

Managing Editor's Self-introduction and Vision for CDD

Before you delve into Issue One of Volume 10, I hope you'll take a moment to read my brief self-introduction and outline, as the managing editor, of my vision for the journal after several years of hiatus.

About the Managing Editor

My name is Greg Procknow, a Vanier scholar and fourth-year doctoral student in the Critical Disability Studies (CDS) program at York University. My doctoral research examines the educational experiences of individuals deemed not criminally responsible (NCR) in Ontario's forensic care system. In addition to holding a two-year MITACS internship with a forensic hospital, I manage *Critical Disability Discourses* (CDD). I authored *Recruiting and Training Genocidal Soldiers* (2014) and numerous peer-reviewed articles and book chapters spanning various disciplines and topics related to disability and madness (see the list of select publications below). My areas of speciality include critical disability studies, Mad Studies, human resource development, adult education, genocide studies, and the cultural history of madness. My work has been featured in the *Journal of Genocide Studies*, *New Horizons in Adult Education and Human Resource Development*, *Disability & Society*, *Human Resource Development Review*, *Disability Studies Quarterly*, and many other publications. As the new Editor-in-Chief, I am committed to applying my publication skills to help early-career critical disability studies scholars refine their submissions during the managerial review process to increase their competitiveness in our peer-review pipeline. This process involves commenting on and suggesting edits to prospective CDD contributors before our editorial team initiates the

peer review process. If you are unsure whether your paper subject aligns with the mandate of CDD, please email your abstract to gregproc@yorku.ca.

The Journal's New Vision

- CDD will create an academic space where emerging disability studies researchers will make valuable contributions to expanding critical disability scholarship.
- CDD will mentor junior disability studies scholars, graduate students, postgraduates, and early-career academics as they make their first forays into peer-reviewed publishing with CDD. This approach will occur early in the managerial review process, when vetting the suitability of submissions before assigning them to peer reviewers. This mentoring arrangement has enabled us to expand the journal's output successfully.
- Regarding output, CDD commits to publishing two issues per volume year. Each issue will comprise 5-7 original research articles, 1-2 perspective pieces, and 1-2 book reviews.
- CDD reaffirms its commitment to being bilingual, offering audiences and authors translated titles, abstracts, and keywords in French.
- CDD is committed to publishing 'accepted' pieces on our website on a rolling basis as they become ready. This includes reiterating our commitment to timely peer-review turnaround times, copyediting, and publication.
- All pieces henceforth will be published with an assigned DOI.
- CDD has assembled an experienced and well-rounded team of Editorial Board members, including a dedicated Arts-based editor, English language copyeditor, and a French language copyeditor.

I want to express my appreciation to Dr. Marina Morrow, the Graduate Program Director of York University's Critical Disability Studies program, for selecting me to head the journal and for granting me wide latitude to refocus the journal on a mentorship model and broaden our output from one issue per academic year to two issues per volume. The following Editorial for issue one, volume 10 will discuss our scheduled denary volume in greater detail.

Editor in Chief's Publications (Selected)

Books

Procknow, G. (2014). *Recruiting and Training Genocidal Soldiers: Human Resource Development Perspectives on Genocide and Crimes Against Humanity*. Francis and Bernard Publishing.

Peer-reviewed articles and book chapters

Procknow, G. (2024). The necropolitics of psychiatric euthanasia and assisted suicide (pEAS). *Canadian Journal of Disability Studies*, 13(1). 50-86.

Procknow, G. (2024). A literature review of Mad Studies as critical pedagogy: What is Mad Studies, and how does it implicate the education of adults? *New Horizons in Adult Education and Human Resource Development*, 36(2). 87-102.

Procknow, G., Silberman, D., & Rocco, T. (2024). The Complex Social Nature of the 'Disabled' Phenomenon. In T. Rocco., M. Morris., R. Poell., & B. Shuck (Eds.), *The Handbook of Human Resource Development* (pp. 546-563). Sage.

Rocco, T. S., Mizzi, R., & Procknow, G. (2022). [Chapter 16] Identity, privilege, and power in critical HRD. In J.C. Collins & J. L. Callahan's (Eds.), *The Palgrave Handbook of Critical Human Resource Development* (pp. 283-305). Palgrave.

Procknow, G. (2022). COVID-19 Vaccine Hesitancy, Chemical Re-traumatization, and Madness. *Disability & Society*, 37(9), 1535-1540.

Procknow, G. (2019). The Pedagogy of Saneness: A Schizoaffective Storying of Resisting Sane Pedagogy. *International Journal of Qualitative Studies in Education*, 32(5), 510-528.

Procknow, G. (2018). (Dis)Arming the Madman: Sane Supremacy and the Second Amendment. *Disability & Society*, 33(7), 1165-1169.

Procknow, G. (2017). Silence or Sanism: A Review of the Dearth of Discussions on Mental Illness in Adult Education. *New Horizons in Adult Education and Human Resource Development*, 29(2), 4-24.

Procknow, G. (2017). International Briefing 35: Training and Development in Rwanda. *International Journal of Training and Development*, 21(1), 60-72.

Procknow, G. (2014). Human Resource Development in Democratic Kampuchea, 1975-1979. *Human Resource Development Review*, 13(3), 369-388.

Procknow, G. (2009). Khmer Rouge: Recruitment and selection & training, and development. *Documentation Center of Cambodia*, 3-4.