Call for Papers: A Themed Issue of the *Journal of Women and Minorities in Science and Engineering (JWM)* on Reimagining STEM Higher Education Research

Guest Editors:
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Themed Issue Overview & Potential Topics

Across science, technology, engineering, and mathematics (STEM) fields, there is no shortage of issues related to diversity, equity, access, accessibility, and inclusion (Lee, 2019). These issues have persisted despite the continual investment of countless individuals and organizations, suggesting that alternative framings of the problems and possible solutions might be required. This will require education researchers to examine the STEM education system more critically and holistically, focusing on everyone between undergraduate students and faculty. Put simply, we need frameworks and methodologies that help us "(re)think, (re)analyze, and (re)define common educational processes" (Museus, Ledesma, & Parker, 2015, pg., 28). This themed issue will explore such approaches. **Articles should focus on one or more aspects of the STEM higher education system (e.g., policy, structure, pedagogy, course content, ecology)** and may address any combination of undergraduate students, graduate students, post-docs, and/or faculty in a range of higher education contexts (e.g., community colleges, minority-serving institutions, rural). We are particularly interested in original papers that focus on social and political identities (e.g., race, gender, class, sexual orientation, disability) that are structurally linked to systems of oppression. Though the adjectives used to describe these groups may vary (e.g., underrepresented, underserved, minoritized, marginalized), "In the most general sense, all oppressed people suffer some inhibition of their ability to develop and exercise their capacities and express their needs, thoughts, and feelings. In that abstract sense all oppressed people face a common condition" (Young, 2014, pg. 4). If our shared interest to resolve this common condition is embraced, there is power in our collective voice. This themed issue will provide a platform for realizing that power.

We invite original manuscript submissions that help us reimagine a more equitable STEM by leveraging new positions, methods, or theories. Our aim is to inspire the field to reorient and leverage a broader array of theoretical and methodological tools to interrogate various mechanisms for discrimination (Link & Phelan, 2001; Rodriguez & Lehman, 2018). Questions to consider include: How might we better use theories to promote equity in STEM higher education? What research methods are best suited for generating the sorts of insights needed to promote equity in STEM higher education? How might we reconceptualize how we design a STEM curriculum? What lines of inquiry should be prioritized by social scientists and education researchers focused on equity in STEM higher education? The papers selected to be included in the Themed Issue will explore the ways in which STEM higher education can respond to the challenge of promoting equity and combating oppression and should build on previous literature (e.g., Acker, 2006; Cabrera, Franklin, & Watson, 2017; Museus, Ledesma, & Parker, 2015; Thomas, 2018).

Types of Submission:

We will accept the following types of papers: (1) **Position Papers** presenting an arguable opinion, plan of action, or agenda; (2) **Methods Papers** interrogating methodologies, approaches, or techniques; and (3) **Theory Papers** interrogating frameworks, conceptual models, or paradigms. Each paper will be evaluated on the extent to which it speaks clearly to the theme, is well-situated within the literature, honors the perspectives of the oppressed populations, and potentially offers transformative implications and/or recommendations.

Review Process:

The Guest Editors will review the abstract submissions. For invited articles, the editors will work to identify reviewers with relevant expertise and also welcome suggestions from submitting authors. Submitting authors should expect to also complete reviews.

Timeline

1. **Structured Abstracts:** Structured abstracts (single spacing; 2-page limit, not including references) are due by **October 9th, 2020**. We recommend including the following sections: **Purpose, Background/Motivation, Intended Audience, Contribution, Relevance of the Topic, and Positionality.** Because the call invites a range of approaches, you may adapt the abstract structure as needed to fit the proposed paper. Submit your abstract through the [Begell House Submission Site](). The title submission should begin with *"Themed Issue:"* followed by the rest of the title to ensure that your manuscript is properly routed and will avoid any unnecessary delays. If the abstract is accepted, you will be able to use this same submission to upload the full manuscript.

2. **Invitations**: Invitations to submit full manuscripts will be sent to authors no later than **October 30th, 2020**.

3. **Initial Submissions**: Full manuscripts are due **March 26th, 2021**. The word limit is 5,000 words for Position Papers and 10,000 words for Methods/Theory Papers, including references but not figures or tables. To assist us with identifying appropriate experts, please recommend 5 potential reviewers when submitting your manuscript.

4. **Initial Decisions**: Initial reviews and decisions will be returned on **July 2nd, 2021**. The authors will be notified with an initial decision (accept, minor revisions, major revisions, or reject) and reviewer comments. The initial acceptance does not guarantee publication, as that decision will depend on the quality of the final manuscript.

5. **Revised Manuscripts**: Revisions are due by **September 3rd, 2021**.

6. **Final Decisions**: Feedback on revisions (accept, minor revisions) will be returned by **November 5th, 2021**.

7. **Final Manuscripts:** Finalized manuscripts will be submitted to the journal's production team by **December 10th, 2021**.

8. **Anticipated publication date:** Early 2022, TBD.

References:

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