



Engaging Pedagogies in Catholic Higher Education (EPiCHE) – CALL FOR PAPERS –

PURPOSE

Engaging Pedagogies in Catholic Higher Education (EPiCHE) is an open access peer-reviewed journal dedicated to the advancement of the theory, research, policy and practice of civic engagement, community-based research, service-learning, leadership, and social justice education in the context of Catholic higher education. We are interested in including how multiple faith traditions and disciplinary perspectives contribute to strengthening engaged pedagogies in Catholic higher education and beyond. We are interested in including how multiple faith traditions and disciplinary perspectives contribute to strengthening engaged pedagogies in Catholic higher education and beyond.

JOURNAL AUDIENCE

The audience of the *EPiCHE* is comprised of scholars from many disciplines, faculty development professionals, student affairs professionals, policymakers, and administrators in Catholic higher education, non-profit and community partners, and a broad spectrum of other interested parties.

FREQUENCY & FORMAT

Engaging Pedagogies in Catholic Higher Education is an open access electronic journal. Volume One, Issue One of *EPiCHE* will launch in fall 2014 with approximately six articles, reviews, and essays. From that point forward, *EPiCHE* will capitalize on the flexibility of the electronic press format and publish new contributions on an ongoing basis. Volume Two, Issue One will launch in spring 2015, with new contributions added to that volume approximately every four months. From time to time, *EPiCHE* may publish an issue on a special topic, such as women, poverty, or interfaith initiatives.

EDITORIAL REVIEW BOARD

The Editors of *EPiCHE* are Jennifer M. Pigza, Ph.D. (Academic Chair of MA in Leadership for Social Justice, jpigza@stmarys-ca.edu) and Marshall J. Welch, Ph.D. (Director of Catholic Institute for Lasallian Social Action, mjw6@stmarys-ca.edu). The Editorial Review Board for *EPiCHE* represents the breadth and depth of the journal's readership. Current editorial review board members are:

- Helen Astin, UCLA
- Lina Dostilio, Duquesne University
- Cheryl Getz, University of San Diego
- Dwight Giles, University of Massachusetts Boston
- Barbara Holland, national scholar
- Elizabeth Hollander, former president of Campus Compact
- Claudia Horwitz, author & facilitator

- Kent Koth, Seattle University
- Brother James Joost, FSC, San Francisco District of the Christian Brothers (pending)
- Pete Miller, University of Wisconsin Madison
- Rachel Tomas Morgan, University of Notre Dame
- Keith Morton, Providence College
- Anthony Vinciguerra, St. Thomas University (Miami)
- Kathleen Maas Weigert, Loyola University Chicago

CALL FOR PAPERS

Engaging Pedagogies in Catholic Higher Education features manuscripts on the theory, research, policy and practice of civic engagement, community-based research, service-learning, leadership, and social justice education in the context of Catholic higher education. We are interested in including how multiple faith traditions and disciplinary perspectives contribute to strengthening engaged pedagogies in Catholic higher education and beyond. Authors may focus on original research, reviews of research, pedagogical or administrative promising practices, policy implications, and essays on theoretical, organizational or professional issues.

MANUSCRIPT SUBMISSION GUIDELINES

Original manuscripts from individual and multiple authors are welcome. Each manuscript will proceed through a blind peer-review process unless the article is not relevant to the Journal's mission or patently does not meet scholarly standards. All manuscripts are to be submitted electronically. To ensure anonymous review, please upload a version of your manuscript that does not include references to self as author or to the author's institution. Once articles pass through the full blind peer-review process, the editor will notify authors of the peer-review decision in writing, along with any recommended changes necessary for publication or reconsideration. Articles presented to *EPiCHE* may not be submitted simultaneously to other publications. On rare occasions, with permission of the author and copyright holder, *EPiCHE* may reprint an article or speech of exceptional value.

STYLE & FORMAT

Manuscripts should be written in a style accessible to the journal's diverse readership. Particular care should be given to ensuring that technical jargon, advanced statistical methods, and foreign phrases are minimized or explained in plain language. When submitting manuscripts, please use this checklist to match your submission with our editorial guidelines:

- ✓ Microsoft Word document, 12-point Times New Roman font
- ✓ Double-spaced
- ✓ APA 6th Edition citation style
- ✓ 4,500–6,000 words in length
- ✓ 100- to 150-word abstract
- ✓ 100-word author biography
- ✓ Indication that IRB human subjects approval was secured, if applicable
- ✓ Do not self-identify in the text or references

REVIEW CRITERIA

Each manuscript is reviewed according to several factors: appropriateness or fit for the mission of the journal; significance in advancing the field (by contributing new knowledge or providing promising practices); rigor and appropriateness of scholarship; and readability.

EPiCHE FAQs for AUTHORS

What article topics do you accept?

EPiCHE features manuscripts on the theory, research, policy and practice of civic engagement, community-based research, service-learning, leadership, and social justice education in the context of Catholic higher education. We are interested in including how multiple faith traditions and disciplinary perspectives contribute to strengthening engaged pedagogies in Catholic higher education and beyond. Authors may focus on original research, reviews of research, pedagogical or administrative promising practices, policy implications, and essays on theoretical, organizational or professional issues.

What process is used to review and accept articles?

The submission process to *EPiCHE* is always open. Articles are accepted and reviewed as they are received. Submissions are first reviewed for appropriate content and academic rigor. If appropriate, they enter the review process. If an article is determined not to be a match for the journal, it is returned to the author with explanation.

All articles that match our demands for content and academic rigor then go through a blind peer-review process. In this process, all identification of the author is removed from the article, which is then sent to two reviewers with expertise in the field of the article's focus. The reviewers also remain anonymous to the author, and to each other. The reviewers recommend whether the article should be accepted or not based on a set of guidelines provided by the *EPiCHE* editors. Reviewers also provide suggestions for improving the article, if applicable. Reviewer feedback is then merged into a unified feedback letter which is given to the author, with one of the following decisions presented: Accepted, Conditionally Accepted, Resubmit and Re-review, or Not Accepted.

Once an author makes the recommended changes to an article, the article is reviewed. The author is then notified as to whether the article has been accepted for publication or not. If accepted, the article is then edited, references checked, and final preparations for publication made.

How long will it be until I hear whether my article has been accepted?

The review process described above takes from four to six months to complete. The author will hear within two weeks if the article will be considered for review. The peer-review process generally takes from two to three months.

How long until my article reaches publication?

Given the flexibility of the electronic journal format, *EPiCHE* anticipates that a successful article will be published within 6 months of submission.

EPiCHE FAQs for REVIEWING MANUSCRIPTS

How often will I receive manuscripts?

Most Editorial Board Members are invited to review a manuscript, on average, once a year. On rare occasion, reviewers may be asked to review more than two articles, especially if they have expertise in a particular area or others with that expertise are currently unavailable to help.

Is there a particular format I need to follow?

Yes, reviewers are asked to follow a standard format, details of which are provided to each reviewer. Reviewers are asked to evaluate a paper's merits based upon its academic quality: Is the topic of important to the audience of *EPiCHE*? Does the article pass academic scrutiny? Is the literature search section complete and up to date? Is the work original and of interest? Does it further the field?

What happens if I do not have time to complete the review?

If a reviewer determines that he or she cannot complete a review for any reason, the reviewer must notify journal staff immediately so a new reviewer can be identified. Reviewers are encouraged to decline review requests if they know that time pressures might prevent them from completing the review in a timely or careful manner.

What if I do not have the knowledge required to complete the review?

Editorial Board Members will indicate their areas of expertise when first becoming a board member. This assists the Editors in directing articles to the most appropriate reviewers. If, upon receiving an article for review, a reviewer determines that the article is outside his or her area of expertise, the reviewer should notify *EPiCHE* staff immediately so a new reviewer may be assigned.

Can people not on the Editorial Review Board review manuscripts?

There may be occasions, such as times of high volume or needed expertise, when the Editors may enlist the assistance of scholars beyond the Editorial Review Board. We accept self-nominations become part of this *ad hoc* review group.