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Exploring an Organizational Science View on Faculty Gender and Work-Life Inclusion: Conceptualization, Perspectives, and Interventions

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Although women faculty are increasingly hired into historically male-dominated organizational contexts (STEM disciplines), career equality progress is stalled in terms of recruitment, promotion (advancement to leadership roles such as tenured, full, chaired professorships, senior leadership) (Aguinis, Ji, & Joo, 2018); retention, and equality in nonwork and well-being metrics related to family life and personal recovery & social activities (Kossek & Buzzanell, 2018; Kossek, Su & Wu, 2017). Much of the research to date has focused on documenting individual trends of the under-representation of women in fields such as STEM and a "leaky pipeline" to the top, where women hold 13% of full professors positions, despite holding 25% of assistant professor positions (Carr, 2013). Women are also under-represented in business schools where only 20% of full professors are women, and men hold the majority of prestigious endowed chairs (Brown, 2016).

In order to move beyond merely documenting the under-presentation of women in varying disciplines, I argue that there is a need to dig deeper and examine these trends' underpinnings -namely their relation to gender and work life inclusion from an organizational science lens. In doing so it is helpful to also consider moving toward solutions by examining the intersectionality of several perspectives, and interventions.

Work-Life Inclusion

I argue that work-life inclusion as a form of diversity inclusion that intersects with social identities involving gender, caregiving ambition, and multi-culturalism. Yet the work-life and diversity and inclusion fields are not well-integrated. In inclusive organizations, all members are valued irrespective of group membership or status (AOM, 2018). Inclusion: "the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness" (Shore et al., 2011, p. 1265). Inclusive cultures have been linked to intentions to remain in organizations (Avery, McKay, & Wilson, 2008). Business schools and related disciplines have generally lagged in making major organizational changes to address key inclusion issues related to the intersectionality of gender and work-life issues such as the work-life needs and values of women (as well as fathers who want to be involved in caregiving while advancing in a career).Increasing work-life and gender inclusion in business schools likely involves targeting

both women and men's work-life behaviors and views, and organizational and occupational structures and cultures. In the diversity and inclusion literature, intersectionality has received much attention in regards to how individuals' multiple identities such as race, gender, and class intersect in ways that shape individuals' life and career experiences (Collins & Bilge, 2016). An important understudied area in the intersectionality and organizations literatures relevant to advancing gender inclusion of faculty in professional schools relates to family and non-work life roles such as wife, mother, and domestic life partner & caregiving son/daughter. Such identities related to family and life roles also often intersect with racioethnicity, class, culture, immigrant status, and religion. Moreover, family/life roles have tremendous impact on faculty careers, especially on women's careers due to the overlap between the tenure clock and the biological clock; fertility issues; dual career challenges, working parents' gendered norms for the domestic division of labor; and the high demands of "overwork" professional cultures. Work-life issues affect occupational choice for anticipated w-l conflict desire for a more balanced working life and career ambition.

A work-life inclusive climate is defined as one where a member would not feel s/he would have to sacrifice their family and non-work identities in order to succeed in their job role (Kossek, Noe & Colquitt, 2001). All members across genders and other forms of difference would be able share work-life cross-domain concerns & receive strong workplace social support for work-family and personal life role synthesis needs (Kossek, Pichler, Bodner & Hammer, 2011). Individuals with higher identification with the family role and greater involvement with nonwork demands would not be marginalized due to implicit/explicit bias and would thrive in *both* work and nonwork roles.

Yet many universities struggle with addressing work-life issues for faculty and try to implement across the board solutions such as automatically extending the tenure clock for all faculty. Such simplistic solutions that do not consider diversity and inclusion barriers ended up in some fields such as economics as resulting in increasing the probability that new fathers got tenure and reducing new mothers prospects. The policies resulted in adverse impact on women's careers as women largely used more of the tenure clock time for child care, nursing and personal health recovery from maternity, while men were able to use more of the time extension to focus on research (Jaschick, 2016). Another example of a common under-address work-life inclusion challenge that many women seeking to advance to tenure in up or out "tournament" cultures, relates to deciding whether to try to have a baby before tenure (Maurice, 2016). Yet for some women who feel pressures to wait starting a family until tenured and end up doing so sometimes face the unintended consequences of infertility issues or being an older

mother for the first child than desired. These are just several examples of organizational tensions in implementing and supporting faculty work-life inclusion practices and the unintended consequences of not attending to differences in faculty work-life inclusion needs.

I provide several explanations regarding why integrative work-life inclusion initiatives are critical to advancing faculty gender equality to close the workforce-workplace mismatch gap. These include: 1) multiple role synthesis tensions involving the "dual-centricity" of social and professional Identities; 2) gender discrimination from adverse impact of standardized career policies in "work as a masculinity contest" cultures; and 3) the faculty work-life job demands–resources overload perspective. Unfortunately, most work-life interventions target the individual employee level, and over-emphasis the work-life perspective without taking into account cultural conflicts with discrimination, inclusion and professional identity pressures. Work-life policies are also often implemented in a manner where individuals' have to make a "choice" over whether to request accommodation to take-up customized arrangements that are not strongly integrated into professional career success norms. I suggest three target areas for organizational work-life interventions involving leader and peer socialization, and job and career redesign (Kossek, 2016a). These include: 1) increasing support to facilitate work-life inclusion and performance; 2) job redesign to increase control over boundaries, schedules, workload, or location (Kossek, 2016b); and 3) career flexibility policy changes to reduce system rigidities creating role overload at key times in the adult and career development life cycles to support a sustainable workforce (Kossek, Valcour & Lirio, 2014) .

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