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## Introduction: Into the Academy

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## Introduction: Into the Academy

### Abstract

Maika Yeigh, Co-editor of *Northwest Journal of Teacher Education*, introduces this special issue, Into the Academy, to put into practice the aims and scope of the journal, by “amplifying previously silenced and emerging voices, first-time authors, and those for whom the publication process has felt burdensome or laden with barriers.” Putting those aims into practice, the editorial board encouraged manuscripts with first-authorship belonging to new and emerging scholars, and the Board is thrilled and honored to present their work in this issue.

### Keywords

Educational equalization – United States, Decolonization, Social justice

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# Introduction: Into the Academy

In the “academy,” publishing is both necessary and problematic. Tenure can be earned or lost without a successful line of published research. Yet, for many, the rules for successful publication are unclear or daunting. At the *Northwest Journal of Teacher Education*, our Aims and Scope clearly state that our Editorial Board is “committed to amplifying previously silenced and emerging voices, first-time authors, and those for whom the publication process has felt burdensome or laden with barriers.” In this special issue, we are putting those aims into practice, welcoming manuscripts with first-authorship belonging to new and emerging scholars. As a Board, we are thrilled and honored to present their work in this issue.

The first article from Gallegos, Dieker, Smith, and Ralston reminds us of the barriers that students in rural communities face when accessing technology, an issue that has been even more problematic during remote learning and COVID-19, with those students already potentially disenfranchised receiving even less from the educational system. Next, Akapame shares professional development and connections with mathematical modeling, including ways to bring the “real world” in. In the third article, *A Tale of Two Classrooms: Designing Culturally-Relevant Hip Hop Curriculum to Support STEM Identity of Underrepresented Students*, McClain and Neri examine the intersections between culturally relevant pedagogies and Hip-Hop curriculum—and how both support STEM identities.

Maintaining relationships during pandemic teaching has been a challenge that many educators have faced. In our final article, an autoethnography, Woodford shares one path for decolonizing the online classroom space.

In all, these four articles share insights into our collective humanity, articulate challenges educators have grappled with since March 2020, and remind us of our shared path forward.

Maika J. Yeigh, Co-Editor