these services

We have fixed a set of strategies of indirect series groups, among which:

- The choice of academic work mode (classical academic career, practice-oriented and educational-methodical).
- Personal development, increased autonomy, and professional growth.
- Seeking the support of the professional community.
- Load optimization due to the resources of the family circle or through outsourcing of services.

In addition to indirect strategies, we have systematized a set of strategies for direct series groups:

- Differentiation of the spheres of work and life under subjective control.
- Refusal to distinguish between the spheres of personal life and work.
- Inclusion, postponement, avoidance of fertility cycle events.

The designated groups of strategies are divided into more fractional types of strategies (Table 1), the implementation of which in practice is possible in a fractional format.

Publications:

1. Tarakanovskaya K.S. (2019) Discourse of work-life balance in academy // Monitoring of Public Opinion: Economic and Social Changes. No. 3. P. 48—67.
2. Tarakanovskaya K.S. (2020) Through difficulties to the academic stars // The Journal of social policy studies. 2020. No 1. P. 157—161. (*Book Review*)
3. Tarakanovskaya K.S. (2021) Motherhood and Science: Strategies of Work-Life Balance // Monitoring of Public Opinion: Economic and Social Changes. No 3. P. 315—338.
4. Tarakanovskaya K.S. (2022) Gender imbalance in the academy: objective statistics and subjective meanings // The Journal of social policy studies. Vol. 20. No 1. P. 53—66.

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