

CALL FOR CHAPTER PROPOSALS

Women and Leadership in Distance Education in Canada

Edited by

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Introduction

This book invites chapter contributions from women who are or have been educators in Canadian universities and who have served as leaders (at any level) in distance or online education. Leadership roles may be formal or informal, independent of positional authority, and emerge from the experiences of students, administrators, instructors, and other professionals (e.g., learning designers, educational developers). As leaders in distance education ourselves, we are committed to a deep and broad representation of leadership experiences of Canadian women faculty, students, professionals, and administrators whose stories and research may inform more balanced leadership practices in higher education.

- In Canada and globally, participation in higher education has steadily increased in recent decades. World-wide enrolment in online learning has also increased, especially in response to the global pandemic. Women students continue to take advantage of the affordances of distance and online learning.
- While women have played significant roles as leaders in the advancement and development of distance education around the world, they have historically been underrepresented in formal academic and administrative leadership positions.
- Canadian universities have been among the earliest providers and leaders of distance education and online learning.

Objective and Purpose

This book aims to incorporate narrative accounts of perspectives and insights of women relevant to their experiences with leadership in distance education in Canadian universities. Contributions that include documentation of women's work, research reports, personal experiences and reflective accounts, or case studies of particular leadership contexts are welcome. Authors will offer their practical recommendations for current and future leaders in the field of distance education.

Areas of Focus

Chapter topics could include (but are not limited to):

- *Executive leadership for distance education and online learning in the 21st century*
- *Enabling and supporting student leadership*
- *Leadership development in graduate programs*
- *Enabling and supporting instructor leadership*
- *Supporting leadership of professional staff*
- *Leadership development through reflective practice*
- *Leadership challenges and opportunities for women*
- *Leadership support for women and research in distance education*
- *Social mobility of women in distance education as a pathway to professional recognition and promotion*

Target Audience

The target audience of this openly published book is expected to be global, including academics, executive and department leaders, managers, and others in influential positions such as students, instructional designers, educational developers, student support specialists, and emerging scholars in distance and higher education. Readers will learn from the personal and professional experiences and research findings elaborated in the book's chapters.

Submission Procedure and Guidelines

The editors are exploring opportunities with open publishers in summer 2022. We invite submissions in multiple formats from a variety of perspectives. Chapters can be theory or practice-based, reflective, conceptual, or other, and can be authored by one or more women.

Interested authors who are or have been leaders, practitioners, students or scholars in distance education should email a chapter proposal (approximately **500** words) for review by the editorial team, c/o Dr. Cindy Ives (cindy@athabascau.ca) before *October 1, 2022*.

The proposal must include a **250**-word abstract that:

- Describes the context of the experience or research being described
- Provides an overview of the proposed chapter, highlighting how it relates to the themes and purpose of the book.

An accompanying **250**-word author biography should include relevant publications and a few author details that situate the distance education context.

Full chapter drafts are not necessary in the first stage of the submission process. After the proposal review process, authors will be invited by *October 31, 2022*, to contribute full chapter manuscripts of up to 5000 words, with a planned submission deadline of *January 10, 2023*. Full manuscripts will be subject to a blinded peer review process to evaluate them for inclusion in the volume. Manuscript details will be provided to those whose proposals are accepted.

Tentative Schedule for Publication

Proposal and Abstract Submission: October 1, 2022

Notification of Invite to Submit Chapter: October 31, 2022

Submission of Book Chapter: January 10, 2023

Peer Review Evaluation Sent from Editors to Authors: January 31, 2023

Author Revisions due February 28, 2023

Final editing: March 31, 2023

Final Book Submitted to Publisher: April 1, 2023

Anticipated Publication: This will depend on the publisher's schedule – to be determined

Inquiries can be forwarded to

Dr. Cindy Ives, cindy@athabascau.ca