



Book Series

Work-Life Balance

Series Editors

Joanne M. Marshall, *Iowa State University*; Jeffrey S. Brooks, *Curtin University*; 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:

- Bounding Greed
- Parenting in the Pandemic
- 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

Special Paperback Set Price:

\$36.50 per book + FREE SHIPPING when you order the complete series.

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

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Bounding Greed

Worklife Integration and Positive Coping Strategies Among Faculty of Color in Early, Middle, and Late Career Stages at Comprehensive Universities

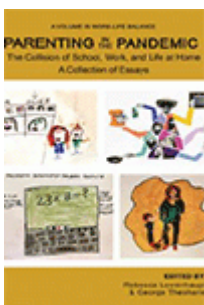
René O. Guillaume, New Mexico State University; Edna Martinez, The University of Texas at El Paso

2023. Paperback 979-8-88730-219-5 \$52.99. Hardcover 979-8-88730-220-1 \$94.99. eBook 979-8-88730-221-8 \$85.

Building on the work of Guillaume (2021), the collection of autoethnographies and testimonios in this book highlight positive coping mechanisms, strategies, and healthy boundaries that early, middle, and late-career Faculty of Color at comprehensive universities have deployed to negotiate home and work.

As beautifully stated by Aerial A. Ashlee, whose story you will find in chapter two: “It is not a formula, a blueprint to copy, or a recipe to repeat;” however, we hope that the stories about relying on faith, family, mentors, culture, and community presented in the following chapters will support Faculty of Color in their own well-being and work-life integration efforts. Certainly, work-life balance or integration is not the solution to deeply entrenched systemic issues in higher education; however, research in the area of work-life balance/integration has affirmed the need for postsecondary institutions to place significant importance on the topic of work-life, in particular the need for increased support at both the department and institutional levels (Denson et al., 2018). Thus, it is also our hope that this book will serve as a resource for educational leaders in the area of faculty development, as well as academic administrators whose role is to recruit, retain, and evaluate Faculty of Color at comprehensive universities.

CONTENTS: PART I: INTRODUCTION. Grace, Edna Martinez and Rene O. Guillaume. **PART II: EARLY CAREER.** Becoming Mamascholar: Unlearning Oppositional Thinking and Pursuing the Possibilities of Both/And, Aerial A. Ashlee. From Trauma to Unicorns: Surviving the Afflictions of Teaching While Black and Female, Bernadeia Johnson. Balance vs. Integration: Finding an Alternative to the Work-Life Intersection, Isela Peña. Finding Joy and Balance Through Campus Engagement in Male Success Initiatives, Eligio Martinez, Jr. **PART III: MID CAREER.** “You’re Getting Bold” A Chicana Mother Scholar’s Testimonio of Inward Healing and Outward Actions, Nancy Acevedo. Pushing and Setting, Natalie Rasmussen. Una Golondrina No Hace Verano: Mentoring Scholars of Color, Maria de Lourdes Vilorio. **PART IV: LATE CAREER.** Being Asian American, Working Class, and Male: The Raced, Classed, and Gendered Reality of a Career in Higher Education, Eugene Oropeza Fujimoto. Overcoming Burdens of Identity When Being Perceived as the Underdog: The Power of Optimistic Outlooks, Mahmoud Suleiman. Hay Que Trabajar Para Vivir, No Vivir Para Trabajar: Search for a Work-Life Balance in Higher Education, Frank Lucido. Biographies.



Parenting in the Pandemic

The Collision of School, Work, and Life at Home A Collection of Essays

Rebecca Lowenhaupt, Boston College; George Theoharis, Syracuse University

2021. Paperback 978-1-64802-520-4 \$52.99. Hardcover 978-1-64802-521-1 \$94.99. eBook 978-1-64802-522-8 \$85.

In March of 2020, our daily lives were upended by the COVID pandemic and subsequent school closures. With work and school shifting online, a new and ongoing set of demands has been placed on parents as school moved to online, virtual and hybrid models of learning. Families need to balance professional responsibilities with parenting and supporting their children’s education. As education professors, we find ourselves in a particular position as our expertise collides with the reality of schooling our own children in our homes during a global pandemic. This book focuses on the experiences of education faculty who navigate this relationship as pandemic professionals and pandemic parents.

In this collection of personal essays, we explore parenting in the pandemic among education professors. Through our stories, we share our perspectives on this moment of upheaval, as we find ourselves confronting practical (and impractical) aspects of long held theories about what school could be, seeing up close and personally the pedagogy our children endure online, watching education policy go awry in our own living rooms (and kitchens and bathrooms), making high-stakes decisions about our children’s (and other children’s) access to opportunity, and trying to maintain our careers at the same time. In this collision of personal and professional identities, we find ourselves reflecting on fundamental questions about the purpose and design of schooling, the value of our work as education professors, and the precious relationships we hope to maintain with our children through this difficult time.

Praise for Parenting in the Pandemic

"Lowenhaupt and Theoharis have curated a magnificent collection of essays that captures the hopes, fears, tensions, and possibilities of parenting in a time of crisis. A gift to parents and educators everywhere as we continue to process and reflect on what the pandemic has taught us about what it means to educate others, and perhaps through a renewed imagination, our very own children." - **Sonya Douglass Horsford**, Teachers College, Columbia University

"In this powerful collection of essays, we have a rare window into how the personal and professional worlds of academics collided during the COVID-19 pandemic. What emerges from these reflections is an intimate portrait of the longstanding tensions in our lives as public intellectuals and parents that have long burned as embers, but are now set ablaze by the public health, economic, and educational crisis we have lived through during the last year. Reading these essays will help us to see questions of education policy and practice in a new, more personal light." - **Matthew Kraft**, Brown University

CONTENTS: Documenting Our Collective Experiences: An Introduction to the Book. **SECTION I: "FIERCE URGENCY OF NOW": PANDEMIC PARENTING, JUSTICE, AND IDENTITY.** Ice Cream for Breakfast, *Vincent Cho*. For Everything There Is a Season, *Jennie Weiner*. Privileging Love During a Double Pandemic, *Gretchen Givens Generett*. Dear Isabella, *Dalia Rodriguez*. Pandemic Homeschooling and Decisions Made of Care and Fear, *Susan W. Woolley*. Privilege Doesn't Mean You Didn't Work Hard, *George Theoharis*. Enough, *Erica O. Turner*. Seeking Refuge in Times of Crisis, *Mario Perez*. Holding, Trusting, and Loving in 2020, *Josh Bornstein*. Humanizing Education as Our World Unravels, *Carrie Sampson*. The Ways We Parented, *Decoteau J. Irby*. **SECTION II: "GOT TO GO THROUGH IT!": SCHOOLING AT HOME.** Mama e, *Gabrielle Oliveira*. Carousel Parenting: Up, Down, and Around We Go Again, *Jacob Hall*. Realtime Ruminations: Young Children's Thoughts on Social Life in 2020, *Ariana Mangual Figueroa*. Social Isolation While Self-Isolating, *Shaun M. Dougherty*. When Going Away to School Goes Away, *Sarah Woulfin*. Should the Kids Go Back to School? Wrong Answers Only, *Erin Marie Furtak*. Wrestling With Grace, *Noreen Naseem Rodriguez*. Paradoxes, Pedagogy, and Parenting, *Patrick Proctor*. A New Process of Living, *Rebecca Lowenhaupt*. We Are Sensitized to Rareness, *Bill Black*. The Only Way Is Through: Parenting My Teenagers in a World Upended, *Sharon Radd*. My Kids Will Be Fine: What About Everybody Else's? *Joanne Marshall*. The Challenges of Music Teaching and Learning During the Pandemic, *Elisa Macedo Dekaney*. Unexpected "Bonus Time", *Edmund "Ted" Hamann*. **SECTION III: "WE ARE HERE FOR THE STORM": SEEKING BALANCE IN THE MIDST OF CRISIS.** Paradoxes in Pandemic Parenting, *Martin Scanlan*. Chaos and Connection, *Lisa M. Dornier*. Single-Parenting as an Academic During a Global Health Pandemic: Lessons Learned About Managing Distraction, Mom Guilt, and Self-Compassion, *Sera J. Hernandez*. Particles and Dueling French Horns, *Sharon Dotger*. Struggling Beautifully: Raising Two Black Girls in the Midst of Global Health and Racial Pandemics, *Terrance L. Green*. Lockdown, *Alexandra Freidus*. Uncertainty, Transitions, and an Unexpected Opportunity, *Kate Spence*. Life Can Be Hard, but It Is Beautiful, *Jing Lei*. Straight Outta the "Containment Zone", *Rosa L. Rivera-McCutchen*. Just the Two of Us: Solo Parenting During the Pandemic, *Jessica Rigby*. A Story of a Part-Time Parent During the Pandemic, *Bong Gee Jang*. The Challenges and Gifts of Being a Parent and an Academic in a Pandemic, *Carolyn Sattin-Bajaj*. Blurring or Erasing the Lines Between Work and Home? *Raquel Muñiz*. Tenure Tracking From Home, *Rachel Silver*. Pandemic Parenting in the Middle of Life and Academic Transitions, *Diego Román*. Sinking and Swimming Through the COVID-19 Pandemic, *Kristen Bottema-Beutel*. The Things I Learned, *Katharine O. Strunk*. Tenured Professor,