New Call for Papers, Fall 2021: Underrepresented First Authors: Submission Deadline: April 9, 2021

The phrase "publish or perish" first appeared as a descriptor of academic life and production in 1928. Sociologist Clarence Case, who was studying the sociology of academic writing, offered the following insight

> If it be true that…the quality of American sociological writing is in inverse relation to its quantity, the reason is to be sought, among other things, in the fact, first, that the system of promotion used in our universities amounts to the warning, "Publish or Perish!"

In the nearly ten decades (!) that have followed since Case's seemingly prophetic insight, the pressure for young scholars to publish has increased worldwide (Van Dalen & Hendens, 2012). Publication records that would once have been sufficient for tenure are now sometimes expected just to be considered for non-tenure track post-doc positions (Reinero, 2019). In fact, there is actually a positive correlation between the year an assistant professor is hired and the number of publications on her CV (Pennycook & Thompson, 2018). In short, as time goes on, more and more publications are required just to get a foot in the door, never mind issues of tenure.

It is also important that these publications be the "right kind" of publications. They must be first-authored, meaning, simply, that the person under consideration for hire or tenure must have her name listed first among all the authors. But first-authorship is a complex phenomenon too often entangled with gender inequity (e.g., Pico et al., 2020; Rose-Clarke & Fellmeth, 2019), racial disparity (e.g., Johnson-Bailey & Cervero, 2008), and the exploitation of graduate student labor (e.g., Baykaldi & Miller, 2020). Indeed, even as the professional need for first-authorship is increasing, the social imbalances that often make first-authorship difficult are increasing, as well.

We, the editors of the *Northwest Journal of Teacher Education*, cannot singlehandedly "fix" a hiring and promotion process that is over-reliant on a record of first-author publications. We can, however, provide a vehicle for first authorship.

This call for papers focuses not on a specific sub-topic of teacher education but rather on a specific sub-set of authors. For our fall 2021 issue, we are seeking submissions on issues related to teacher education from first-authors who are *undergraduate or graduate students, contingent (adjunct) faculty, or non-tenured faculty on or off the tenure-track*. We specifically welcome submissions from indigenous authors, authors of color, and authors who identify as gender-queer/non-binary/trans. Tenured professors or those who are not seeking or do not plan to seek academic careers/promotion **cannot** be listed as first authors. Of course, as always. we encourage collaboration among academics and students at all levels. However, for this issue, the credit – and the work! – for first authorship should be reserved for those who need it as a gateway to future professional endeavors.

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