
CALL FOR PAPERS



Prospective authors are invited to submit manuscripts for possible publication in the *Journal of Instructional Research* (JIR). JIR publishes original material highlighting faculty research relevant to best practices in post-secondary teaching, learning and assessment. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process.

To submit your manuscript for publication consideration, view the submission guidelines and link at: <http://cirt.gcu.edu/jir/submissionguidelines>.

OVERVIEW

The Journal of Instructional Research (JIR) is an annual publication by the Center for Innovation in Research and Teaching at Grand Canyon University that highlights faculty research relevant to best practices in post-secondary instruction. Unique to JIR is the use of a two-stage evaluation process with public peer review, interactive discussion and, for interested authors, final formalized peer review. The overarching goal of JIR is to allow SoTL researchers an opportunity for public review of their work to promote innovative, quality research examining post-secondary teaching and learning. Through the public review process, authors receive feedback to allow them to revise their research prior to submitting for publication. Using the information from the public review, authors can revise their work to submit either to JIR for publication consideration or they may elect to submit to another publication outlet. Submissions to JIR are subject to a formalized peer review to determine suitability for publication.

THE GOALS OF JIR ARE TO:

- Enhance understanding and application of best practices in college teaching
- Foster dialogue concerning innovative teaching, learning and assessment strategies
- Promote a scholarly approach to the practice and profession of teaching

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The *Journal of Non-Significant Differences* is a student-led, peer-reviewed journal designed to highlight the value of non-significant research findings while providing learners with a comprehensive understanding of the research cycle and the publication process. Central to the journal is an understanding that

research does not have to be significant to provide valuable insight into ongoing scholarship. As such, articles are evaluated according to the soundness of the research process and the ability to contextualize the importance of non-significant findings.

Underlying the mission, vision and scope of JNSD is the belief that research is a process of inquiry; hypotheses are not proven, they are tested. As such, there is value in the outcome of solid empirical research regardless of the level of significance found through statistical analysis.

Prospective authors are invited to submit manuscripts for possible publication in the *Journal of Non-Significant Differences*. JNSD publishes original material highlighting postsecondary (undergraduate, graduate or doctoral) student research. Recent graduates from undergraduate, masters, or doctoral programs that completed their research as students may also submit papers based on their student research. As is the nature of refereed journals, acceptance and publication of original manuscripts is a competitive process.

JNSD publishes one volume per year. Submissions are accepted on an open, rolling basis at any time, up to the final submission date of August 1st of each year. Volumes are published online at the JNSD website in April of each year.

Submissions are accepted online at: www.gcu.edu/JNSD.



The *Canyon Journal of Interdisciplinary Studies* (CJIS) is published online three times per year through the Center for Innovation in Research and Teaching at Grand Canyon University (GCU), and highlights exemplary student and faculty research completed at GCU.

THE GOALS OF CJIS ARE:

- To encourage exchange of empirical and theoretical research among faculty and students at GCU, especially graduate students and doctoral learners.
- To provide graduate students and doctoral learners professional experience in the dissemination and publication of their work.
- To increase awareness of the range and diversity of research being conducted by faculty and students/doctors/learners at GCU.

Aligned with these goals, topics covered in CJIS Graduate Issue represent a range of methodologies, disciplines and theoretical topics.

Empirical or theoretical research articles, within any academic discipline, will be considered. Special consideration will be given to CDS Doctoral Learners and Alumni. GCU graduate students from other colleges are also encouraged to submit. Manuscripts must be supported with theoretical justification, evidence, and/or research; qualitative and quantitative inquiry methods are appropriate. Papers are subject to peer review and editorial revision in consultation with the author. **To submit your manuscript for publication consideration, view the submission guidelines and link at: www.gcu.edu/CJIS.**