



# NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION  
UNIVERSITY OF SOUTH CAROLINA

## Submission Guidelines for Scholarly Practice Books

### What We Publish

The majority of our book-length publications are designed to inform practice in institutions of higher education, generally focusing on an educational or institutional structure, student subpopulation, or curricular/cocurricular innovation. These books typically begin with a discussion of the history/philosophical underpinnings of the general topic or issue. Literature reviews and reports of relevant research may be used to build a case for why a structure, student subpopulation, innovation, and so on needs our attention or to justify a particular approach to an issue. Subsequent chapters frequently provide recommendations for addressing the topic or issue from a variety of viewpoints. Typically this section also discusses the potential impact of this issue or innovation on student learning, success, or retention.

Successful proposals will:

- Examine a topic of continuing importance to professionals working in the first-year experience/students in transition field
- Present new and significant information and observations about the topic that can inform work in a variety of educational settings
- Offer insights derived from a solid and sufficiently broad knowledge base of theory, research, and/or practice

### Suggested Topics

We publish scholarly practice pieces on a range of topics and welcome proposals that touch on new and emerging trends and areas of practice. Further, we seek to provide resources for educators in a variety of functional roles within higher education and to represent the practice of all sectors in postsecondary education within our publication series. The list below offers suggested topics but is not exclusive of other topics.

- Student transitions
  - Transition from high school to college and first college year
  - Transition in the middle years (e.g., sophomore and junior years)
  - Transition out of college
  - Transfer transition
  - Transition to graduate school

- Transitions and educational experiences of special student populations
  - Adult learners
  - Students of color
  - Veterans
  - Students with disabilities
  - Gay, lesbian, bisexual, and transgender students
- Institutional structures, practices, and programs to support student learning and development at key transition points
  - Curricular structures (e.g., seminars for first-year students, sophomores, seniors; learning communities; service-learning; Supplemental Instruction)
  - Cocurricular structures (e.g., orientation, residential learning initiatives, campus activities, leadership development)
  - Academic support and personal development (e.g., academic advising, career development, information literacy)
  - Pedagogy
  - Technology
  - Faculty and staff development
  - Peer education
- Student learning and development
- Research and assessment strategies

### **Length**

While the purpose and scope of the project will to some extent dictate length, as a general rule, the National Resource Center will not consider proposals for edited volumes containing more than 12 chapters. Completed manuscripts (whether authored or edited pieces) should not exceed 72,000 words (approximately 300 double-spaced manuscript pages) together with title page, preface, foreword, table of contents, bibliography, tables, figures, and any additional supplementary materials. Chapters should be approximately the same length (a maximum of 6,000 words or 25 double-spaced manuscript pages each).

### **Review Process**

Proposals may be submitted at any time. Proposal review takes approximately three months. The National Resource Center requests that any work submitted for consideration not be submitted to another publisher while the proposals is being reviewed by the National Resource Center.

### **Acceptance**

Upon acceptance of a proposal, the National Resource Center will enter into a publication agreement with the author(s)/editor(s). We typically pay a 5% royalty, divided among multiple authors and/or editors, the terms of which are spelled out in the publishing agreement. Individual contributors to an edited volume do not receive payment for their work.

### **Copyright**

Unless specifically designated by a grant or contract, the University of South Carolina holds the copyright for all publications produced by the National Resource Center, including those produced with federal funds.

### **Proposal Package**

To begin the editorial review process, submit all of the following to the Assistant Director for Publications:

- Manuscript Proposal (5-10 pages in length, single spaced)
  - Title of the manuscript
  - Abstract of manuscript, describing the project's goal and focus
  - Rationale for the project, including the need for the publication, target audience(s), and competing publications in the field
  - Table of contents with chapter titles and descriptions. Chapter descriptions (written in complete sentences) should cover the focus and major sections of each chapter. Each description should be at least one paragraph but no more than one page in length.
  - Anticipated timeline, or date by which complete manuscript would be delivered to the National Resource Center
- Supporting Documents
  - Name; institutional affiliation; and résumé or vita, including publications list, of each author and/or editor. Short summary biographies of each author of an edited work should also be included, although individual vitas are not requested.
  - Chapter/Writing Sample. At least one complete chapter of the proposed publication (the introductory chapter is acceptable) or a comparable writing sample is required. If the work is multiauthored, a writing sample for each author or editor is required. Bibliographic information should be included for each writing sample. In the case of an edited volume, writing samples are not required for individual contributors.

### **Direct Submissions To:**

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