



NAGC BOARD POLICY

Policy Manual – 11.1.1

Last Modified: 03/18/12

POLICY TITLE:	Association Editor	
RESPONSIBILITY OF:		APPROVED ON: 03/18/12
PREPARED BY:	Paula O-K, Nick C., N. Green	

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)



NAGC BOARD POLICY

Policy Manual - 11.1.2

Last Modified: 01/07/08

POLICY TITLE:	GCQ Editor and Policy	
RESPONSIBILITY OF:	Governance Committee	APPROVED ON: 03/02/08
PREPARED BY:	Paula O-K, Nick C., N. Green	

I. STATEMENT OF PURPOSE

This policy describes the role, authority and accountability of the editor of *Gifted Child Quarterly*, as well as the relationship of this position to the national office, board of directors, and editorial advisors.

II. POSITION DESCRIPTION

Gifted Child Quarterly is the official journal of the National Association for Gifted Children. As the leading journal in the field, *GCQ* publishes original scholarly reviews of the literature and quantitative or qualitative research studies.

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.

Qualified candidates for the editorship are solicited to apply for the position based on a written position description. The president of NAGC appoints the editor of *GCQ* with the approval of the Board of Directors. The president may seek the consultation of the Publications Committee and past Journal editors.

The *GCQ* editor serves a five-year term. While the *GCQ* editorship is an unpaid position, the *GCQ* editor negotiates a contract with NAGC that specifies the funds available from NAGC that can be used to support the work involved in editing and preparing *GCQ*.

III. ACCOUNTABILITY AND AUTHORITY

The *GCQ* editor reports to the Association Editor (or designated Associate Editor) on matters concerning content, special issues that further the goals of the organization, and journal policies. The *GCQ* editor also works closely with the publisher regarding publication issues and procedures.

The *GCQ* editor works consistently with the national office on financial matters, (e.g. additional special issues, additional pages), raising awareness related to key themes and seminal articles,

coordination of materials to be published in *GCQ* on behalf of NAGC, marketing opportunities, mailings and advertisements.

The *GCQ* editor may appoint an editorial advisory board to consult on matters of content and editorial direction. The editor also works closely with an editorial review board to ensure production of high-quality, timely, and original content.

In addition to producing four issues of the journal each year on schedule, the editor is required to attend the NAGC annual convention and to make periodic reports to the NAGC Board of Directors.

The *GCQ* editor is responsible for conducting the process of selecting the *GCQ* Paper of the Year according to procedures previously approved by the Board of Directors.

Exceptions to Editorial Autonomy

As the official journal of NAGC and the major dissemination vehicle to the field, *GCQ* shall at times publish articles 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, might 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.) The *GCQ* editor agrees to work with national office staff to publish these exceptions in as timely a manner as possible on a space-available basis. These articles do not require peer or editorial review, but may be approved and reviewed by the association editor or the NAGC Board of Directors.



NAGC BOARD POLICY

Policy Manual - 11.1.3

Last Modified: 01/31/08

POLICY TITLE:	Periodicals Editors Policy	
RESPONSIBILITY OF:		APPROVED ON: 03/02/08
PREPARED BY:	Paula O-K, Nick C., N. Green	

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.



NAGC BOARD POLICY

Policy Manual – 11.2

Last Modified: 02/12/08

POLICY TITLE:	Publications Categories Policy	
RESPONSIBILITY OF:		APPROVED ON: 03/08/08
PREPARED BY:	Paula O-K, Nick C., Nancy Green	

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.”



NAGC BOARD POLICY

Policy Manual – 11.3

Last Modified: 03/17/12

POLICY TITLE:	Position Paper Template	
RESPONSIBILITY OF:		APPROVED ON: 03/17/12
PREPARED BY:	K. Stephens	

NAGC Position Papers: Guidelines for Development

Overview

In its role as the national organization representing the views of its members and key stakeholders, as well as the needs of high-ability learners, NAGC is called upon to take official positions on issues of significance to the field and to gifted and talented students.

Position papers provide the association's official position on a topic and include a call to action such as "NAGC supports (or encourages, recommends) [action]." Because these documents represent the official view of NAGC, they require approval by the NAGC Board of Directors and do not identify an individual author or authors.

The primary audiences for NAGC position papers are NAGC members and other gifted education supporters, media, legislators and other elected officials, and school leaders, including administrators and general educators.

Position Statement Development Process

Position statements are initiated by the Board of Directors with a specific call for action in mind. With oversight from the Governance Secretary, these documents are more proactive than reactive, as needs are identified by the Board or leaders in the field. As the initial step, a charge is created and the Board identifies an author/expert to assign the writing task that will convey the intended position. Once drafted, the statement is reviewed and edited by staff at the national office for compliance with position statement requirements. An additional expert on the topic may be asked to review the final document. Once complete, the Governance Secretary ensures that the position is voted on by the Board. If approved, the membership is notified and the position is posted on the NAGC website and circulated to other national education associations as appropriate.

Elements of a Position Paper

An NAGC position paper, no more than two pages in length, should include the following elements:

1. Introduction, which explains why a position statement on the topic is needed.
2. A discussion (2-4 paragraphs) about how the issue or topic affects gifted children, with statistics or other research to support the case.
3. A proposed solution or alternate approach, including how that affects gifted children.
4. A conclusion that restates the action NAGC proposes.
5. A brief section that includes a few references as additional information for readers.



NAGC BOARD POLICY

Policy Manual – 11.4

Last Modified: 03/17/12

POLICY TITLE:	White Paper Template	
RESPONSIBILITY OF:		APPROVED ON: 03/17/12
PREPARED BY:	K. Stephens	

NAGC White Papers Template and Guidelines for Development

Overview

In its position as clearinghouse for research-based, high quality resources, NAGC invites the development of White Papers to inform the conversation and the knowledge base about gifted and talented issues.

The purpose of a White Paper is to provide useful information for readers seeking to understand an issue or solve a problem by providing comprehensive background on a topic that is written in narrative form, includes citations and references, and that may inform a decision about NAGC's official position on a topic.

NAGC reserves the right to require revisions from the authors before accepting the White Paper for publication on its website. White Papers may be published on the website for informational purposes or may include a notation that the paper is supported by the organization. In both cases, the publication will include the paper's author(s) or contributors and acknowledge individuals who contributed to the paper.

White Paper Development Process

As the initial step, the context and introduction (described in the template) for the proposed White Papers, along with the list of authors, should be submitted to the NAGC Governance Secretary. With the board's input, and once the Governance Secretary decides to proceed and the paper is completed, the NAGC Publications Committee will be notified that a white paper is in progress and a Publications Committee member will be assigned to coordinate the review process. When the authors have completed a draft of the white paper, the Publications Committee will conduct the review within a reasonable time. The reviewers will be selected by the Publications Committee Review Coordinator with input from the authors, the Governance Secretary, and the national office, and may include outside experts and editors (e.g. national office staff) not on the Publications Committee.

Upon receiving feedback from the Publications Committee, the author(s) have three options:

- 1) Make the recommended changes and agree to remain authors of the White Papers.
- 2) Agree to the changes, but request to be associated with the paper as contributors.
- 3) Agree to the changes, but request not to be associated with the paper as authors or contributors.
- 4) Withdraw the paper.

After receiving a revision from the authors that addresses the recommended changes, the Publications Committee will submit the revised version to the Board of Directors at an upcoming meeting where the Board will decide to:

- Accept the White Paper for informational purposes for inclusion on the NAGC website with the following notation: The views of this paper are solely those of the authors (or contributors); or
- Agree to support the White Paper which includes inserting specific language of support and the use of NAGC's logo.

White Paper Template

White Papers, similar to brief monographs, focus on sharing information or educating others, and are typically 5-15 pages in length. In order that these documents meet their intended goal and are useful to the various NAGC stakeholders, they should be constructed in the following format.

Each White Paper submitted to NAGC should include a title, author and author's affiliation, and six sections. Each section is discussed below:

1. Introduction
2. Discussion
3. Recommendations for Best Practices
4. Conclusion
5. Endnote Page
6. Annotated Additional References

1. Introduction

- (a) The introduction should frame the issue in terms of its importance and significance and current context. Discuss briefly why this topic is important for gifted children and for their education. What's the need? Why now? The introduction should also state the primary audiences for readership (e.g., NAGC members, teachers, advocates, researchers inside and/or outside the field, school leaders, the broader education community).
- (b) The introduction should conclude with a statement of purpose and premise of the White Paper (e.g., proposing support on an issue, calling for increased attention to a need).

2. Discussion

- (a) The discussion should summarize the major issues related to the topic.
- (b) Use consecutively numbered endnotes (rather than APA in-text citations) to support statements as needed.
- (c) Use subheadings to organize this section for the reader.

3. Recommendations for Best Practices

- (a) Provide 3 to 5 recommendations for best practice, which may be within or outside schools, may include other professionals, may recommend statewide or national action, etc.
- (b) If possible, discuss each best practice, or group of practices, in a separate paragraph.

4. Conclusion

This should be a summary of the discussion and recommendations, not a restatement of the topic.

5. Endnote Page

- (a) Each bibliographic reference should be numbered and correspond to the citations within the text.
- (b) References should be in APA style.

6. Annotated Additional References

- (a) Include 3 - 8 key books, articles, or resources other than those cited in the text to provide readers with additional reading on the topic.
- (b) References should be in APA style.
- (c) Provide annotations of 2 to 3 sentences for each resource.

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NAGC BOARD POLICY

Policy Manual – 11.5

Last Modified: 03/22/14

POLICY TITLE:	Guidelines for Selecting the GCQ Paper of the Year	
RESPONSIBILITY OF:	Publications Committee	APPROVED ON: 03/22/14
PREPARED BY:	Publications Committee	

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.

I. GENERAL POLICIES

1. 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.
2. 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.
3. The Editor(s) and editorial staff shall not be eligible to nominate papers to receive the GCQ Paper of the Year Award.
4. The Editor(s), in consultation with the NAGC Publications Committee, shall develop criteria and a rubric for evaluating nominated articles. Criteria may include impact of the article on the gifted field, uniqueness of the work, quality of the research, quality of the paper, and methodology, among others. A sample rubric is attached to this policy. The rubric will be used to award points to each article under consideration. The paper receiving the largest point total will receive the award.

II. ANNUAL SELECTION PROCEDURES

1. Nominations for articles for the *GCQ* Paper of the Year shall be solicited by the Editor(s) from members of the NAGC Publications Committee, the pool of GCQ reviewers, as well as past editors of GCQ and the chair of the Research and Evaluation Network, as appropriate. Nominations will also be solicited from the NAGC general membership. Four to six papers most frequently nominated will be considered for the award.
2. Five to seven individuals shall be appointed by the Editor in consultation with the Association Editor to review the papers under consideration. Qualifications should include previous experience in reviewing research journal articles. Individuals who have

papers under consideration for the award or whose colleague(s) are lead authors on an article under consideration for the award may not be reviewers.

3. The Editor shall send nominated papers, the evaluation criteria, and rating sheets to the reviewers. The Editor shall use the reviewers' ratings to identify the *GCQ* Paper of the Year. In the case of a tie, the Editor shall have final decision-making authority and may select two papers to share the award.
4. The name(s) of the award winner(s) and the article title(s) shall be communicated to the NAGC office by July 15th.

Criteria for *GCQ* Paper of the Year Award

Paper Title: _____

Author(s): _____

Reviewer: _____

NOTE: The following criteria are to be used for the evaluation of papers that are under consideration for the *GCQ* Paper of the Year Award. Please note that for each topic area, benchmark criteria are provided that should be used for your evaluation. In some cases, scale ratings have not been defined so as to allow for the situations where the paper does not fully meet the provided criteria.

Area Criteria	Score
<p>Topic Relevance and Importance (1- 5 Scale):</p> <p>5: The article topic is relevant and important to a broad range of the <i>GCQ</i> readership. The article provides findings that significantly impact the field of gifted and talented education and/or the development of gifted students. That is, the findings can be immediately built upon, i.e., implemented immediately in practice, basic research, or policy implementation.</p> <p>3: The article topic is important and relevant but to a limited <i>GCQ</i> readership. The article's findings may potentially impact the field, but additional study of the area is warranted.</p> <p>1: The article topic is limited in terms of its importance and relevance to the <i>GCQ</i> readership. The findings of the article will likely have little to no impact for the field of gifted and talented education and/or the development of gifted students.</p>	

<p>Innovation (1-3 Scale):</p> <p>3: The article provides new, unique, or alternative understandings of the topic, with the potential for furthering thought and/or research within the field of gifted and talented education.</p> <p>2. The article provides important extension of the findings on a topic to other populations or in other contexts that enhance the generalizability or further understandings.</p> <p>1: The article verifies current understandings of the topic but does not provide new insights on or generalizations about the topic.</p>	
<p>Validity of Idea (1-3 Scale):</p> <p>3: The article supports the intellectual quality of its focus by providing a convincing rationale supported by (1) current (and/or seminal if appropriate) theory and research and (2) relevant literature within and/or outside the field of gifted and talented education.</p> <p>1: The article is built upon a rationale supportive of its focus with only limited literature within and/or outside the field of gifted and talented education</p>	
<p>Methodology (1-3 Scale):</p> <p>3: The research design and all procedures implemented are appropriate relative to the research question(s) posited, thus the findings provide for rigorous evidence for the topic under study, ruling out alternative explanations for the results (where applicable). All procedures relative to participants (where applicable), data collection (where applicable), and data analysis are appropriate given the question(s) posed, thus providing findings that have generalizability. The authors use the most sophisticated, yet appropriate, data analysis techniques.</p> <p>1: The research design and procedures implemented are closely aligned with the research question(s) posited, although more sophisticated analysis techniques could have been applied. Or, there are threats (e.g., extraneous variables, weak instrumentation, limited sample) not fully accounted for that limit the generalizability or transferability of findings.</p>	

<p>Quality of Writing (1-3 Scale):</p> <p>3: The writing style of the article is engaging and appropriate for the topic and the <i>GCQ</i> readership using language that takes readers to a new level of understanding. The writing is clearly focused, purposeful and leads to key points or conclusions. The article is technically sound, but results and discussion are accessible to a broad range of <i>GCQ</i> readers. Language and style make the article more elegant than one would normally expect.</p> <p>2: The writing style of the article is appropriate for the topic and the <i>GCQ</i> readership. The article is readable, concise, and cohesive.</p> <p>1. The writing style conveys critical information but is either too verbose and/or complex for interpretation by most readers or it does not provide enough detail or explanation to make the results easily interpretable.</p>	
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NAGC BOARD POLICY

Policy Manual – 11.6

Last Modified: 03/22/14

POLICY TITLE:	Publication of Obituaries	
RESPONSIBILITY OF:	Publications Committee	APPROVED ON: 03/22/14
PREPARED BY:	D. B. McCoach, D. Siegle	

Gifted Child Quarterly shall solicit, within 6 months of their death, obituaries of eminent individuals from the field of gifted education for publication. The obituary shall include significant contributions the individual made during his or her lifetime and will be limited to two print pages in the journal (approximately 1300 words). The editor of *Gifted Child Quarterly* will select the author of the obituary in consultation with the NAGC Association Editor. 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. The *Gifted Child Quarterly* editor will automatically proceed with publishing obituaries for these individuals. However, 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 cases, the NAGC Board of Directors will review the background and determine whether *GCQ* will publish an obituary. The NAGC Executive Director will notify the *GCQ* Editor of the NAGC Board's recommendation to publish an obituary, and the *GCQ* Editor will act on that recommendation.



NAGC BOARD POLICY

Policy Manual – 11.7

Last Modified: 05/07/14

POLICY TITLE:	Conflict of Interest Policies for Publications	
RESPONSIBILITY OF:	Publications Editors	APPROVED ON: 07/22/2014
PREPARED BY:	Publication Committee	

I. PURPOSE

These guidelines are offered with the intent of protecting the Association Editor, the journal 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 Association Editor or journal 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. ***GIFTED CHILD QUARTERLY* MANUSCRIPTS: The following steps will be followed when a manuscript is submitted by any colleague at the home institution of the Editor or any current or former student of the Editor.**

1. The Editor may establish any internal process for assigning associate editors or manuscript reviewers that he or she believes protects the charge of bias.
2. Once manuscript reviewers are determined by the Editor (or the assigned associate editor) the names and affiliations of the reviewers will be submitted to the Association Editor for review and approval. If the Association Editor perceives a potential conflict of interest in the choice, he/she may require a substitute reviewer from the Editor.
3. When reviews are received from the panel of reviewers and the decision is made to publish, invite revision/resubmission or deny publication, the manuscript and decision will be submitted to the Association Editor for review and approval. If the Association Editor is in concurrence with the decision the authors will be notified of the decision. If the Association Editor does not concur then he/she will notify the Editor of *GCQ* of the need for corrective action (revising the decision, seeking an additional review, or a collaborative decision made by the *GCQ* Editor and the Association Editor).
4. The Editor shall minimize his/her submissions to *Gifted Child Quarterly*. If a traditional manuscript is submitted with the Editor as author or co-author the same procedures will be followed as outlined in 2 and 3 above. If a manuscript is submitted for a special issue that is being edited by someone outside of the Editor's home institution and is not a current or former student, the guest Editor will assume review and decision-making responsibilities, with oversight from the Association Editor.

5. At any point when the Editor determines a potential issue may arise from a decision to be made about a particular manuscript, it is recommended that he or she consult with the Association Editor.
6. In the event of a conflict of interest occurring for both the GCQ editors and the NAGC Association Editor (e.g. the author of a submitted manuscript is or has been a student of the GCQ editor and NAGC Association Editor), a “substitute” editor without a conflict of interest shall be recruited from among previous GCQ journal editors or NAGC Association Editors to conduct the manuscript review and decision process as outlined in 2 and 3 above.

III. PARENTING FOR HIGH POTENTIAL AND TEACHING FOR HIGH POTENTIAL: The following steps will be followed when manuscripts are requested or otherwise submitted by the Editor, any colleague at the home institution of the Editor or any current or former student of the Editor.

1. The Editor will forward any accepted manuscript to the Association Editor for review.
2. The Association Editor may review the manuscript or assign an appropriate member of the Publications Committee to review the manuscript. The reviewer may determine that the manuscript is suitable for publication or suggest revisions.
3. If revisions are suggested, steps 1 and 2 will be repeated.

IV. GCQ PAPER OF THE YEAR

1. 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.
2. 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.

V. COLLABORATIVE PUBLICATIONS

1. For any prospectus or manuscript recommended as a Collaborative Publication between NAGC and any independent publisher on which the Association Editor or an individual from the Association Editor’s home institution or a current or former student is an author, the review will be coordinated between the person from the Publications Committee responsible for assigning reviewers and the Editor of *Gifted Child Quarterly*.
2. Should any member of the Publications Committee be an author on a prospectus or manuscript, the Association Editor will not assign that member of the Publications Committee as a reviewer. The same principle will hold if the author is from the home institution or is a current or former student of that individual.

VI. SERVICE PUBLICATIONS

1. For any prospectus or manuscript recommended as a Service Publication between NAGC and any independent publisher on which the Association Editor or an individual from the Association Editor's home institution or a current or former student is an author, the review will be coordinated between the person from the Publications Committee responsible for assigning reviewers and the Editor of *Gifted Child Quarterly*.
2. Should any member of the Publications Committee be an author on a prospectus or manuscript, the individual on the Publications Committee and the Association Editor will not assign that member of the Publications Committee as a reviewer. The same principle will hold if the author is from the home institution or is a current or former student of that individual.