

Policy Title: Association Editor	
Policy Number: 11.1.1	Last Approved Date: 3/8/08
Regulations Reference:	

## I. STATEMENT OF PURPOSE

This policy describes the role, authority and accountability of the NAGC Association Editor, as well as the relationship of this position to the national office, board of directors, and current periodicals.

## II. POSITION DESCRIPTION

The role of Association Editor involves the collaborative oversight of publication activities for the organization in conjunction with the Board of Directors and the National Office. The role, a volunteer position that may include an administrative support budget, also involves chairing the publications committee, made up of the editors of *Gifted Child Quarterly*, *Parenting for High Potential*, and *Teaching for High Potential*, as well as members at large appointed by the President and approved by the Board. (see related publications committee policy)

The Association Editor provides leadership in recommending publications policies to the NAGC Board and oversees the review process for new publications. The position is viewed as proactive in that new authors and publications are solicited through the efforts of the Association Editor and the publications committee.

Qualified candidates are solicited to apply for the position and the final candidate is recommended by the president and approved by the Board of Directors. The Association Editor serves a three-to-five-year term.

## III. ACCOUNTABILITY AND AUTHORITY

Through the Publications Committee, the Association Editor works with the Board of Directors and the National Office to further meet the needs of NAGC members and ensure work of highest editorial quality with respect to publications including journals, books, and service publications, both written and electronic.

The Association Editor, in cooperation with the national office, is responsible for proactively identifying opportunities to produce new publications consonant with and supportive of the strategic goals of the organization. The editor works in concert with the National Office to manage the budget implications of editorial decisions and set direction for the publications program of the association.

The Association Editor oversees the work of the editors of the *Gifted Child Quarterly*, *Teaching for High Potential*, and *Parenting for High Potential*. In this regard, the Association Editor may assign Associate Editors for the Publications Committee as needed. The Association Editor also has input in to the selection of NAGC publications editors if a vacancy should arise during the editor's term of office.

In addition to chairing at least one meeting of the Publications Committee each year, the Association Editor is required to attend the NAGC annual convention and to make periodic reports to the NAGC Board of Directors.

The Association Editor also assumes the leadership role in recommending, setting and implementing policies regarding publications.

#### **IV. QUALIFICATIONS**

1. Has an established reputation as a leader in the field of gifted education, preferably at the national level.
2. Demonstrate evidence of significant editorial experience in a role as editor, author, and reviewer of publications in the field of gifted education.
3. Demonstrate understanding of the editorial review process in respect to issues such as necessary timelines, representation of the review team, and author concerns.
4. Provides evidence of success in working on NAGC organizational issues beyond publications such that the role of publications is seen in the context of the larger organization and strategic plan.
5. Understands the balanced role of theory, research, and practice in the publications products of the organization.
6. Demonstrates experience in working with authors and editors of multiple types of publications.
7. Demonstrates the ability to scan across the field and within general education for the major issues and trends facing gifted in order to make new publication and publishing and distribution partnership recommendations.
8. Currently in a professional position that allows dedication to the role in the form of energy and time commitment resulting in consistent oversight and proactive efforts to build the publications program through cultivating authors and working with publishing houses
9. Knowledge of and/or experience with digital and online publishing

#### **Eligibility**

The Association Editor may not hold other NAGC offices or leadership positions (e.g., committee chair), nor may the Editor hold other positions that create a conflict of interest. (e.g. book company, or competing journal)

Policy Title: <i>Gifted Child Quarterly</i>	
Policy Number: 11.1.2	Last Approved Date: 7/26/21
Regulations Reference: Article III	

## I. STATEMENT OF PURPOSE

This policy describes the mission and purpose of *Gifted Child Quarterly*, the role, authority and accountability of the GCQ editor, and the relationship of the editor to the national office, Board of Directors, and editorial advisors.

## II. POLICY STATEMENT

Gifted Child Quarterly (GCQ) is the official journal of the National Association for Gifted Children. As GCQ is the leading journal in the field of gifted education, and is the flagship publication of NAGC, it must be guided by principles that reflect the highest standards of scholarship and ethics.

A primary mission of a scholarly journal is to establish credibility of research and theory to stakeholders within a field of study and to scholars and practitioners outside the field who view the journal's existence as evidence that the theories, research, policies, and practice are grounded in evidence. Scholarly journals contribute to the profile of a discipline, provide a repository for work that meets shared scholarly standards, and encourage a diversity of perspectives. Hence, the independence of scholarly journals for a professional association and for a field of study is critical.

In keeping with this emphasis on editorial independence, the NAGC Board of Directors maintains these disclaimers regarding GCQ:

The views and opinions expressed in GCQ represent those of the individual authors and do not necessarily reflect those of NAGC

## III. GCQ EDITOR POSITION DESCRIPTION

The Editor of GCQ is charged with responding to the essential goals of NAGC, specifically promoting and disseminating research and other scholarly contributions relevant to the field. The Editor of *Gifted Child Quarterly* is responsible for producing the content of this journal by soliciting articles from qualified authors, conducting a juried review process, and preparing high-quality manuscripts for publication. The Editor is responsible for ensuring adherence of journal policies and procedures to the guidelines of the Committee on Publication Ethics (COPE).

Qualified candidates for the editorship are solicited to apply for the position based on a written position description. Recruitment efforts align with NAGC's non-discrimination and affirmative action policy (2.7).

The President of the NAGC Board of Directors appoints the editor of *GCQ* with the approval of the Board. The President may seek the consultation of the Publications Committee and past Journal editors.

The *GCQ* editor serves a 3-year term. NAGC negotiates a contract with the *GCQ* Editor that specifies expectations and funding to support the work of editing and preparing *GCQ*.

#### **IV. ACCOUNTABILITY AND AUTHORITY**

The *GCQ* Editor is responsible for effective management of the journal, including clear documentation of procedures, and communication and coordination with the Association Editor, the national office, and the Board of Directors. The *GCQ* Editor is also responsible for engaging advisory support to enhance the quality of the journal and ensuring adherence of the journal's activities to COPE guidelines.

In service of these responsibilities, the *GCQ* Editor will

- Produce four issues of the journal each year on schedule.
- Appoint an Editorial Advisory Board to consult on matters of content and editorial direction. The *GCQ* Editorial Advisory Board members must have extensive scholarly journal editorial experience. The Association Editor will serve as a member of the *GCQ* Editorial Advisory Board. The composition of the Editorial Advisory Board should reflect NAGC's commitment to equity and inclusion.
- Establish and maintain an Editorial Review Board to ensure production of high-quality, timely, and original content. The Editorial Review Board membership will reflect attention to scholarly experience, expertise in the field, and NAGC's commitment to equity and inclusion.
- Provide written quarterly updates to the Association Editor on matters concerning content, special issues that further the goals of the organization, and journal policies. Updates on *GCQ* are a standing consent agenda item for quarterly meetings of the NAGC Board of Directors.
- Present an annual written report summarizing journal activity to the Association Editor and the Board of Directors.
- Attend the NAGC annual convention and conduct an annual meeting with the Editorial Review Board.
- Work collaboratively with the national office on management of the journal including:
  - Financial and budgetary matters (e.g. additional special issues, additional pages),
  - Opportunities to raise awareness of key themes and seminal articles,
  - Coordination of materials to be published in *GCQ* on behalf of NAGC,
  - Marketing opportunities, mailings, and advertisements.
- Work closely with the publisher regarding publication issues and procedures, including ensuring that the disclaimer regarding editorial independence is clearly communicated in print and electronic materials.

- Maintain and update a procedural manual for GCQ. A copy of this manual will be kept on file at the national office. The manual will include guidelines including but not limited to the appointment of the Editorial Advisory Board and Editorial Review Board, procedures for managing complaints, and the development and publication of special issues. Attention to special issues must include attention to the following details:
  - Mechanisms and expectations for proposals of special issue topics, including those proposed by the Editor(s) and those proposed by others;
  - Procedures for inviting input on special issue topics;
  - Written guidelines and expectations for Guest Editors of special issues; and
  - Written guidelines for special issue timelines, including expectations for communication of progress and decision points related to cancellation of special issues if the call does not yield a sufficient number of manuscripts to support high quality or if Guest Editor(s) fail to deliver the issue in a timely manner.
- Conduct the process of selecting the GCQ Paper of the Year according to procedures previously approved by the Board of Directors.
- At the direction of the Board of Directors, publish occasional non-peer-reviewed pieces deemed to be important to informing and educating the NAGC membership and the broader scholarly community. These support pieces, deemed to be in the best interests of NAGC, may take the form of NAGC supported practices (i.e., position papers), goals and foci of the organization (i.e., presidential addresses), and the recognition of contributions of major leaders and researchers in the field (i.e., obituaries; see Policy 11.6).

## V. DEFINITIONS

Committee on Publication Ethics (COPE): The Committee on Publication Ethics (COPE) is a nonprofit organization whose mission is to define best practice in the ethics of scholarly publishing and to assist editors, publishers, associations, and authors in following these practices. The committee membership includes lawyers, scientists, social scientists, humanities scholars.

Gifted Child Quarterly Editorial Advisory Board: The Gifted Child Quarterly Editorial Advisory Board is appointed by the Gifted Child Quarterly Editors to advise on matters of content and editorial direction that affect the journal including possible topics for special issues. The Editorial Advisory Board may also address issues such as publication ethics, authorial disputes, plagiarism and self-plagiarism.

Gifted Child Quarterly Editorial Review Board: The Gifted Child Quarterly Editors establish and maintain an editorial review board that includes individuals with research expertise in gifted education and related fields, research methods expertise, diverse perspectives, and a willingness to review manuscripts regularly.

Special issue: Special issues of scholarly journals generally fall into two categories: topical special issues,

which explore topics of interest to the field, and commemorative special issues, which mark milestones. Special issues are also defined by their fiscal support. A special issue may be part of the regular journal cycle, whether annual, quarterly, or bi-quarterly. A special issue may also be defined as an additional issue with a separate budget. For a quarterly journal, a special additional issue would result in five issues in a journal volume. They may be editorial open call or editorial invited submission. They may originate with editors, or the editors may invite proposals for special issues with guest editors.

Policy Title: Periodicals Editors Policy	
Policy Number: 11.1.3	Last Approved Date: 3/02/08
Regulations Reference:	

## I. STATEMENT OF PURPOSE

This policy describes the role, authority and accountability of NAGC periodicals editors, specifically *Parenting for High Potential*, and *Teaching for High Potential*, as well as the editorial relationship of these positions to the national office, board of directors, and editorial advisors.

## II. POSITION DESCRIPTION

### **Editor of *Parenting for High Potential***

*Parenting for High Potential* (PHP), a magazine for parents and grandparents of gifted and talented children, assists in recognizing abilities in children and aids caregivers in developing their child's full potential. It is the primary benefit for NAGC's parent members.

The Editor of *PHP* is responsible for producing the content of this quarterly magazine by soliciting articles from qualified authors, conducting a review process and preparing high-quality manuscripts for publication.

The *PHP* Editor is selected by the President and Executive Director of NAGC and approved by the Board of Directors. The *PHP* editorship is a paid position and serves for a three-year term. The *PHP* editor negotiates a contract with NAGC that specifies the funds available to support the work involved in editing and preparing *PHP*.

### **Editor of *Teaching for High Potential***

*Teaching for High Potential* (THP) is a quarterly publication designed to provide practical classroom strategies and applications of critical research in order to improve services and instruction for gifted children.

The Editor of *THP* is responsible for producing the content of this publication by editing and preparing manuscripts, soliciting articles from qualified authors and conducting a peer review process as appropriate.

The *THP* Editor is selected by the Executive Director of NAGC and is considered an integrated member of the staff. The person in this role may also post content to the NAGC website, coordinate with other staff

on member services, and provide advice on professional development and other related projects as assigned.

### III. AUTHORITY AND ACCOUNTABILITY

The *THP* and *PHP* editors consult with the Association Editor (or designee) on matters concerning content, special issues that further the goals of the organization, and publications policies. The editors also work closely with designers and national office staff to comply with timely and cost-effective publication issues and procedures.

The editors work closely with the national office on financial matters, raising awareness related to key themes and messages, coordination of materials to be published in these publications on behalf of NAGC, marketing opportunities, mailings and advertisements.

The *THP* and *PHP* editors both work closely with editorial advisory committees and other NAGC stakeholder groups to identify article ideas, new approaches, authors, and columnists. (*See THP and PHP advisory committee policies.*) The editors also work closely with their advisory committees on matters of content and editorial direction.

In addition to producing four issues of these publications each year on schedule, the editors are required to attend the NAGC annual convention and to make periodic reports to the NAGC Board of Directors.



Policy Title: Publications Categories	
Policy Number: 11.2	Last Approved Date: 3/18/12
Regulations Reference: Article IV, Section 4.1	

## I. STATEMENT OF PURPOSE

This policy defines each type of publication relationship that NAGC and its publications committee may pursue to achieve the following outcomes: 1) maximize the opportunities to publish or recommend relevant, high-quality content needed and desired by members and the profession; 2) to guide members and customers toward appropriate decisions about carefully selecting the best information for their needs; 3) to collaborate with publishers, authors and NAGC volunteer groups to produce high-quality, research based content that represents the best thinking and a diversity of viewpoints in the field.

## II. OVERVIEW

NAGC seeks to inform its members and stakeholders about issues and practices within gifted education as well as to educate psychologists, administrators and educators who work outside the field about gifted children, their needs and their development. NAGC also seeks to assist parents with the challenging task of raising gifted children through the provision of information and resources. Towards those ends, NAGC produces, collaborates with and supports publications that will meet the needs of its various audiences. With these goals in mind, NAGC has created three publications delivery categories.

## III. PUBLICATIONS CATEGORIES

### NAGC Service Publications

Service publications originate from within the organization, created and supported at the request of the Board of Directors or out of the work of a task force, committee, or Network. They are deliberately solicited and designed because of a perceived need of the organization and/or to further the specific goals of the organization. Examples include monographs produced by a task force, a pamphlet resulting from the work of an NAGC committee or as a result of a partnership with another organization, a book created by a Network, or a body of knowledge on a topic created by an appointed work group. NAGC is responsible for publication and/or production of these products, either by completing it in-house, arranging for printing, or soliciting an outside publisher. NAGC is solely responsible for the marketing and distribution of NAGC service publications. The authors do not expect to receive any remuneration for their work and 100% of any royalties generated are returned to NAGC. The body that is charged with or agrees to write the content must work closely with the Publications Committee to obtain approval for both the conceptual framework of the project (e.g. goals, foci, outline, structure, format) and the substantive content of the final product (e.g. sample chapters). The Publications Committee carries out the review process in accordance with approved procedures. NAGC retains full copyright for all service

publications. A service publication approved by the Publications Committee shall have the following statement displayed prominently on its cover “NAGC Service Publication” and “This is service publication of the National Association for Gifted Children.” Excluded from this category are publications produced by paid consultants, editors or staff of the organization primarily as a member benefit (quarterly publications such as *Teaching for High Potential*, fact sheets, marketing brochures, etc.)

#### NAGC Collaborative Publications

Collaborative publications consist of books that are produced in conjunction with NAGC that are consistent with the mission and goals of NAGC, but originate outside of the organization. Collaborative projects are subject to review by the Publications Committee who will assess the quality and appropriateness of the publication for NAGC. Review of the substantive content is required prior to publication. The likelihood of the proposed publication being approved as a collaborative publication of NAGC is even greater if the project is reviewed at the conceptual stage. A subset of the Publications Committee carries out the review processes in accordance with approved procedures. Authors of collaborative publications do not receive any remuneration for their work from NAGC and royalties from the publication are negotiated by NAGC, the author and the publisher. Copyright is negotiated by the author and the publisher. Collaborative publications approved by the NAGC Publications Committee may display the following statements prominently on the cover, “A Joint Publication with the National Association for Gifted Children,” “Published in Partnership with NAGC,” “A Publication of the National Association for Gifted Children.”

#### NAGC Recommends

NAGC recommended publications consist of books that are consistent with the mission and goals of the organization and the views of the field and originate outside of the organization. These books are handled solely by the author and well-respected publishers, with no input from NAGC prior to publishing. “NAGC recommends” publications are submitted to the Publications Committee for review after completion of the publication, at the initiation of the author, outside publisher, staff or the Association Editor. The Publications Committee carries out the review process in accordance with approved procedures. Publications formally approved by the NAGC Publications Committee may be grouped in a publications catalogue or be displayed on NAGC and other websites with the following statement, “NAGC Recommends.”

Policy Title: GCQ Paper of the Year Award	
Policy Number: 11.5	Last Approved Date: 7/26/21
Regulations Reference: Article III	

## I. STATEMENT OF PURPOSE

This policy defines the Gifted Child Quarterly Paper of the Year Award and the role, authority, and accountability of the GCQ Editor(s) in the selection process.

## II. POLICY STATEMENT

NAGC recognizes the importance of developing and disseminating high-quality scholarly work. The GCQ Paper of the Year Award is given annually to the authors of an outstanding paper published in *Gifted Child Quarterly*. The paper is to be selected from articles published in the volume from the previous year.

## III. ACCOUNTABILITY AND AUTHORITY

1. The GCQ Editor(s), in consultation with the NAGC Publications Committee, shall develop criteria and procedures for evaluating articles. Criteria may include impact of the article on the field, uniqueness of the work, quality of the research, quality of the paper, and methodology, among others.
2. The current Editor(s) and editorial staff (which includes assistant or associate editors and staff) of *Gifted Child Quarterly* shall not be eligible to receive the GCQ Paper of the Year Award for any article published during the editors' or staff's tenure with GCQ, except for articles that were accepted for publication by the prior editor.
3. If the Editor(s) or an editorial staff member was an author or co-author of a paper accepted prior to his/her assuming the Editorship or editorial staff position that is being considered for Paper of the Year, the Association Editor shall assume responsibility for the review process to select the Paper of the Year.

Policy Title: Publication of Obituaries	
Policy Number: 11.6	Last Approved Date: 7/26/21
Regulations Reference: Article III	

## I. PURPOSE

This policy describes the determination for publishing obituaries of eminent individuals in the field in the Association’s journal Gifted Child Quarterly.

## II. POLICY STATEMENT

As the leading journal in the field of gifted education, Gifted Child Quarterly shall publish obituaries for eminent individuals in the field, highlighting the significant contributions these individuals made during their lifetime. Obituaries will automatically be published for past NAGC Presidents, NAGC Distinguished Scholar Award Winners, NAGC Distinguished Service Award Winners, NAGC Association Editors, and Gifted Child Quarterly Editors. There will be eminent people within the field who have not held these positions or received one of these awards who should also be recognized. In these instances, the NAGC Board of Directors will consider the contributions of the individual and determine whether GCQ will publish an obituary.

Policy Title: Conflict of Interest Policies for Publications	
Policy Number: 11.7	Last Approved Date: 7/26/21
Regulations Reference: Article III	

## I. PURPOSE

These guidelines are offered with the intent of protecting NAGC Editors and the Association from contentions that the publication process is biased in any way or provides special privilege to associates of the persons holding the role of Editor.

Note: The term Editor is used throughout this document; however if the publication named has Co-Editors the guidelines apply to the Co-Editors.

## II. POLICY STATEMENT

The National Association for Gifted Children (NAGC) and the Editors of its publications will minimize risk and charges of bias to NAGC and individuals by establishing a mechanism to recognize, disclose, and respond to conflicts of interest, potential conflicts of interest, and apparent conflicts of interest.

The Editor(s) will establish internal processes and procedures for assigning associate editors or reviewers in a manner to protect against charges of bias. These processes and procedures shall incorporate a process for disclosure and recording of conflicts and potential conflicts and may include consultation among NAGC publication Editors.

## III. DEFINITIONS

Conflicts of interest for publications may emerge from the following circumstances:

1. Manuscripts submitted by those closely associated with an Editor, including (a) current or former students; (b) advisors; (c) colleagues at the home institution.
2. Participation as author(s) in a collaborative or service publication by an Editor or member of the Publications Committee.
3. Participation as author(s) by an Editor on a manuscript submitted for the GCQ Paper of the Year Award.
4. Other activities not articulated here deemed as potential conflicts of interest for an Editor.