



Call for Manuscripts



Manuscripts are currently being sought for review and potential publication in the 2019 edition The NNER Journal. This national peer-reviewed journal is published annually in an online format with a limited number of hard copies distributed.

The purpose of the journal is to foster inquiry related to the Agenda for Education in a Democracy (AED) and support the mission of the National Network for Educational Renewal (NNER) which is to:

- Foster in the nation's young the skills, disposition, and knowledge necessary for effective participation in a political democracy;
- Ensure that the young have access to those understandings and skills required for satisfying and responsible lives;
- Develop educators who nurture the learning and well-being of every student; and
- Ensure educators' competence in and commitment to serving as stewards of schools.

Editors of the 2019 edition of the NNER journal invite submissions of manuscripts that focus on the theme: **#YESALLWOMEN: The Role of Women & Girls in Fostering Democracy in Schools.**

This issue will explore periods of focus on women's access and achievement within the educational arena and opportunities where the field of education might prioritize an inclusive study of the issues, challenges, and social gains (contemporary and historic) impacting the educational experience of women and girls.

Exposing the Inequities: What are the issues? What are the needs? If balance across fundamental social issues is critical to the public's perceived road to success, we must first seek balance in our education leadership. While research suggests that educational preparation, professional mentorship, response to job demands, personal life status, and career trajectory for men and women are similar, "men are still four times more likely than women to serve in the most powerful position in education, and both women and men of color are still grossly underrepresented" (Robinson, Shakeshaft, Grogan & Newcomb, 2017, np). Furthermore, women make up an average of 75% of education professionals, but hold only 30% of the leadership positions in education (Morey, 2017). Beyond issues concerning women in positions of educational leadership, we also wrestle with significant problems of school pushout among African American girls. Morris (2016) argued that the traditional framework of the "school to prison pipeline" has largely focused on the experiences and conditions affecting Black males. We continue to find that adopting a one-dimensional gender lens to address important work on inequality, exclusion, and the pushing of students away from schools and into systems of criminal justice invariably limit our full understanding of this phenomenon.

The article should connect to the National Network for Educational Renewal's Agenda for Education in a Democracy with clear connections to Goodlad and/or his work. However, this call for manuscripts welcomes critique as well as support for the AED. Preference will be given to manuscripts that deliberately draw strong connections between the AED, school partnerships, and comprehensive analysis of data and/or theory. Click here for detailed Call for Manuscripts.

Submission Timeline 2019

- ▶ **June 15**
Initial Submissions due to Editors
- ▶ **July 15**
Round 1 Reviews Provided to Authors
- ▶ **August 15**
Revisions Resubmitted to Editors
- ▶ **August 30**
Round 2 Reviews Provided to Authors
- ▶ **September 15**
Final Revisions Resubmitted to Editors

For more information visit nnerpartnerships.org



How might movements like

#YESALLWOMEN

drive our efforts toward increased intervention & change for women and girls?



Manuscript Criteria for 2019

Manuscripts must be original and will be carefully reviewed based on each of the dimensions listed below:

Significance

Significance of topic to the Agenda for Education in a Democracy (AED) with clear connections to Goodlad and/or his work.

Interest

Topic/report/findings are of interest to university-/college-based educators AND school-/district-based practitioners.

Theory

Advancement of theory, practice or research related to democratic education.

Coherence

Clear, coherent, and well-written manuscript.

Manuscripts must follow American Psychological Association (APA) (Vol. 6) style and be no more than **5000 words**. Manuscripts not following APA (Vol. 6) style will **not** be accepted. An abstract of no more than 100 words should be provided along with a brief list of keywords or phrases. The editors reserve the right to make minor editorial modifications that do not alter the substance of the article.

NOTE: Each issue of the journal is fully copyrighted by the NNER. As a condition of publication, authors grant the NNER permission to post or print the full text of an article for the use of its members.

How to Submit Manuscripts

All manuscripts must be submitted as email attachments in Microsoft Word. **Deadline for submissions is June 15, 2019.** Contact with authors, including acknowledgment of receipt of manuscripts, will occur by email.

A triple-blind review process is used in considering acceptance. Any information that could identify the authors or institutions should not appear in the manuscript. A separate cover page should be attached that includes the title of the article, the author's name/s, e-mail address, phone number, mailing address, affiliation, and one-sentence biographical statement. Submissions should be sent to:



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