

Jan 1st, 12:00 AM

# Blind Spots in Work-Life Research through a Global Lens: Toward a Model of Intersectionality, diversity and Inclusion

Michalle Mor Barak  
morbarak@usc.edu

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## Recommended Citation

Mor Barak, M. (2019). Blind spots in work-life research through a global lens: Toward a model of intersectionality, diversity and inclusion. Abstract of a paper presented at the NSF Workshop: Fostering Gender and Work-Life Inclusion for Faculty in Understudied Contexts: An Organizational Science Lens. (#1837920). Organizers: E. Kossek & K. Lee, Purdue University, West Lafayette, IN. Retrieved from <https://docs.lib.purdue.edu/worklifeinclusion/2018/idgwli/1/>

Work-life research in the past several decades has contributed a great deal to our knowledge base. Yet it has suffered limitations, or blind spots, due to its focus on certain forms of labor – primarily employees in work organizations – and on certain forms of family and life -- mostly traditional western (Ozbilgin et al., 2011). Academic life is a special case that demonstrates this complexity. Research findings from several countries suggest that academic work has become more stressful with serious consequences for the workforce and the quality of higher education (Kinman & Jones, 2008). Race and gender are still significant barriers for many academics and applying intersectionality theory reveals additional obstacles (Macias & Stephens, 2017; Moradi & Granzanka, 2017). For example, it is common for research-intensive universities to over-recruit faculty women and members of underrepresented groups for service on university committees to ensure diversity. Ironically, this practice is an institutional barrier to these faculty's advancement, depriving them of precious time to conduct research essential for promotion (Pyke, 2015). Expanding our understanding of what 'work' and 'life' means to different, non-traditional, groups and finding new ways to address those differences will help with both reconciling the work-life conundrum and enhancing inclusion climate in organizations (Mor Barak, 2017). This paper applies intersectionality theory to propose a model of diversity of work and life experiences and inclusion, adding a global lens for further depth of analysis.