



***Mid-Western Educational Researcher* Call for Papers: Special Issue on Anti-Racist Education**

The Editorial staff of *Mid-Western Educational Researcher*, in collaboration with Guest Editors Starr E. Keyes, Kate Brodeur, and Kristina N. LaVenía, **issues a call for manuscripts** to be published in Summer 2022 that **focus on anti-racist education** from a variety of diverse academic perspectives.

Calls for increased culturally responsive and justice-oriented practices in education are not new (e.g., Kumashiro, 2000; Ladson-Billings, 1995; Milner, 2010); however, as the socio-political landscape of the U.S. continues to evolve, we see challenges and opportunities for anti-racist education in U.S. P-20 education. Initiatives focused on social justice are often critiqued for being limited, as in the case of a single diversity course rather than content infused throughout teacher education programs (Villegas & Lucas, 2002), or over simplified (Sleeter, 2012). As anti-racist work is always work-in-progress rather than an achievable destination, educators at all levels are challenged to make anti-racist efforts part of our ongoing work and workspaces.

Recognizing that the challenge of racism in educational institutions is systemic in nature, there is a need for anti-racist work to be equally systemic to dismantle the harmful status quo. Beyond a moment or statement, institutions must actively build practices and systems that break away from surface-level diversity and inclusion efforts and build towards true equity and social justice.

In this special issue, we seek **feature articles** and **commentaries** exploring challenges to and opportunities for the momentum of **anti-racist work** such as (but not limited to) the following:

- Building human capacity for doing anti-racist work
- Making anti-racist initiatives systemic or sustainable in their own right
- Developing liberatory frameworks for higher education programs
- Integrating anti-racist initiatives with related initiatives such as mental health awareness, social emotional learning, school safety, and reductions in substance abuse and misuse in schools
- Leveraging successful practices (e.g., collaborative inquiry, university-district partnerships) as supports for anti-racist work
- Grappling with Whiteness in predominantly white institutions
- Partnering with other anti-oppressive initiatives to develop an intersectional approach

We are especially interested in submissions targeting the implementation of these practices (e.g., anti-racist education/pedagogy, emancipatory education/pedagogy, culturally-sustaining teaching, etc.) in PK-20 settings. We welcome diverse academic perspectives (e.g., educator preparation, family sciences, human services).



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Guidelines for Submission:

Submit all manuscripts via email to the MWER editors (mwer1922@gmail.com) with the subject line: "MWER Special Issue: Anti-Racist Education." In your submission email, please include author information: Name, affiliation, position, mailing address, phone number, and email address. Remember to include full information for each author and note the corresponding author for the submission.

Submissions must follow APA 7th edition guidelines. Accepted final manuscripts must be formatted in accordance with the MWER Author Guidelines which can be found [here](#).

Submissions will be peer reviewed and edited to meet MWER's specifications for publication. The MWER Editorial staff and Guest Editors reserve the right to reject submissions that are not written according to the journal's standards and expectations.

Planned Timeline:

Manuscript Submission Deadline: February 15, 2022

Reviewer Feedback to Authors: March 30, 2022

Authors' Revisions/Final Paper Due: April 30, 2022

Published: July 2022

Please do not hesitate to contact the Guest Editors should you have any questions. We look forward to receiving your submissions.

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