

Call for Papers

When Voices Rise: Race, Resistance, and Campus Uprisings in the Information Age

The Journal of Negro Education issues a Call for Papers for a special issue to be published in the Summer of 2017 to advance scholarship on race and resistance to social injustice and inequities in higher education. Ty-Ron M.O. Douglas, Ph.D. assistant professor, Educational Leadership and Policy Analysis, University of Missouri-Columbia and Kmt G. Shockley, PhD, Associate Professor, Department of Education Leadership & Policy Studies, Howard University will serve as guest co-editors.

The millennial population, now larger than the baby boomers, is the most racially diverse adult population in U.S. History. In the U. S., of the 4,658 Title IV eligible, degree-granting Institutions of Higher Education (IHE), 1,905 have a student population that is less than 50 percent White. In total, more than 11.8 million students in the United States are enrolled at an IHE that is majority minority. As universities become more diverse, xenophobic sentiments and racial tensions promulgate. In colleges and universities across the nation, Black students, and other historically marginalized groups, confront institutional racism and systemic biases in the form of racial harassment and intimidation, racist symbols, such as confederate flags and monuments to slaveholders, and discrimination in hiring and admissions policies. Recently, conventional acts of civil disobedience, such as walk-outs, sit-ins, boycotts and marches, have been combined, and sometimes replaced, with social media and hashtag activism, recordings, and live-streaming incidents.

The purpose of this special issue is to explore the antecedents, prevalence and consequences of racial tensions in higher education, and propose recommendations to create campus structures that are fair and inclusive to students of all races and social statuses. Manuscripts acceptable for this volume will be empirical quantitative or qualitative studies that address one or more of the following topics:

- The antecedents, prevalence and consequences of campus-based institutional racism and systemic biases;
- How the intersection of race with gender, economic status, sexual orientation, and ability influences social movements in higher education;
- Laws, legislation and policies associated with civil rights and liabilities, fairness, and equity in higher education;
- Strategies for building a more culturally diverse and inclusive campus environment;
- Issues related to student and faculty representation, including biases and discrimination in admissions, hiring and promotion;
- Generational differences in social justice movements and the role of technology in facilitating social change; and
- Issues related to campus inclusion and social activism across different sectors of higher education including Historically Black Colleges and Universities, and other minority serving institutions, highly selective institutions, religious institutions, and community colleges.

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 by February 17, 2017. All inquiries regarding submissions should be directed to Dr. Ty-Ron M.O. Douglas (douglastyr@missouri.edu) or Dr. Kmt G. Shockley (kmt.shockley@Howard.edu). Invited authors will need to submit completed manuscripts by May 15, 2017.

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).