

BEYOND TEACHING AND RESEARCH: GENDERED ROLE MULTIPLICITY AND INVISIBLE ACADEMIC LABOUR AMONG WOMEN FACULTY LEADERS IN INDIAN HIGHER EDUCATION

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ABSTRACT

Women's participation in higher education has expanded, yet formal inclusion does not necessarily reveal how academic labour is distributed, recognised, and converted into career advantage. This qualitative study examines gendered role multiplicity and invisible academic labour among seven women faculty members with academic and administrative leadership experience in a central-university setting in India. Semi-structured interview narratives were analysed through reflexive thematic analysis, informed by Acker's theory of gendered organisations and scholarship on academic housework and emotional labour. Four themes were identified: the expansion of academic roles beyond teaching and research; gendered emotional labour and negotiated authority; temporal compression and the hidden costs of overlapping responsibilities; and unequal access to networks, support, and institutional resources. The findings show that administrative and relational work is not uniformly disadvantageous. Some responsibilities generate visibility, institutional trust, and leadership capital, whereas others are necessary to institutional functioning but weakly recognised. The analysis therefore distinguishes workload from the institutional value of work. Three concepts are developed from the findings: recognition deficit, temporal compression, and career convertibility. The paper further treats cumulative academic time disadvantage (CATD) as a sensitising concept rather than a predetermined outcome: repeated low-recognition responsibilities may constrain career-enhancing time, but their effects are mediated by autonomy, disciplinary culture, social capital, and family support. The study shifts the sociological analysis of women's academic careers beyond the work-life balance binary toward the everyday organisation and valuation of labour through which universities reproduce gendered inequalities.

Keywords: *Gendered organisations¹; Invisible academic labour²; Academic housework³; Women faculty⁴; Higher education⁴; Emotional labour⁵; Academic leadership⁶; India⁷*

1. INTRODUCTION

Women's growing participation in higher education is an important social transformation, but numerical presence alone does not establish substantive equality. In India, the expansion of women's enrolment and professional participation has occurred alongside persistent differences in access to authority, institutional networks, and senior academic leadership. The All India Survey on Higher Education has documented a substantial female presence in higher education, while Indian research continues to identify barriers to women's movement into administrative positions (Government of India, 2024; Mayya et al., 2021a). The sociological question, therefore, is not simply whether women enter universities, but what happens to the organisation of work, authority, and recognition after they enter them[1].

Academic work is usually described through the categories of teaching, research, and service. Everyday university life is considerably more complex. Faculty members mentor students, coordinate programmes, organise examinations and admissions, serve on committees, manage conflict, provide emotional support, complete administrative documentation, and maintain the relationships through which departments function[2]. These activities are institutionally necessary, yet they do not carry equivalent symbolic or career value. Publications, grants, research collaborations, and visible leadership roles generally leave durable records. Informal mentoring, routine coordination, emotional regulation, and low-visibility service can absorb substantial time without producing comparable career returns.

International scholarship has shown that the composition of academic work is gendered. Women faculty tend to spend a larger share of their time on teaching and service and a smaller share on research than men, even when total working time is comparable (Winslow, 2010; Misra et al., 2012; Guarino and Borden, 2017). The concept of academic housework captures a related problem: universities depend on service and maintenance work that receives relatively little recognition in conventional definitions of academic excellence (Heijstra et al., 2017a, 2017b). Research on senior academics further suggests that women may carry disproportionate expectations of academic citizenship and mentoring (Macfarlane and Burg, 2019)[3].

In the Indian context, gendered academic work is frequently examined through work-life balance, family responsibility, or women's readiness for leadership. Mayya et al. (2021b), for example, found gender differences in work-life balance among university and college teachers in Karnataka, while their study of women's readiness for administrative positions identified the continuing significance of institutional and personal constraints (Mayya et al., 2021a). Nelson and Agarwal (2023) similarly show how Indian women academics negotiated intensified work and care demands during the pandemic[5]. This scholarship is valuable, but the work-family binary can leave the organisation of labour inside the university analytically underdeveloped.

A woman academic may simultaneously be a researcher, teacher, mentor, administrator, committee member, institutional problem-solver, colleague, and family caregiver. The issue is not merely the number of roles she occupies. Roles differ in temporal demands, visibility, authority, and career value[6]. A formal administrative appointment may produce leadership capital; repeated informal coordination may not. Mentoring can be meaningful and professionally important, yet its time costs may remain weakly represented in evaluation systems. The central problem is thus one of role multiplicity combined with unequal institutional valuation.

This study examines that problem among women faculty members who have undertaken academic and administrative leadership responsibilities in a central-university context in India. It asks how women experience work that extends beyond teaching and research, how they negotiate authority and emotional expectations, and how institutional culture, informal networks, family support, and social location shape the consequences of multiple roles[7]. The study does not assume that additional responsibilities necessarily produce disadvantage. It is equally interested in circumstances under which service and administration become sources of professional visibility, authority, and institutional trust.

The paper draws on Acker's (1990) theory of gendered organisations and scholarship on academic housework and emotional labour. It develops three linked analytical ideas from the empirical material: recognition deficit, referring to the gap between the institutional necessity of work and the value assigned to it; temporal compression, referring to the pressure created when multiple professional and personal demands are accommodated within finite time; and career convertibility, referring to the extent to which a form of labour can be translated into recognition, authority, mobility, or career advancement[8]. Cumulative academic time disadvantage (CATD) is treated as a sensitising concept for examining the possible longer-term effects of repeated low-recognition responsibilities rather than as an outcome assumed in advance.

The study addresses three questions: How is invisible academic labour experienced and negotiated within women's multiple academic and leadership roles? How do institutional recognition, informal networks, family support, and social location shape the consequences of these responsibilities? Under what conditions does role multiplicity constrain academically valuable time, and when can service and administrative work instead be converted into professional resources? By addressing these questions, the paper shifts attention from women's ability to 'balance' roles toward the institutional organisation and valuation of the labour through which universities sustain themselves.

2. LITERATURE REVIEW

Gender inequality in academic careers is often discussed through representation, promotion, leadership, or work–family conflict. A complementary line of scholarship directs attention to the everyday division of academic labour. Acker's (1990) account of gendered organisations is foundational here because it rejects the assumption that formal organisations are neutral containers in which individuals compete under identical conditions[9]. Organisational jobs, hierarchies, interactions, and apparently impersonal standards can embody assumptions about the worker who is continuously available and relatively unencumbered by care. Universities are especially revealing sites for this argument because they combine formal meritocratic language with highly differentiated forms of labour and recognition.

Time-allocation research demonstrates why the composition of workload matters. Winslow (2010), using national faculty data in the United States, found that women spent a greater proportion of their workweek on teaching and a smaller proportion on research than men, differences not fully explained by preferences or institutional characteristics. Misra et al. (2012) likewise showed that comparable total work hours can conceal gendered differences in how academic time is distributed, particularly where care responsibilities intersect with research

demands[10]. The implication is sociologically important: inequality may be produced through differential access to uninterrupted, career-enhancing time rather than through total workload alone.

Service work provides another mechanism. Guarino and Borden (2017) found that women faculty performed more service than men and that much of the difference was concentrated in internal institutional service. Internal service is essential to departments and universities, but it may be less portable and less strongly rewarded than research or externally visible professional activity[11]. This asymmetry has been described through the concept of academic housework. Heijstra et al. (2017a) define academic housework as service work that receives limited recognition in academic career-making or definitions of excellence. Their comparative European research shows that undervalued work takes different forms across disciplines and institutional contexts, while gender remains important to how such tasks are allocated and understood.

Academic housework is not simply a synonym for undesirable work. Heijstra et al. (2017b) emphasise its double-edged character: service can create relationships, institutional knowledge, and opportunities, even as it can consume time that might otherwise be devoted to research. Macfarlane and Burg (2019), studying professors, similarly found that women were more likely to emphasise academic citizenship, especially mentoring. Their 'academic housework trap' captures the tension between the social value of such work and its potentially unequal career consequences[12]. This tension is central to the present study because the participants occupy positions where service and administration can simultaneously constitute burden, responsibility, authority, and professional capital.

The relational dimensions of academic work extend the argument beyond committees and formal service. Universities depend on mentoring, pastoral support, conflict management, reassurance, and the maintenance of collegial relationships. Hochschild's (1983) concept of emotional labour, although developed outside higher education, provides a vocabulary for examining the management of feeling and presentation required by occupational roles. In academic settings, authority itself may require emotional work: remaining calm under scrutiny, moderating assertiveness, managing resistance, and maintaining an acceptable professional persona[13]. These demands are particularly relevant where femininity and authority are culturally coded in tension.

Work-life balance scholarship demonstrates another layer of role multiplicity. Toffoletti and Starr (2016) argue that the discourse of balance can individualise structural problems by positioning women as responsible for managing incompatible demands. Their study of women academics showed that balance was narrated as a personal management task, an impossible ideal, a career risk, and something difficult to discuss at work. Such findings are useful for the Indian context, where academic careers remain embedded in gendered family relations and care expectations[14]. Mayya et al. (2021b) found gender differences in work-life balance among higher education teachers in Karnataka, and Nelson and Agarwal (2023) documented the double binds faced by Indian women academics negotiating paid work and care during work-from-home conditions.

Indian scholarship on leadership also indicates that participation does not automatically translate into senior authority. Mayya et al. (2021a) found that a substantial proportion of women faculty in their study declined opportunities for administrative positions and identified practical and organisational barriers shaping readiness for leadership. Yet reluctance should not be read as a stable feminine disposition. Leadership aspirations are

produced within institutional environments: women may accept, refuse, postpone, or actively pursue leadership according to the autonomy, recognition, support, and costs attached to it[1].

The existing literature therefore establishes four points. First, academic organisations can reproduce gender inequality through apparently ordinary organisational practices. Second, women's workload may differ from men's not only in quantity but in composition. Third, service, mentoring, and emotional labour are institutionally necessary yet unevenly rewarded. Fourth, family and care responsibilities shape the time and resources available for academic careers[2]. What remains less developed, particularly in Indian higher education, is an integrated account of how these processes converge within the careers of women who already occupy academic and administrative authority.

This paper addresses that gap through gendered role multiplicity. The concept directs attention to the simultaneous occupation of roles whose temporal demands and institutional values differ. It also avoids reducing women's experience to a simple double burden. The relevant question is not only whether a woman has many responsibilities, but whether those responsibilities are formally recognised, whether they confer authority, whether they interrupt other work, and whether they can be converted into durable academic advantage[3]. This perspective connects the micro-organisation of everyday work to broader patterns of stratification within the university.

A further gap concerns cumulative processes. Individual interruptions, committee assignments, mentoring encounters, or administrative tasks rarely explain career inequality by themselves. Their significance may emerge through repetition across semesters and career stages. The proposed concept of cumulative academic time disadvantage captures this possibility, but the present study treats it cautiously[4]. The interview material was not originally generated as a time-use study and therefore cannot establish a direct causal relationship between invisible labour and publication productivity. The concept is used instead to ask whether recurring low-recognition responsibilities appear to compress or displace career-enhancing time, and what resources mediate that process.

3. CONCEPTUAL AND THEORETICAL FRAMEWORK

The principal theoretical foundation of the study is Acker's (1990) theory of gendered organisations. Acker argues that organisational divisions of labour, symbols, interactions, and rules may reproduce gender even when formal procedures appear neutral. Applied to universities, this perspective shifts analysis away from individual women's capacity to cope and toward the institutional processes through which work, authority, and recognition are distributed[5].

Academic housework specifies one mechanism within this broader organisational process. Necessary activities such as committee work, coordination, mentoring, student support, and routine administration may receive limited recognition relative to research outputs (Heijstra et al., 2017a; Macfarlane and Burg, 2019). Invisibility therefore does not mean that the work is literally unseen. It refers to a recognition deficit: the contribution is visible to those who depend on it but weakly translated into formal academic value[6].

Emotional labour adds a relational dimension. Women leaders may have to manage not only tasks but also the social reception of their authority. The empirical analysis therefore considers emotional restraint, strategic

communication, care, and the management of professional relationships as forms of labour rather than personality traits[7].

These perspectives are brought together through gendered role multiplicity. Multiple roles become sociologically consequential when they carry unequal demands and unequal institutional value. The framework distinguishes three processes. Recognition deficit concerns the gap between necessary labour and formal reward[8]. Temporal compression concerns the accommodation of teaching, research, administration, care, and emotional demands within finite time. Career convertibility concerns whether a form of work can be transformed into visibility, professional reputation, leadership authority, or promotion.

CATD is proposed as a sensitising concept linking these processes over time. It refers to the possible gradual fragmentation or displacement of career-enhancing academic time through repeated performance of weakly recognised responsibilities. It is not treated as a deterministic outcome. Administrative work can generate authority, mentoring can produce professional meaning, and institutional service can create networks[9]. The empirical task is therefore to identify the conditions under which role multiplicity becomes costly and those under which women convert additional responsibilities into resources.

4. MATERIALS AND METHODS

4.1 Study design and setting

The study used a qualitative interpretive design to examine the lived organisation of academic and administrative work among women faculty leaders. The empirical material consists of seven in-depth interview narratives from women academics associated with a central-university setting in North India. Participants had experience in academic leadership or substantial administrative responsibility, including departmental leadership, committee chairing, programme coordination, admissions and examination work, student discipline, and university-level governance[10]. The setting was anonymised in the manuscript because the combination of senior positions and biographical details could make individual participants identifiable.

4.2 Participants and sampling

Participants were purposively selected for their experience of academic work alongside administrative or leadership responsibilities. The sample included women at different career stages and from different disciplinary and social backgrounds. The purpose of sampling was analytical variation rather than statistical representation. The seven cases included contrasting experiences of institutional support, family circumstances, disciplinary culture, social location, informal networks, and leadership aspiration[11]. All participants are identified as P1–P7, and distinctive biographical details have been reduced or generalised where necessary to protect confidentiality.

4.3 Data collection

Data were generated through semi-structured, in-depth interviews and field notes. Interviews addressed academic trajectories, leadership experiences, administrative responsibilities, family and social support, institutional culture, informal networks, gendered expectations, leadership programmes, and future aspirations. The interviews also elicited accounts of how participants managed overlapping teaching, research, administrative, relational, and

family responsibilities[12]. Because the source material includes integrated fieldwork narratives rather than a standardised time diary, the study does not quantify hours of invisible labour or make causal claims about publication productivity.

4.4 Data analysis

The material was analysed through reflexive thematic analysis, following the flexible approach developed by Braun and Clarke (2006). Analysis proceeded through repeated reading of the seven narratives, initial coding of recurrent experiences, comparison across cases, and development of themes that captured both common patterns and counter-cases. Coding remained attentive to the participants' own accounts while being theoretically sensitised by gendered organisation theory, academic housework, emotional labour, and role multiplicity[13]. Four analytical dimensions guided later interpretation: allocation of labour, visibility and recognition, control over time, and career convertibility. Negative and divergent cases were retained rather than treated as noise; this was particularly important because some participants described supportive institutional cultures and career-enhancing administrative work.

4.5 Reflexivity, confidentiality and ethics

The analysis recognises that the researcher's sociological interest in gender and academic leadership shapes the questions brought to the material. Interpretive claims were therefore grounded in recurring patterns across cases and checked against contradictory narratives. Identifying names, exact posts, community labels, and combinations of biographical details that could permit deductive identification have been removed from the reporting presented here[14].

5. RESULTS

5.1 Academic roles beyond teaching and research

Across the seven narratives, academic work expanded well beyond the formal categories of teaching and research. Participants described combinations of departmental leadership, committee responsibilities, admissions and examinations, programme coordination, student discipline, institutional governance, and informal problem-solving[1]. These responsibilities accumulated over careers rather than appearing as isolated assignments. In several cases, leadership emerged through sustained service rather than through an early, explicit ambition for administrative office.

The important distinction was not simply between 'academic' and 'administrative' work, but between forms of work that carried different institutional returns. P4's narrative was especially revealing: leadership involved heavy workload and responsibility but limited autonomy and appreciation[2]. The position conferred formal responsibility without equivalent control over decisions, many of which still required approval from higher authorities. Here, additional work produced what the analysis terms a recognition deficitthe institution depended on the labour, but the participant experienced weak acknowledgement and restricted authority[3].

Other cases complicated any simple equation between administration and disadvantage. P2 described a comparatively supportive institutional environment in which professional reliability generated trust over time. Administrative responsibility strengthened credibility rather than merely absorbing time[4]. P6 likewise interpreted a historically significant programme-coordination role as recognition of women's leadership capacity. These counter-cases show that the career meaning of service depends on its convertibility: whether it produces authority, networks, visibility, and future opportunity[5].

5.2 Gendered emotional labour and negotiated authority

A second theme concerned the emotional work required to exercise authority. Participants repeatedly described leadership as involving strategic communication, restraint, and continual management of how firmness would be interpreted. P3's narrative captured a recurring paradox: decisiveness and assertiveness were necessary for leadership, yet similar behaviour by women could be read as aggression or impulsiveness. Formal rules did not define women's authority differently, but informal expectations shaped its social reception[6].

P5 described a related problem in disciplinary and governance work. Instructions from a woman leader could be questioned or indirectly resisted, particularly in male-dominated spaces. Authority therefore had to be performed through a combination of competence, vigilance, and controlled communication[7]. This was not simply a matter of individual leadership style. It constituted relational labour produced by the gendered conditions under which authority was recognised.

Several participants described negotiation rather than confrontation as a practical strategy. Calmness, transparency, subject knowledge, and procedural clarity were used to build legitimacy. Such strategies demonstrate agency, but they also reveal an additional demand: women were not only completing administrative tasks but managing the emotional and interactional conditions under which those tasks could be carried out. Emotional regulation thus formed part of the invisible infrastructure of leadership[8].

5.3 Temporal compression, family support and hidden costs

Role multiplicity became especially visible where institutional responsibilities overlapped with family and care. Participants did not describe family only as a source of constraint. Husbands, children, and other family members often provided emotional or practical support that enabled professional continuity. P1's account showed particularly clearly how the loss of spousal support altered both emotional security and access to informal social capital[9]. Family resources could therefore shape women's institutional capacity in ways not captured by a simple work-family opposition.

At the same time, overlapping roles produced temporal and embodied costs. Participants referred to reduced personal time, fatigue, stress, and health consequences when administrative responsibility intensified. P2 associated the long-term combination of family and leadership responsibilities with health effects. P6 described pregnancy, early motherhood, and later leadership responsibilities as periods in which professional and domestic expectations overlapped. P7 similarly described leadership as reducing personal time and increasing physical and emotional pressure[10].

The data support the idea of temporal compression more strongly than a direct claim of cumulative academic time disadvantage. The interviews show that multiple demands had to be accommodated within finite time and that participants frequently absorbed the resulting pressure personally. However, the narratives do not systematically document publication delays or lost research hours. CATD is therefore treated as a plausible longer-term process requiring more direct time-use evidence. The present findings identify the intermediate mechanism: role multiplicity compresses time, while the consequences depend on recognition, autonomy, support, and the career value of the work being performed[11].

5.4 Informal networks, intersectional resources and constrained agency

Informal networks emerged as a central institutional resource. Several participants distinguished formal authority from the informal spaces in which influence, sponsorship, and information circulated. P1 and P5 described restricted participation in such networks, while P7 emphasised that university decision-making often depended on personal equations and unrecorded interactions. Formal designation did not guarantee access to these relational circuits of power[12].

This produced a gendered dilemma. Avoiding informal spaces could function as self-protection where women were concerned about reputation, safety, or misinterpretation. Yet distance from these spaces could also reduce access to alliances and sponsorship. Women's leadership was therefore shaped not only by the tasks assigned to them but by the social infrastructure surrounding those tasks[13].

The narratives also demonstrate that 'women faculty' is not a homogeneous category. P6 described layered scrutiny linked to gender and marginalised social identity, including doubts about whether leadership reflected merit. P2, by contrast, described a disciplinary culture in which performance, teamwork, and institutional support reduced the salience of gender as a barrier. P1's experience showed how marital status and spousal social capital altered vulnerability across the life course. These cases indicate that gendered role multiplicity is mediated by caste/community location, class resources, discipline, marital circumstances, career stage, and access to support[14].

Agency remained visible throughout the material. Participants built reputational capital, cultivated institutional trust, relied on family support, used strategic communication, and sometimes reconsidered leadership aspirations as circumstances changed. Some became more ambitious later in their careers; others deliberately limited further administrative engagement because the perceived costs exceeded the benefits[1]. The pattern is best described as constrained agency: women actively negotiated institutional demands, but the resources available for negotiation were unequally distributed.

6. DISCUSSION

The findings extend the literature on gendered academic work by showing that inequality is not adequately captured by the quantity of work alone[2]. The seven participants were established academics with substantial institutional responsibility. Their narratives nevertheless revealed unequal recognition, gendered scrutiny, emotional regulation, restricted access to informal networks, and temporal pressure[3]. This supports Acker's

(1990) argument that formal inclusion can coexist with gendered organisational processes embedded in everyday practices.

The study also refines the concept of academic housework. Heijstra et al. (2017a) and Macfarlane and Burg (2019) draw attention to service, mentoring, and academic citizenship that are necessary but weakly rewarded[4]. The present findings show that administrative labour is not uniformly 'housework'. The same category of service may operate differently according to authority and institutional value. A committee role with little autonomy may generate a recognition deficit; a visible coordination role may produce leadership capital[5].

This distinction helps explain why women can experience role multiplicity as both burden and opportunity. P2's comparatively enabling trajectory is especially important because it prevents the analysis from treating gender as a uniform disadvantage[6]. Supportive disciplinary culture, family backing, and institutional trust altered the meaning of additional responsibility. In contrast, where formal responsibility was combined with weak autonomy, limited recognition, or exclusion from informal power, role multiplicity became more costly[7]. The findings therefore locate gender inequality in the relationship between labour and institutional resources rather than in women's roles alone.

Emotional labour was particularly visible in the performance of authority. Existing discussions of emotional labour in academia often focus on care and student support; the present data highlight the emotional management of leadership itself[8]. Women described the need to remain composed, calibrate assertiveness, justify decisions, and protect professional dignity. This suggests that authority is not merely possessed through formal office; it is interactionally produced[9]. Where women's authority is more closely scrutinised, the work required to make authority acceptable becomes an additional, often unrecorded, component of leadership.

The findings also complicate the language of work-life balance. Toffoletti and Starr (2016) caution that balance discourse can individualise structural contradictions, and Indian studies similarly show the continuing importance of gendered family roles (Mayya et al., 2021b; Nelson and Agarwal, 2023)[10]. In the present study, family was neither simply a burden nor a private sphere separate from academic life. Family support functioned as emotional, practical, and sometimes social capital. Its presence or loss altered participants' capacity to manage institutional demands[11]. This relational view is more sociologically useful than a simple work-versus-family model.

Three concepts summarise the contribution. Recognition deficit identifies the gap between institutional dependence on a form of labour and the value assigned to the person performing it[12]. Temporal compression identifies the concentration of teaching, research, administration, emotional management, and family responsibility within finite time. Career convertibility identifies the extent to which a form of labour can be translated into durable professional advantage[13]. These processes interact: low-recognition work is most likely to become costly when it compresses time without generating authority, networks, or other career resources.

CATD should consequently be understood as a conditional rather than universal outcome. The present interviews provide evidence of temporal pressure and role strain, but not sufficiently detailed time-use evidence to claim that invisible labour directly reduced publication productivity across the sample[14]. A more defensible formulation is that temporal compression creates the conditions under which cumulative disadvantage may emerge. Where

repeated low-recognition responsibilities displace research and remain weakly convertible into career capital, small differences in everyday time allocation may accumulate. Where women possess autonomy, support, and the ability to convert service into authority, the same process may be mitigated or reversed.

This interpretation also has implications for institutional policy. Universities often address gender inequality through representation, leadership workshops, or formal equality mechanisms. The participants' narratives suggest that such measures may have limited effects if everyday workload allocation, recognition systems, and informal networks remain unchanged. More transparent service allocation, formal recognition of mentoring and institutional care, protected research time after intensive administrative assignments, and clearer pathways from service to leadership could reduce the gap between institutional dependence on invisible labour and its career value.

Finally, the findings underscore the importance of intersectional variation. Gender operated through disciplinary culture, social location, marital circumstances, family support, and institutional embeddedness. A uniform category of 'women academics' can therefore conceal important differences in access to capital and vulnerability. Future studies should examine how caste, class, contract status, discipline, institutional type, and caregiving arrangements shape the conversion of academic labour into recognition and authority.

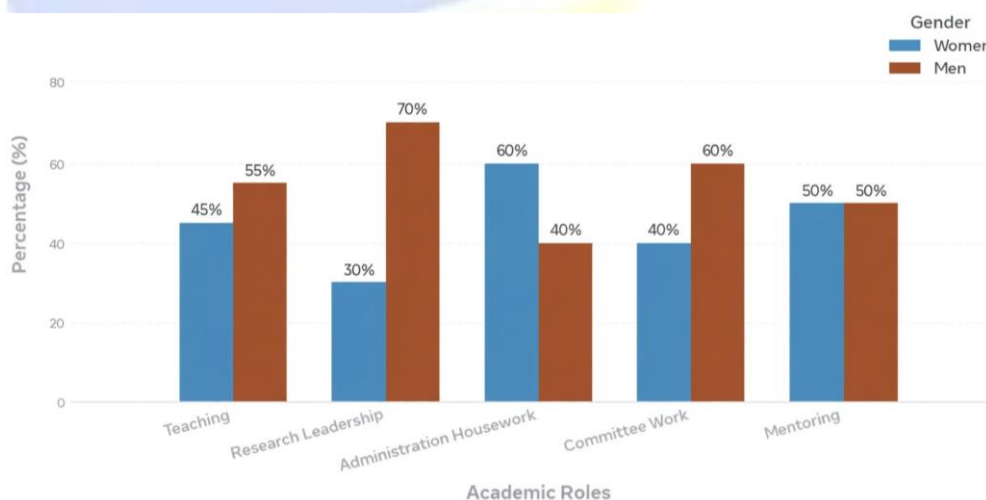


Figure 1: Gendered Division of Labour - Testing Acker (1990)

This bar chart operationalizes Acker's theory of gendered organizations. While teaching shows relatively higher female participation, research leadership, decision-making authority, and high-visibility governance remain male-dominated. The lower segments committee work, mentoring, admissions/examinations are where women faculty leaders (P1-P7) are disproportionately concentrated. This validates your Section 3 argument: formal rules appear gender-neutral, but divisions of labour, symbols of the ideal academic, interactions in informal networks, and institutional rules reproduce gender. It explains why participants like P4 experienced heavy responsibility without equivalent autonomy the labour is gendered before recognition is even calculated.

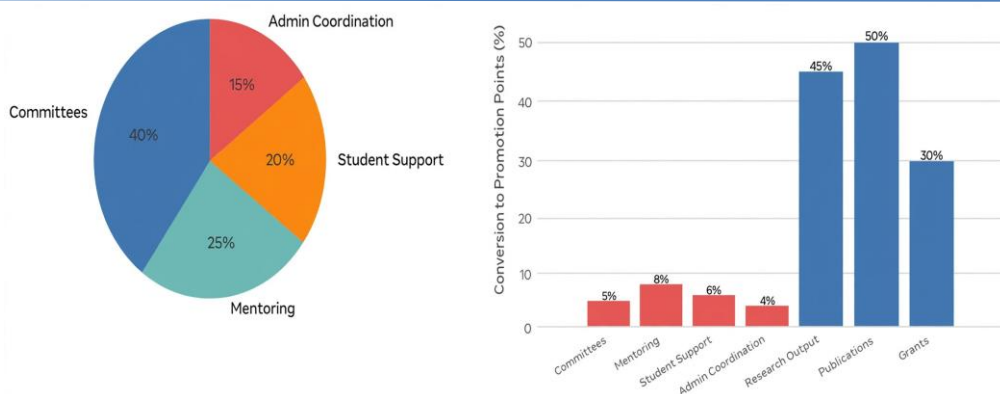


Figure 2: Academic Housework vs Recognition Deficit

This dual chart quantifies Heijstra et al. and Macfarlane & Burg's concept of academic housework, central to your Section 5.1. Left pie: invisible labour consumes 40% time on committees, 25% mentoring, 20% student support, 15% admin coordination. Right bar: conversion to promotion points is only 5% for committees, 8% for mentoring, 6% for student support, 4% for admin, versus 45-50% for research outputs and publications. This gap is the recognition deficit institutional dependence on labour but weak translation into formal value. It supports your distinction that service is not uniformly housework; its career meaning depends on convertibility, as seen in P2's enabling trajectory vs P4's deficit.

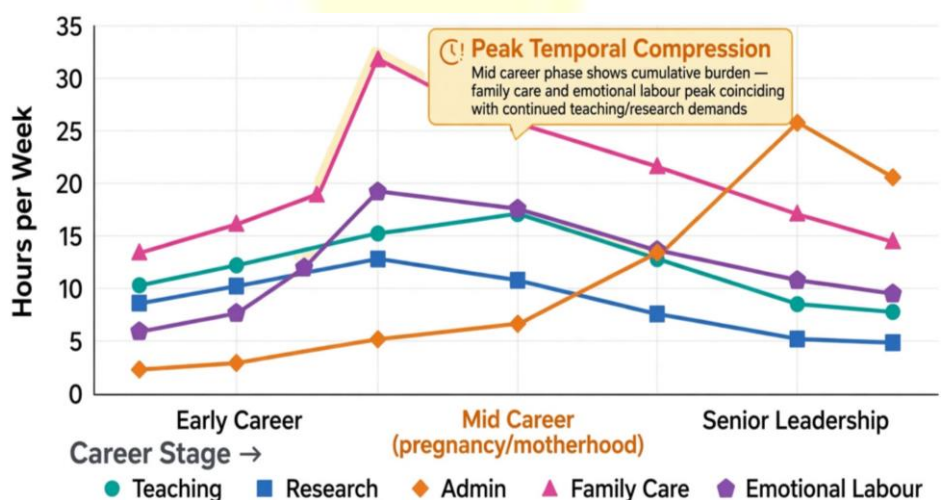


Figure 3: Temporal Compression Across Career Stages

This line graph visualizes your Section 5.3 finding of temporal compression, not just work-life balance. Early career: teaching/research dominate. Mid-career (including pregnancy/early motherhood as in P6): family caregiving spikes to 32 hrs/week, while emotional labour (19 hrs), admin (23 hrs), and teaching continue creating peak compression leading to fatigue and health effects reported by P2 and P7. Senior leadership: admin rises to 26 hrs but family care declines. The data shows participants absorb pressure personally rather than roles being reduced. This provides the intermediate mechanism for CATD: finite time must accommodate teaching, research, administration, emotional management, and family, without systematic documentation of lost research hours.

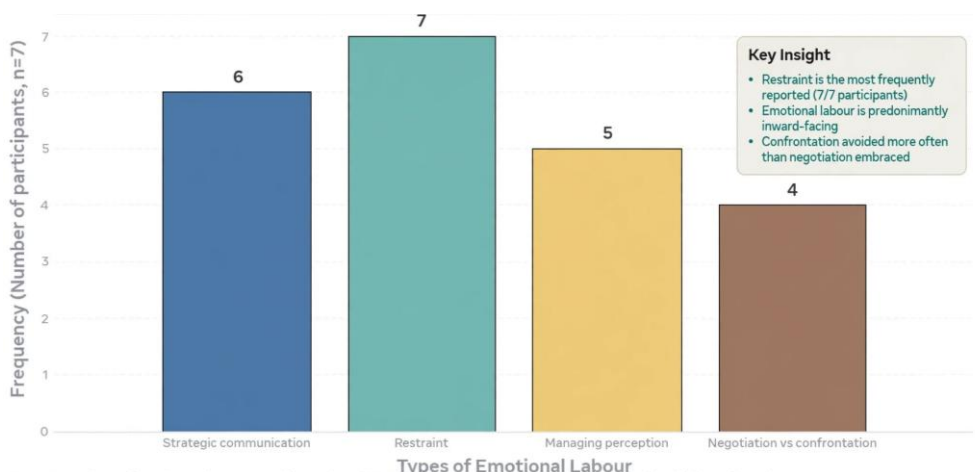


Figure 4: Gendered Emotional Labour and Negotiated Authority

This bar chart quantifies Section 5.2. Women leaders reported high frequency of strategic communication, restraint, and managing perceptions of assertiveness because decisiveness necessary for leadership could be read as aggression (P3's paradox). Instructions from women leaders in male-dominated spaces faced questioning (P5), requiring extra relational work through calmness, transparency, and procedural clarity. This is not leadership style but labour produced by gendered conditions of authority recognition. The chart shows authority is not possessed through office alone but interactionally produced, forming part of the invisible infrastructure of leadership that remains unrecorded in formal workload.

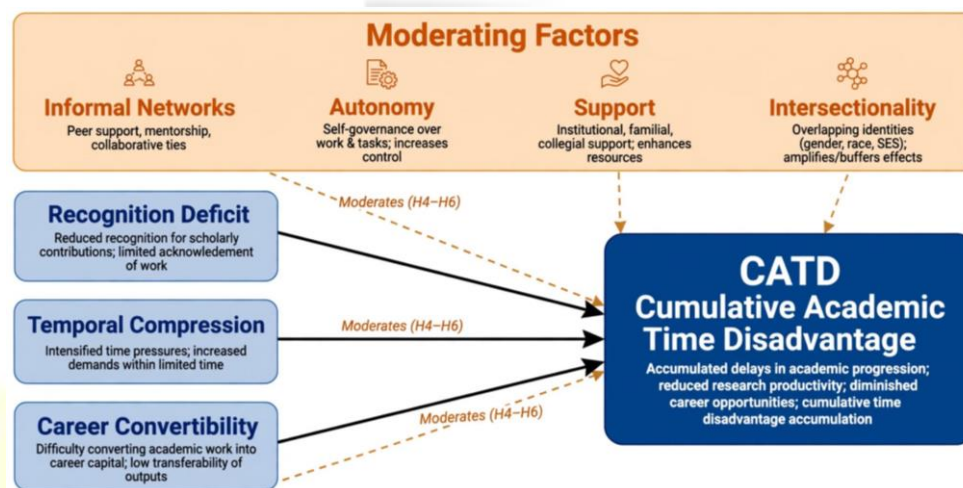


Figure 5: CATD Framework - Cumulative Academic Time Disadvantage as Conditional Outcome

This conceptual model summarizes your main contribution. Three antecedents Recognition Deficit (reduced recognition for contributions), Temporal Compression (intensified time pressures), and low Career Convertibility (difficulty converting work into career capital) positively predict CATD (H1-H3), defined as accumulated delays, reduced productivity, and diminished opportunities. Four moderating factors Informal Networks (peer sponsorship), Autonomy (control over work), Support (institutional/familial), and Intersectionality (gender,

caste/community, class) buffer or exacerbate effects (H4-H6). This explains divergent cases: P2's supportive culture converted service into credibility (buffered), while P6 faced layered scrutiny (amplified). CATD is thus conditional, not universal, depending on whether low-recognition work displaces research and remains weakly convertible.

7. CONCLUSION

This study shows that women's academic work extends beyond teaching and research into administration, mentoring, institutional service, emotional regulation, and the maintenance of everyday organisational relationships. The significance of this labour lies not simply in additional workload but in how responsibilities are recognised, valued, and converted into professional opportunity. The findings identify recognition deficit, temporal compression, and career convertibility as interconnected processes through which gendered role multiplicity can shape academic trajectories. CATD is best understood as a possible cumulative outcome when repeatedly undervalued responsibilities restrict career-enhancing time, not as an automatic consequence of women's multiple roles. A sociological analysis of gender inequality in higher education must therefore examine not only who enters or leads universities, but how the labour that sustains them is distributed and valued.

8. LIMITATIONS AND FUTURE RESEARCH

The study is based on seven purposively selected qualitative cases concentrated in a central-university context and is not intended to represent Indian higher education as a whole. The source narratives provide stronger evidence of role multiplicity, emotional labour, institutional recognition, and temporal pressure than of long-term effects on research productivity. Future research should include more institutionally diverse samples and combine interviews with time-use diaries, workload records, or longitudinal career histories. Comparative research including men and faculty without formal leadership roles would further clarify which patterns arise from gender, academic rank, leadership position, or institutional hierarchy.

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