Writing for the Journal of Postsecondary Education and Disability (JPED)

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Agenda

• JPED Overview
• Topics and Methods
• Publishing Process
• Author Guidelines
• General Publishing Advice
• Future Directions

JPED Overview

• Association of Higher Education and Disability (AHEAD)
• Editorial Team
• Review Board
Topics addressed in JPED

- Topics Historically
  - Perceptions/attitudes/experiences of students; program and service descriptions; construct development (Madaus et al., 2014)
- Common/Popular recent topics
  - Universal Design, disability service utilization, program/intervention descriptions and outcomes, student perceptions/experiences

Methods in JPED

- Similar to other educational disability research
  - Descriptive quantitative
  - Correlational
  - Qualitative research
  - (Faggella-Luby et al., 2014 Kimball et al., 2016; Madaus et al., 2018)
- Practice Briefs - pilot or evaluation methods

Research specific to disabled students

- Disability services and/or accommodations
- Assistive technology
- Predictors and effects of self-determination/self-efficacy
- Legal or policy changes (federal, state, or institutional) specific to disability
- And many more...
Existing research strands that need to include disabled students
• Remedial/developmental education
• Effects of financial aid, debt, loan default
• Academic and career services
• Online/remote instruction and interventions
• Covid-specific issues and outcomes
• Intersectionality, oppression, and racial justice

Publishing Process
• Types of Articles
  – Research articles
  – Practice briefs
  – Book reviews
• Submissions
• Timeline
• Special Issues

JPED Author Guidelines

Highlights
• Recommendations for Disability Services Professionals
• Disability Language
• Masking
Publishing Advice – Alignment
• External alignment
  – Is this a topic of interest to our audience?
• Internal alignment
  – Do the sections of the manuscript (e.g., questions, literature review, methods, findings, and recommendations) all align?

Publishing Advice – JPED specific
• Adherence to Guidelines
  – Did you read and follow the Author Guidelines?
• Implications for Disability Service Professionals
  – Do the implications authentically stem from this work? Are they meaningful to others?

Future Directions (1/2)
• Special issue(s), and more manuscripts, that address racism, intersectionality, and related equity issues across multiple identities
• Solicit more submissions from disabled authors, authors of color, international authors, and those with other marginalized identities
Future Directions (2/2)
- Broaden book reviews to other types of media
- Increase submission volume, while staying true to the mission
  - Particularly more practice briefs, from professionals in the field
- New online submission portal through Scholastica… Coming soon!

References (1/2)

References (2/2)