

## Call for Papers

### *Identity Formations of African American STEM Majors*

*The Journal of Negro Education* issues a Call for Papers for a special issue to be published in the Summer of 2019 to advance scholarship on science, technology, engineering and mathematics (STEM) identity among African American students. Dr. Goldie Smith Byrd, director of the Maya Angelou Center for Health Equity, and Shondrieka N. Lamb, Assistant Director, Division of Science and Mathematics, Morehouse College, will serve as guest co-editors.

Science identity formation is the integration of science into one's sense of self so that it becomes a source of intrinsic motivation. A positive STEM identity is critical for promoting success and retention in college, as well as ultimately broadening participation in STEM. Research has shown that students' identity with an academic environment is associated with their success and retention, and identifying as a scientist, or science identity, is related to persistence. Despite advances in understanding identity, as it relates to African American students there is still more to learn concerning STEM identity and how it contributes to broadening participation.

The focus of this special issue on "Identity Formation of African American STEM Majors" is to disseminate information on STEM identity to understand how to enhance student success, retention and graduation rates, as well as to elucidate how Historically Black Colleges and Universities have been successful in promoting STEM identity formation.

Manuscripts acceptable for this volume will be empirical quantitative or qualitative studies that address one or more of the following topics:

1. **A uniform, culturally consistent definition of STEM identity** based on empirical research, which can help institutional leaders, policymakers, and other stakeholders identify unique drivers and barriers to cultivating a positive STEM identity among African American student.
2. **A better understanding of what works** in preparing, recruiting, retaining and graduating African American STEM majors and how colleges and universities address where gaps that exist in STEM completion for low-income students and Black students.
3. **A policy, practice, advocacy, and action steps** to encourage widespread use of strategies to promote positive STEM identity formation among Black students, with methods to coordinate with leaders at postsecondary institutions, and state and federal agencies and lawmakers.

*The Journal of Negro Education* promotes strength-based research and encourages authors to convey a contextualized understanding of problems, consider community assets, and offer culturally congruent solutions. Final manuscripts will undergo a blind peer review. This special issue will be distributed to a wide range of educators and advocates.

Therefore, invited authors are encouraged to use graphs and charts, summaries in layperson language, and numbered practical recommendations and policy implications.

For initial consideration, please submit an abstract no longer than 500 words by e-mail to [journalnegroed@gmail.com](mailto:journalnegroed@gmail.com) by **April 13, 2019**. All inquiries regarding submissions should be directed to Goldie Smith Byrd ([gbyrd@wakehealth.edu](mailto:gbyrd@wakehealth.edu)) or Shondrieka N. Lamb ([shondreika.lamb@morehouse.edu](mailto:shondreika.lamb@morehouse.edu)). Invited authors will need to submit completed manuscripts by **June 15, 2019**.

For more than 80 years, The Journal of Negro Education has been the leading purveyor of a wealth of scholarly research concerning Black academia. The quarterly journal is operated under the auspices of the Howard University (HU) School of Education (SOE). With world-wide readership and subscribers, JNE has published distinguished scholars that include Horace Mann Bond, Ralph J. Bunche, W. E. B. Du Bois, and Kenneth B. Clark. The current Editor-in-Chief is Dr. Ivory A. Toldson ([itoldson@howard.edu](mailto:itoldson@howard.edu)).