



Call For Manuscripts

Stress and Coping Among Minoritized Educators

Edited by

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A volume in **Research on Stress and Coping in Education**
*Series Editors Christopher J. McCarthy, University of Texas at Austin
and Richard G. Lambert, University of North Carolina at Charlotte*

BOOK DESCRIPTION:

While a wealth of literature has been conducted to examine the experiences of minoritized students, fewer studies have centered the experiences of minoritized educators in the United States and abroad. Researchers and practitioners have long called for the diversification of the PK-20 educator workforce. However, despite various recruitment and retention initiatives across the U.S. and abroad, the sustainability of a diverse public education workforce remains elusive. Moreover, minoritized educators currently working in education are reporting markedly lower wellbeing, satisfaction, and sense of belonging. The current volume seeks to highlight and expand the current literature on minoritized educators' experiences in the United States and, if applicable, abroad. Further, this book will expand within the literature the dimensions of identity that may impact stress and coping among educators, including racial or ethnic identification, sexual orientation, gender identity, ability status, and bilingual learner status.

TOPICS OF INTEREST:

Potential submissions could include original research studies, theoretical chapters, brief reports, and/or program evaluation and implementation findings, all of which focus on minoritized educators' experiences. The editors also seek submissions that include multiple marginalized identities (i.e., race/ethnicity, LGBT+, disability, international, bilingual learners, etc.), as well as a broad range of educator experiences from pre-kindergarten through graduate instruction at a college or university. The target audience for this volume is PK-20 researchers and practitioners. Possible topics of interest:

- Minoritized teachers, administrators, and student support staff (e.g., counselors, school psychologists)
- Qualitative, quantitative, and mixed methods research designs
- Outcomes including educational attainment, health and wellness, and thriving in educational systems
- Stressors experienced by historically marginalized populations
- Research on promising interventions that address the above topics

PROPOSAL SUBMISSIONS:

Proposals should include four parts:

- A title page with author name(s), affiliation(s), email address(es), and a tentative title
- A brief biography and relevant professional publications for each author
- An abstract (200-250 words)
- A summary of your completed study (up to 2,000 words). Original research manuscripts or program evaluation submissions should include an introduction, methods, results, and discussion section.

Proposals should be sent as a single Word file to Kristen Mosley, (k.mosley@utexas.edu) by September 15, 2023.

CHAPTER SUBMISSION GUIDELINES:

Authors of all accepted proposals will be notified of the status of their submission by October 15, 2023. Full chapters will range from 7,000-8,000 words, inclusive of title, abstract, manuscript, and references. Chapter formatting should follow APA 7th edition conventions with Times New Roman, 12-point font and double-spaced formatting. Graphics and images may be included. Additional chapter guidelines will be shared with accepted authors. Full chapter drafts will be due to double-blind peer review by December 31, 2023.

TENTATIVE TIMELINE:

- September 15, 2023: Chapter proposals due
- October 15, 2023: Authors notified of chapter acceptance and invited to submit full draft
- December 31, 2023: Full chapter drafts due
- April 1, 2024: Double-blind peer reviews sent to authors
- June 15, 2024: Revised, final chapter drafts due
- August 15, 2024: First book draft submitted to publisher

Send all inquiries to Kristen Mosley (k.mosley@utexas.edu)