Book Series

Work-Life Balance

Series Editors
Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, University of Idaho; Bonnie Fusarelli, North Carolina State University; Catherine A. Lugg, Rutgers University; Latish C. Reed, University of Wisconsin Milwaukee; George Theoharis, Syracuse University

The purpose of this book series is to promote research on work-life balance.

Contact Joanne M. Marshall at jmars@iastate.edu for information about this series.

Call for Papers

We seek edited volumes, textbooks, and full-length studies focused on research that explores the ways in which people manage their work and “not-work.” The first books in the series have come from higher education, and from the specific discipline of educational leadership, but we hope that other work areas and disciplines will follow. Possible topics include, but are not restricted to, the following:

- Definitions and Conceptions of Work-Life Balance
- Critical Interpretations of Work-Life Balance
- Mentoring for Work-Life Balance
- Graduate Students and Work-Life Balance
- Gender and Work-life Balance
- Race and Ethnicity and Work-Life Balance
- International Perspectives on Work-Life Balance
- Elder Care and Work-Life Balance
- Singleness and Work-Life Balance
- Non-Traditional Families and Work-Life Balance

PROPOSAL GUIDELINES
We invite you and your colleagues to submit a book proposal of five to ten pages. All proposals will undergo editorial team and/or blind peer review. Proposals should include the following sections:

1. Overview and Purpose
Explain the purpose and scope of the book project, providing a rationale for how it is grounded in and extends the current research on work-life balance.

2. Summary of Contents
Provide a proposed table of contents, brief synopsis of each chapter, and an approximate page
count for each chapter, including any references and appendices. If you have identified authors or editors, please omit their names but provide a description of their expertise. If you are sending out a call for chapters, please include the call and guidelines for authors.

3. Timeline
The timeline should include phases of the publication process. Include dates for a call for chapters, for submission of chapters to the editor, for peer review, for revisions, for final editing, and for submission. Accepted proposals will undergo editorial and/or blind peer review by the series editors.

Books in this series:
- Advancing Women in Academic STEM Fields through Dual Career Policies and Practices
- Identity Intersectionalities, Mentoring, and Work-Life (Im)Balance
- Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds)
- On the High Wire
- Beyond The Pride and The Privilege
- Juggling Flaming Chain Saws

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To view this series online visit: http://www.infoagepub.com/series/Work-Life-Balance

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Identity matters. Who we are in terms of our intersecting identities such as gender, race, social class, (dis)ability, geography, and religion are integral to who we are and how we navigate work and life. Unfortunately, many people have yet to grasp this understanding and, as a result, so many of our work spaces lack appropriate responses to what this means. Therefore, Identity Intersectionalities, Mentoring, and Work-life (Im)Balance: Educators (Re)negotiate the Personal, Professional, and Political, the most recent installment of the work-life balance series, uses an intersectional perspective to critically examine the concept of work-life balance.

In an effort to build on the first book in the series, that focused on professors in educational leadership preparation programs, the authors here represent educators across the P-20 pipeline (primary and secondary schools in addition to higher education). This book is also unique in that it includes the voices of practitioners, students, and academics from a variety of related disciplines within the education profession, enabling the editors to include a diverse group of educators whose many voices speak to work-life balance in unique and very personal ways.
Contribution authors challenge whether the concept of work-life balance might be conceived as a privileged – and even an impractical-endeavor. Yet, the bottom line is, conceptions of work-life balance are exceptionally complex and vary widely depending on one’s many roles and intersecting identities. Moreover, this book considers how mentoring is important to negotiating the politics that come with balancing work and life; especially, if those intersecting identities are frequently associated with unsolicited stereotypes that impede upon one’s academic, professional and personal pursuits in life.

Finally, the editors argue that the power to authentically “be ourselves” is not only important to individual success, but also beneficial to fostering an institutional culture and climate that is truly supportive of and responsive to diversity, equity, and justice. Taken together, the voices in this book are a clarion call for P-12 and higher education professionals and organizations to envision how identity intersectionalities might become an every-day understanding, a normalized appreciation, and a customary commitment that translates into policy and practice.


Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds)
Latinas/os Finding Work-Life Balance in Academia
Frank Hernandez, University of Texas of the Permian Basin; Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Gloria M. Rodriguez, UC Davis

Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia is the newest book in the series on balancing work and life in the academy from Information Age Publishing. This volume focuses on the experiences of Latina/o students, professors, and staff/administrators in higher education and documents their testimonios of achieving a sense of balance between their personal and professional lives. In the face of many challenges they are scattered across the country, are often working in isolation of each other and must find ways to develop their own networks, support structures, and spaces where they can share their wisdom, strategize, and forge alliances to ensure collective

The book focuses on Latinas/os in colleges of education, since many of them carry the important mission to prepare new teachers, and research new pedagogies that have the power of improving and transforming education. Following the format of the work-life balance book series, this volume contains autoethnographical testimonios in its methodological approach. This volume addresses three very important guiding questions (1) What are the existing structures that
isolate/discriminate against Latinas/os in higher education? (2) How can Latinas/os disrupt these to achieve work-life balance? And, (3) Based on their experiences, what are the transformative ideologies regarding Latinas/os seeking work-life balance?


On the High Wire
Education Professors Walk Between Work and Parenting

George Theoharis, Syracuse University; Sharon Dotger, Syracuse University


The purpose of the work/life balance series is to highlight particular challenges that higher education faculty face as they participate in the demands of the academy and try to prevent those demands from invading their personal lives. On The High Wire looks at a specific subset of university faculty, education faculty with school-aged children, and the specific professional/personal balance these faculty need to find. The title On the High Wire suggests the precarious nature of the “walk” for education faculty who are parents of school-aged children. We know that our identities are central to how we experience the world and how the world reacts to us. This reality is clearly visible in this book. These multiple identities and roles come into conflict at multiple points and in different ways. This book explores these identities and roles through autoethnographic accounts written by varied education faculty in order to make these tensions visible for the field to address.

Attrition among doctoral students has become a perennial issue in higher education (Gardner, 2009; Golde, 2000) as 40 to 60 percent of doctoral students do not complete their program of study (Bair & Haworth, 2005). Such outcomes are inconsistent with the rigorous evaluation that occurs prior to being accepted into a doctoral program (Bair & Haworth, 2005). Despite deemed levels of student excellence, promise and efforts made by programs to counter student departure (Offerman, 2011), attrition rates remain alarmingly high (Bair & Haworth, 2005; Gardner, 2009). The purpose of this book is to provide a view into doctoral student work-lives and their efforts to find a balance between often seemingly conflicting responsibilities. In addition to contributing to the ongoing dialogue on work-life balance in doctoral studies (Brus, 2006; Golde, 1998; Moyer, Salovey, & Casey-Cannon, 1999), the intention of this book is to provide other doctoral students with potential coping mechanisms, guidance, and assurance that they are not alone in this process. Lastly, we anticipate that these doctoral student narratives will help illuminate potential strategies that doctoral programs, departments, and institutions can incorporate in their efforts to help students successfully complete their program of study. As such the intended audience is doctoral students, higher education professionals, faculty members, and educational leaders.

Challenges of work-life balance in the academy stem from policies and practices which remain from the time when higher education was populated mostly by married White male faculty. Those faculty were successful in their academic work because they depended upon the support of their wives to manage many of the not-work aspects of their lives. Imagine a tweedy middle-aged white man, coming home from the university to greet his wife and children and eat the dinner she’s prepared for him, and then disappearing into his study for the rest of the evening with his pipe to write and think great thoughts. If that professor ever existed, he is now emeritus.

Juggling Flaming Chainsaws is the first book in a new series with Information Age Publishing on these challenges of managing academic work and not-work. It uses the methodology of autoethnography to introduce the work-life issues faced by scholars in educational leadership. While the experiences of scholars in this volume are echoed across other fields in higher education, educational leadership is unique because of its emphasis on preparing people for leadership roles within higher education and for preK-12 schools. Authors include people at different places on their career and life course trajectory, people who are partnered and single, gay and straight, with children and without, caring for elders, and managing illness. They hail from different geographic areas of the nation, different ethnic backgrounds, and different types of institutions. What all have in common is commitment to engaging with this topic, to reflecting deeply upon their own experience, and to sharing that experience with the rest of us.

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