



Inaugural Issue 2012

Letter from the Board

We welcome you to the inaugural issue of the *Journal of Critical Thought and Praxis* (*JCTP*), a graduate-student led journal aimed to bring together academicians, practitioners, and activists within the field of social justice. As early-career social justice educators, we have often discussed our struggle with reconciling the language and abstract thinking of the academy with our desire to engage with the day-to-day, hands-on work of practitioners and activists. Situating ourselves within the “ivory tower” left us feeling disconnected from our communities and current issues of social justice. In addition, within the academy, social justice scholarship has often been marginalized and ignored. It is our hope that *JCTP* will be an avenue for us and others like us to provide a critical counterspace for emerging scholars, educators, practitioners, and activists to have conversations about social justice that lead to action, advocacy, and praxis (i.e. theory-informed practice).

Therefore, our mission is to be fully accessible to anyone interested in creating transformational social change. This includes honoring multiple ways of knowing and being. We encourage inter- and transdisciplinary work as well as arts-based research, practitioner reflections, and accounts by activists. By supporting various modes of representations and embracing the diversity within the field of social justice, we aim to explore, challenge, and push the boundaries within the intersections of identity in a multicultural society.

A particular unique aspect of *JCTP* that we are proud of is our commitment to providing all contributors to the journal with developmental feedback. Through personal experiences and conversations with colleagues, we realized that many journal reviewers tend to give harsh or unconstructive feedback to authors. This is particularly detrimental to new scholars who are entering academia and are learning to navigate the publishing process. Thus, we have developed a comprehensive approach to providing feedback on all manuscript submissions to improve overall writing skills. We hope that, by having conversations with our reviewers regarding submission guidelines and reviewer feedback and by working one-on-one with authors, we can provide all contributors with the opportunity for clear and constructive feedback on critical writing techniques, regardless of submission status.

This inaugural issue of *JCTP* has been a labor of love almost a year and a half in the making! We could not have achieved so much if it was not for the knowledge and support of Dr.



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Nana Osei-Kofi (Associate Professor in the School of Education at Iowa State University) and Dr. Shannon Calderone (recent graduate of the Graduate School of Education & Information Studies at UCLA). Dr. Calderone and the editorial board of *InterActions: UCLA Journal of Education and Information Studies* were particularly instrumental in guiding the formation of our journal, and for that, we are eternally grateful. Lastly, we are sincerely indebted to the authors within the pages of this inaugural issue; without your support and contributions, *JCTP* would not be in existence!