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Letter from the Senior Editor

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Greetings JCTP readers,

On behalf of myself and the editorial board of the *Journal of Critical Thought and Praxis*, we are very excited to share with you our newest special issue: *Queering the Academy*. We are thrilled to provide our readers with critical work that centers queer people, theory, and methodologies. Once you start reading this issue it will be hard to stop.

This special issue was birthed out of a desire to disrupt dominant narratives in education, scholarship, and practice that reinforces the status quo. We wanted to explore how scholars had responded to Renn's (2010) call to action that encouraged the increased use of queer theory and work that queers the institutions and systems of higher education. We agreed with the importance of advancing queer work but recognized that scholars may have questions about how to define queering/queer work, how it can be done, and who can do it. We feel that the scholarship presented in this issue provides some answers to these important questions.

Queering the Academy contains a variety of scholarship that queers different facets of the academy. We open the issue with an interview with scholar-activist Dr. Z Nicolazzo. Dr. Nicolazzo provides commentary on queering work, what it means to queer, and obstacles associated with doing queer work. Emily Henderson and James Buford reconceptualize the expression 'the idea of the university' as a queer signifier in her exploration of the queering potential of figurative language. Using data from the LGBTQ Scholars of Color Network, Kevin Nadal calls attention to the inequities experienced by LGBTQ people of color and underscores the importance of having a network of peers to disrupt educational systems. Josh Boe and Lorien Jordan underscore the utility of queer theory in family science to deconstruct and resist normative frames of family. Courtney Sarkin advocates for the integration of cultural humility in medical education to better serve LGBTQ+ patients. Rebecca Jean Evan challenges the academy and corporations to use queer theory to understand the barriers and lived experiences of lesbians who are high-level leaders of corporations. Kate Curley outlines alternative methodological approaches to center queer and trans* lived experiences and amplify queer narratives in quantitative inquiry.

As a journal catered to critical scholars, book reviews serve as an important avenue for queer work. Stephanie Gibb-Clark reviews Charlene Carruthers' book *Unapologetic: A Black, Queer and Feminist Mandate for Radical Movements*. Gibb-Clark champions the importance of maintaining an intersectional analysis in all social justice movements and advocates for Carruthers' work in effectively using storytelling, fourth wave feminism, Black feminist, radical feminist, and critical race traditions in movement creation and organizing. Christy Y. Dinkins and Erin Leach review Kamden K. Strunk's *Queering Education in the Deep South*. In their review, Dinkins and Leach recommend Strunk's book to all educators who work in secondary and postsecondary education, are members of the LGBTQ community or allies, and those who wish to learn more about the experiences of LGBTQ folx. Lastly, Kris Clarke reviews Anna Carlile and Carrie Paechter's *LGBTQI Parented Families and Schools: Visibility, Representation, and Pride*. Clarke acknowledges the strengths of Carlile and Paechter's work as they highlight the erasure of LGBTQI+ parented families through heteronormativity and offer structural changes towards visibility and inclusion in schools.

We are excited to name Dr. Z Nicolazzo as the second recipient of the **Dr. Isaac Gottesman Featured Contribution to Critical Thought and Praxis** designation. As we mentioned in our last issue, this distinction was set forth to honor our past advisor Dr. Isaac Gottesman for his constant guidance and support of the journal. This honor is given to one piece of scholarship in each issue that reflects Isaac's vision for critical thought and the board's mission. Dr. Nicolazzo's work calls attention to the inequities faced by the trans* community in education. We are so grateful that Dr. Nicolazzo sat down to interview about her research, pressing social justice issues facing higher education, what it means to queer education, and obstacles faced when attempting to queer education. In our conversation, Dr. Nicolazzo reflects upon her scholarship and offers some words of wisdom for future scholars who queer.

The editorial board would like to make a major announcement for this special issue. To improve the quality of the journal for our audiences, we have revamped our website. Our new website is user-friendly and allows us to implement some new capabilities such as implementing videos. We have taken advantage of this opportunity by not only providing a transcript of our interview with Dr. Nicolazzo, but a video with subtitles as well. We are excited about this change and hope that it will improve the experiences of our authors, reviewers, and readers.

As the Senior Editor, I would like to extend a thank you to my editorial board for their work to publish this issue. None of this would be possible without the support and guidance of our advisors Drs. Jeanne Dyches and Noreen Rodriguez, critical scholars who have shared their work, the countless reviewers who took the time to provide quality feedback to help improve their colleagues' work, and lastly you, our readers. We are grateful for every role that has played a part in completing this issue.

Enjoy this special issue on *Queering the Academy*. Happy reading!

Alexia Angton
Senior Editor