

**Call for Submissions: Special Issue for the [Interdisciplinary Journal of Student Success](#)  
Theme: Social Justice Activism for Student Success and Thriving School–Community  
Ecosystems**

We invite scholars, educators, practitioners, community activists, policymakers, school leaders, youth workers, and students to submit manuscripts for a forthcoming special issue on the theme of “Social Justice Activism for Student Success and Thriving School–Community Ecosystems”. This special issue seeks to highlight research, practice-based insights, and community-engaged narratives that illuminate how social justice activism contributes to equitable, just, and student-centred educational environments (including K to 12 and higher education settings and contexts). Activism for social justice in education involves questioning and transforming institutional structures, amplifying marginalized voices, challenging systemic barriers, and co-creating pathways for student success through authentic and relational school–community partnerships. In an era marked by polarization, inequities, and mounting pressures on students, families, and educators, this special issue aims to foreground actionable strategies, critical perspectives, and imaginative possibilities for building thriving educational ecosystems. We welcome submissions that examine local, national, and global efforts to mobilize social justice activism and community engagement to ensure students not only succeed, but thrive. Below are some guiding questions for contributors to consider:

- What does activism for social justice look like in schools and communities today?
- How do school–community ecosystems cultivate spaces where students can thrive?
- What tensions, contradictions, or innovations emerge when activism intersects with educational institutions?
- How can research meaningfully contribute to more equitable educational futurities?

Submissions that involve data collection and have action-oriented findings would be prioritized over theoretical article submissions.

**Possible Areas of Inquiry Include (but are not limited to):**

- How can activism disrupt inequitable policies, practices, and governance structures in K–12 schooling?
- What models demonstrate effective, reciprocal, and sustainable school–community partnerships that enhance student success?
- How can educators and community organizations co-create culturally responsive supports for historically marginalized and equity-denied populations or communities?
- How can educators and adults ethically and responsibly support youth activism and student voice initiatives?
- What practices promote belonging, mental health, and holistic well-being through equity-oriented activism?
- How do educators embed activism, critical hope, and transformative learning into daily practice?

- How can activism influence policy reforms that promote equitable funding, special education processes, discipline practices, or curriculum changes?
- How do activist-oriented methodologies advance social justice and student success?

**Abstract Deadline:** March 30, 2026 (Maximum 500-word abstract, 250-word bio for each author, APA 7th edition references). Including references will enhance the likelihood of being accepted.

**Notification of Acceptance/Rejection:** May 30, 2026

**Full Manuscript Submission:** September 30, 2026 (6,000 to 8,000 words inclusive of references in alignment with APA 7th edition)

**Peer Review & Revisions:** November 2026 to January 2027

**Target Publication:** March 2027

### Submission Instructions

Please submit abstracts as a single Word file to [aeizadirad@wlu.ca](mailto:aeizadirad@wlu.ca) and [ijstudentsuccess@gmail.com](mailto:ijstudentsuccess@gmail.com) with the subject line “Special Issue Submission- Social Justice Activism for Student Success.”

Your submission should include:

- Proposed manuscript title (15 words or less)
- Abstract (maximum 500 words exclusive of references + APA 7th edition references)
- A brief 250-word bio for each author
- Contact information for corresponding author

Looking forward to receiving your submission and advancing critical conversations on how activism, social justice, and effective community partnerships can synergize to help build thriving educational ecosystems where all students can succeed.

**Guest Editor:** [Dr. Ardavan Eizadirad, Associate Professor](#)

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