



NCA Editor's Information Report

To: NCA Legislative Assembly

From: **Brandi Lawless, Editor, Communication Teacher**

This report reflects the following time period: August 1, 2024 – July 31, 2025.

MANUSCRIPT ACCEPTANCE/REJECTION RATE:

- (1) Number of new manuscripts received during this period: **185**
- (2) Number of revised manuscripts received during this period: **91**
- (3) Total number of manuscripts accepted for publication: **51**
- (4) Number of manuscripts returned for revision and resubmission: **60**
- (5) Number of manuscripts rejected: **114**
- (6) Acceptance rate: [(3) divided by (1+2)]: **18%**

EDITOR'S GOALS AND PROGRESS TOWARD MEETING THOSE GOALS:

One of my primary goals was to publish a wide variety of activities, showcasing multiple paradigms, classroom subjects, and theoretical orientations. I believe the journal has increased in its theoretical and methodological diversity under my editorship. For example, the Special Issue on Critical Assessment highlighted critical approaches that aren't often seen in the journal.

STRENGTHS

A primary strength of *Communication Teacher* is applicability and wide readership. Because we publish teaching activities, the journal is utilized by practitioners, high school teachers, community college instructors, and instructors at 4-year institutions. The journal has an impact that cannot be measured through traditional citation metrics because readers are *using* the activities and not necessarily citing them.

AREAS FOR IMPROVEMENT

The current structure calls for assessment of classroom activities, but these pieces are rarely submitted. The journal tends to attract submissions that are empirical in nature that were rejected from *Communication Education*, but also don't quite fit in *Communication Teacher*. As such, I publish very few assessment pieces. To address this issue, we offered a special issue on critical assessment.

DIVERSITY EFFORTS:

Upon starting my term as Editor, I diversified the board to include more scholars of color, international scholars, and methodologically diverse reviewers. The review board contains a high school teacher, community college instructors, and those at 4-year colleges and universities. I made every attempt to send pieces to reviewers who have an understanding/identity that matches the positionality of the author. I believe these efforts are ongoing with the new Editorial team.