

Special Issue

Advancing Research on Equity and Diversity in Higher Education

Message from the Guest Editor

In this Special Issue, original research articles, reviews, short communications, technical reports, commentaries, and book reviews are welcome. Manuscripts demonstrating the power and role of engaged scholarship, public–private partnerships, and social activism leading to equitable change are encouraged. Research areas may include (but are not limited to) the following:

- Increasing diversity in higher education faculty, staff, and students;
- student activism on campus or in broader society;
- diversity in the classroom and pedagogy;
- diversity in stem college education;
- identity and belonging;
- promoting diversity, equity, and inclusion in professions;
- citizenship, immigration, and culture;
- anti-black racism, antiracism, and equity;
- critical race theory;
- black lives matter and global racial reckoning;
- gender issues;
- LGBTQIA issues.
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- Equity
- Diversity
- Higher education
- Inclusion
- Belonging
- Antiracist
- Social justice
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Guest Editor

Prof. Dr. Terrell Lamont Strayhorn

Department of Educational Administration & Foundations, College of Education, Illinois State University, Normal, IL 61790, USA

Deadline for manuscript submissions

closed (30 September 2021)



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).