The Publication Process for Teaching and Learning

Over the past four years I have received many letters from individuals interested in submitting an article and have also received requests for information from several Promotion and Tenure Committees regarding our process. I have responded accordingly. Teaching and Learning is a non profit professional publication started in 2002 by myself, then Associate Dean of the Faculty of Education and the Brock-Golden Horseshoe Education Consortium which consists of ten school boards and the faculty of education, Brock University located in the greater Niagara Region of Ontario Canada. The publication is designed primarily to enhance the professional development of teachers and others interested in education in schools and communities. The topics for each issue are determined by an executive board and are decided at an annual meeting. Each board and the faculty contribute financially to the publication. And receive 600-700 copies of each issue three times a year. Subscribers contribute to the funding as do occasional selected advertisers and sales of single and multiple copies. The publication is perhaps more of a professional periodical and newsletter than a "formal" scholarly journal (meaning "blind" reviews, although that said most articles other than interviews and solicited lead articles are vetted by selected readers). The publication combines

elements of both a professional publication and a journal and attracts authors and readers from all segments including applied research. Our readership is local, national and international. Articles are received in a variety of ways. They are usually in response to a formal call for papers printed in previous issues. In addition the editor solicits articles from key professionals and from time to time interviews selected individuals who have contributed significantly to the focus of the issue. Articles are received by the editor and read for content, relevance, appropriate writing style and clarity of thought and articulate communication of what is important in terms of the professional development interests highlighted in the issue at hand. Articles are then sent to selected readers (who have volunteered to adjudicate but who wish to remain anonymous) for readability and to determine if the article would be appropriate for inclusion in Teaching and Learning. If the article is deemed acceptable then authors are advised and the editor works with the authors and the publisher to edit the article to fit the space, style and format of the publication (8 1/2x11, 3 column format 32-36 pages). This is a collaborative venture that involves communicating with authors and the publisher over several draft revisions and it is one that seems to work well.

As far as I am aware any academically driven authors that have published in Teaching and Learning and who have used this publication as a reference source have, to the best of my knowledge, been successful in their applications. **That said it is important to state that Teaching and Learning does not claim to be an "academic" or "research" publication nor is it**

intended to be one. It is a publication devoted to the professional development of readers (specifically educators) interested in education issues, concerns and practices. I would expect that committees designated to consider if a publication in Teaching and Learning is appropriate review the types of articles that we have published (see list of previous articles printed in this issue) and the impact and significance of these on readers not only in the greater Niagara Region but throughout Ontario, the rest of Canada, the United States and our expanding readership on a global front. Our articles are quoted and used frequently by others and are referred to in professional publications. It is appropriate that professors interested in the professional development of teachers consider publication in Teaching and Learning.

I hope you will encourage individuals to read Teaching and Learning, subscribe to Teaching and Learning and more important encourage individuals to submit articles to Teaching and Learning. I look forward to receiving submissions from faculty, pre-service and graduate students, teachers, administrators, parents, students, and professionals interested in education. In the past we have received submissions from across Canada, the United States, Europe, Australia and Great Britain. My experience has been that as the readership increases the submissions become more varied and represent a more diverse authorship. That said however, to quote a friend in the publication business, "we can't print what we do not have".

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