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:
- Gender, Tenure, and the Pursuit of Work-Life-Family Stability
- 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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Female faculty underrepresentation in higher education is perpetuated by gender-based social and professional practices and roles. Existing research confirms gender disparities in faculty recruitment, retention, salary, tenure, and mentorship. This book explores how female, tenure-track faculty navigate the process of balancing their personal and professional lives.

Utilizing a qualitative phenomenological approach, the stories of nine female, full-time tenure-track and tenured faculty as well as four administrators employed in faculty diversity, development, and work-life are explored. With a blended application of poststructuralist feminism and work-family border theoretical framework, the book illustrates gender norms, roles, and boundaries as experienced and interpreted by female faculty navigating their work, family, and community spheres of influence. This book highlights the first known study to explore a “new Ivy” institution, and there are no other known studies that incorporate both the qualitative perspectives of female faculty as well as those of the faculty diversity and development administrators who oversee and develop the very programs and policies that support those faculty. A key chapter in the book, “Baby, It’s Cold Inside: Faculty Context & Campus Climate” offers unique insight into what female faculty, and those who love them, face on the path to tenure today.

Five thematic findings are overviewed and explored: faculty support comes in many forms; seeking clarity in job elements and teaching, research, service (TRS) ratios; coping strategies in the wake of an overloaded TRS ratio (“Quick meals, late nights, and what gym?”); family borders in the academy, and work-life-family fit: stability, not balance. This work aims to stimulate faculty gender norm consciousness and acknowledge and relay the unique challenges in faculty’s pursuit of work-life-family stability, career path navigation, and role negotiation. The author offers an insider’s glimpse of modern faculty and administrator lives for the benefit of tenure-track faculty, their departments, their families, and higher education institutions at large. This work aims to better inform university and departmental policy planning and enhance institutional understanding and subsequent support in and of the faculty experience, and thus the experiences of the increasingly diverse students whom educational institutions aim to serve.


Continuing to challenge American colleges and universities is the underrepresentation of women faculty in Science, Technology, Engineering, and Mathematics (STEM) fields, particularly Latinas and other underrepresented women of color. Advancing Women in Academic STEM Fields through Dual Career Policies and Practices, comprised of scholarly essays, case studies, and interviews, argues that to address equity issues related to women faculty, academic institutions should consider work-life perspectives, including dual careers, when designing faculty recruitment, retention, and advancement strategies. By connecting the topic of dual career hiring to gender and ethnicity, the volume extends the current research on work-life integration by sharing best practices and approaches that have worked among institutions of higher education while incorporating issues related to intersectionality.

CONTENTS: Acknowledgments. Foreword by the Editors, Marci R. McMahon, Marie T. Mora, and Ala R. Qubbaj. PART 1:
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.

Contributing 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 critically examine the concept of work-life balance.

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?


Ground Us: Reflecting Comunidad and Cultura in Who We Are as Latin@ Faculty, Laura Cortez, Melissa A. Martinez,

PART III: BUILDING PEDAGOGY AND ACADEMIC/SOCIAL CAPITAL FOR LATINO/O STUDENTS. Danielle Alsandor, Aurora Chang, and Anjalé D. Welton.


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.

Juggling Flaming Chain Saws: Academics in Educational Leadership Try to Balance Work and Family

Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, University of Idaho; Kathleen M. Brown, University of North Carolina at Chapel Hill; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement; Bonnie Fusarelli, North Carolina State University; Mark A. Gooden, The University of Texas-Austin; Catherine A. Lugg, Rutgers University; Latish C. Reed, University of Wisconsin Milwaukee; George Theoharis, Syracuse University


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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