

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

Ryan Wells

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Agenda

- JPED Overview
- Topics and Methods
- Publishing Process
- Author Guidelines
- Submission and Publishing Advice
- Future Directions for JPED
- Q&A



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, inclusive programming for intellectual and developmental disability

Methods used in JPED articles

- Similar to other educational disability research
(Faggella-Luby et al., 2014 Kimball et al., 2016; Madaus et al., 2018)
 - Descriptive quantitative
 - Correlational
 - Qualitative research
- Practice Briefs
 - pilot studies; evaluation methods; smaller scale; smaller samples; less robust results

Research specific to disabled students

- Disability services and/or accommodations
- Assistive technology
- Predictors and effects of self-determination/self-efficacy
- Inclusive postsecondary programs
- And many more...

Existing postsecondary research strands that need to include disabled students

- Academic and career services
- Online/remote instruction and interventions
- Covid-specific issues and outcomes
- Intersectionality, oppression, and racial justice
- Effects of financial aid, debt, loan default
- And many more...

Publishing Process

- Types of Articles
 - Research articles
 - Practice briefs
 - Media reviews
- Submissions
 - Scholastica Online System
- Timeline
- Special Issues

JPED Author Guidelines

[Author Guidelines Website](#)

Highlights

- Recommendations for Disability Resource Office(r)s
- Disability Language
- Masking
- New Generative AI Policy

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, lit review, methods, findings, and recommendations) all align coherently?

Publishing Advice – JPED specific

- Adherence to Guidelines
 - Did you read and follow the Author Guidelines?
- Reviewer-specific criteria (view in Scholastica)
- Implications for Disability Service Professionals
 - Do the implications authentically stem from this work? Are they meaningful to others?

Future Directions for JPED (1/2)

- Special issue(s), and more manuscripts, that address ableism, 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 for JPED (2/2)

- Increase submission volume, while staying true to the mission
 - Particularly more practice briefs, from professionals in the field
- Solicit hot topics and cutting-edge scholarship for future special issues
- Research Briefs? – a potential work in progress...

References (1/2)

Faggella-Luby, M., Lombardi, A., Lalor, A. R., & Dukes, L. (2014). Methodological trends in disability and higher education research: Historical analysis of the Journal of Postsecondary Education and Disability. *Journal of Postsecondary Education and Disability*, 27(4), 357–368.

Kimball, E., Wells, R. S., Ostiguy, B., Manly, C., & Lauterbach, A. (2016). Students with disabilities in higher education: A review of the literature and an agenda for future research. In *Higher Education: Handbook of Theory and Research* (Vol. 31, pp. 91–156). Springer International Publishing

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Madaus, J. W., Lalor, A. R., Gelbar, N., & Kowitt, J. (2014). The journal of postsecondary education and disability: From past to present. *Journal of Postsecondary Education and Disability*, 27(4), 347–356.

Madaus, J. W., Gelbar, N., Dukes III, L. L., Lalor, A. R., Lombardi, A., Kowitt, J., & Faggella-Luby, M. N. (2018). Literature on postsecondary disability services: A call for research guidelines. *Journal of Diversity in Higher Education*, 11(2), 133–145.