

Journal of Equity in Education

About the journal

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Policies

Focus and Scope

The Journal of Equity in Education is a peer-reviewed scholarly publication of New York University's Metropolitan Center for Education and the Steinhardt School of Culture, Education, and Human Development. It is designed to provide an accessible forum for original and emerging scholarship that explores the topic of equity, as it pertains to race, gender and national origin, in education.

Section Policies

Invited Submissions -- peer reviewed

To lead each issue, the Editorial Board invites scholars and academics of note to share their thoughts on critical themes and issues around equity.

Peer Reviewed Articles -- peer reviewed

These articles are submitted to the Journal in response to a call for papers and are evaluated and chosen through a blind peer review process.

Peer Review Process

The Journal is committed to a blind peer review process. As such, it relies on dedicated group of reviewers to evaluate and provide comments on its submitted manuscripts.

The peer reviewer pool is comprised of doctoral students, professors, and other experts in the field of education with particular interests in equity issues pertaining to race, gender, and national origin.

Authors will first submit manuscript proposals. The Journal editors will then review each proposal with respect to the manuscript's suitability to the Journal's mission and call for paper. If the manuscript proposal is accepted by the Editorial Board, the author(s) will be asked to submit a full manuscript for peer review.

Full manuscripts will also be assigned to a panel of three peer reviewers with specific knowledge around the submission's themes or topics. The peer reviewers will provide evaluative feedback to the manuscript author(s) and recommend to the Editorial Board whether the manuscript should be accepted for publication.

Publication Frequency

The Journal is published biannually with a fall/winter issue and a spring/summer issue.

Open Access Policy

The Journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. As such, each article is available free for download for private, noncommercial purposes.

Mission Statement

The mission of the Journal of Equity in Education is to provide a forum for original scholarship that explores the topic of equity, as it pertains to race, gender and national origin, in education. This journal is

premised on the notion that each child is entitled to a high-quality education. At its most basic level, this high-quality education includes, but is not limited to, a safe and healthy learning environment, a rigorous curriculum, and compassionate and capable professionals in schools. Despite decades of struggle for the educational rights of children, inequities persist in our nation's educational system. These inequities manifest in poverty, race and gender discrimination, and xenophobia and create a myriad of obstacles that prevent some children from obtaining the educational opportunities afforded to the more privileged. The Journal of Equity in Education welcomes submissions that elucidate, open discussions around, and generate solutions to the pervasive and oftentimes hidden issues pertaining to educational equity. We are especially interested in emerging voices that confront these issues with fresh, new, and insightful ideas that can advance existing research and support possible solutions to related educational challenges.

Founding Editors

The Journal of Equity in Education was founded by the following graduate students and faculty advisor seeking to further the discourse on educational equity, with the ultimate aim of helping to contribute to a more just and equitable society:

Roey Ahram

Yader Lanuza

Joseph Nelson

Keisha Oxford

Katharine Scieurba

Miri Wexler

LaRuth Gray (Faculty Advisor)

Advisory Board

The Journal of Equity in Education established an Advisory Board of the following noted academics, scholars, and practitioners in the field of equity in education to lend their voice to the Journal's mission and help the voices of emerging scholars be heard:

Jeanne Adair, New York University

Jean Anyon, The Graduate Center, CUNY

Adrienne Dixson, The Ohio State University

Edward Fergus, New York University

David Gilborn, University of London

Floyd Hammack, New York University

David Kirkland, New York University

Colleen Larson, New York University

Pedro Noguera, New York University

Submissions

Online Submissions

Registration and login are required to submit items online and to check the status of current submissions.

Author Guidelines

Submission Guidelines

The Journal of Equity in Education is especially interested in emerging voices that confront the issues of educational equity with fresh, new, and insightful ideas that can advance existing research and support possible solutions to related educational challenges. Submissions will be assessed on topic suitability, originality, strength of scholarship, and cogency of argument.

The most recent "Call for Papers" on the Announcements page has more specific information about topics for the upcoming issue and deadline information.

Papers should be approximately 10-15 pages in length (not including references), conform to the APA style manual, and include page numbers in the heading. Manuscripts must be submitted electronically in a format compatible with Microsoft Office (.doc) through the Journal website. Please refer to the "Submission Preparation Checklist" for additional guidelines.

Submission Preparation Checklist

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

1. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
2. The submission file is in Microsoft Word (.doc) or RTF document file format.
3. Where available, URLs for the references have been provided.
4. The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements outlined in the most recent edition of the [Publication Manual of the American Psychological Association](#).
6. If the submission contains a graph or chart copied from a previously published source, permission has been obtained to use this graph and chart.
7. If submitting to a peer reviewed section of the journal, the submission is free of anything that might identify the author(s).

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