



THE JOURNAL OF

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**Relational Spiritual Knowing: Soulful Connections**  
**2024 Special Issue of**  
***The Journal of Faith, Education, & Community***

A Call for Research and Self-Studies Foregrounding Spiritual Human Connection

Call for Manuscripts

*Special Issue Editors*

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Submission deadline: **July 15, 2024**

Decolonizing what it means to engage spiritually in human connections means discovering how we as humans can challenge our relational epistemology, overcome relational dissonance, and find relational value when we dare to harness our spirituality in a way that “transcends religious teaching or dogma and instead focuses on the human desire for internal and external harmony” (Wandix-White & Mokuria, 2023). Recent attacks on diversity, equity, and inclusion (DEI) have a negative impact not only in academia, but also in corporate America and the medical workforce as students who would normally receive DEI training in order to better serve their diverse clientele will be robbed of such professional development that helps them build empathy and understanding of multiple perspectives.

Relational Spiritual Knowing, one of eight relational realms as defined by Wandix-White and Mokuria (2023), encourages us to “open ourselves to the deepest ways in which we make connections that transcend ephemeral experiences” (p. 73). Academics, philosophers, and authors such as Anzaldúa (2002), Buber (1967), Palmer (2002, 2018), and Koegler-Abdi (2013) acknowledge the value of spirituality in relational understanding. This special issue seeks to build on such foundational scholars while centering the concept of relational spiritual knowing.

In this issue, we are interested in manuscripts that examine how relational spiritual knowing can dismantle barriers that cause isolation and inequity, discrimination and disconnection, and misconceptions and misunderstandings in relationships. We encourage writers and scholars to contribute articles to this special issue, using the “pen” as tools of activism to challenge the underlying hegemony that seeks to divide people, especially in those relationships steeped in power dynamics, like medical professionals and patients, employers and their employees, managers and staff members, teachers and students, and so on.

We invite contributors from all disciplines and professions to consider questions such as (but definitely not limited to) the following:

- In what ways does your faith support/encourage you to engage with others whose views may be very different from your own?
- How do you harness your spiritual beliefs when interacting with and/or engaging with others whose views are counter to your views on social issues?
- How do you draw on your spiritual beliefs and/or practice to navigate the pain or discomfort of our current political climate?
- What does it mean to produce relevant research across disciplines that centers relational spiritual knowing?
- How do we involve relational spiritual knowing in the analysis and interpretation of research findings?
- How do we involve relational spiritual knowing in the evaluation of student achievement at the intersection of teacher-student connection?
- How is relational spiritual knowing an articulation of relationship building in your specific area of research?
- How does relational spiritual knowing help you cultivate self-care and reduce professional or personal burn out?

To fully understand the concept of relational spiritual knowing, you may consider reviewing chapter 7 of [\*Relational realms: Helping educators navigate and cultivate healthy schoolhouse relationships\*](#) by the special issue editors. Additionally, note that as contributors conduct research, *Relational Realms* may be used as a conceptual framework to explore relationship dynamics, as further explained in chapter 9.

For this Special Issue, we welcome manuscripts that follow the guidelines below:

- Manuscripts can either be research or practitioner-oriented. Manuscripts should be double-spaced, saved as a Microsoft Word document, Times New Roman font, 12-point font, and 3,000 – 5,000 words (excluding references and other supplementary material).
- All manuscripts should include an abstract (150-200 words).
- Manuscripts should have a minimum of 10 references to support your scholarship.
- A separate Title Page should include the name of each author along with affiliation and contact information.
- *All Authors should follow the guidelines of the Publication Manual of the American Psychological Association (Seventh Edition).*

### **Special Issue Timeline**

Full manuscript due - **July 15, 2024**

(Peer review period - July 15 - August 30, 2024)

Notification of Decision/Feedback to authors - **September 13, 2024**

Manuscript revisions due - **November 1, 2024**

Additional Feedback/revisions to authors - **November 29, 2024**

Final manuscript due - **January 17, 2025**

Tentative publication date of special issue - **May 2025**

Manuscripts should adhere to JFEC guidelines <https://scholarworks.sfasu.edu/jfec/policies.html>, while also following the Special Issue guidelines for manuscript length listed above.

**Only full manuscripts will be accepted** and will undergo a rigorous, double-blind peer review process.

Articles can be submitted by going to the JFEC [home page](#) and selecting “Submit Article” from the left side tab.

For additional information, please contact special issue editors, Diana Wandix-White at [wandixwhite@uhcl.edu](mailto:wandixwhite@uhcl.edu) or Vicki Mokuria at [vicki.mokuria@sfasu.edu](mailto:vicki.mokuria@sfasu.edu).

### References

Anzaldúa, G. (2002). Now let us shift...the path of conocimiento . . . inner work, public acts. In G. Anzaldúa, G., & A. Keating (Eds.), *This bridge we call home: Radical visions for transformation* (pp. 540–577). Routledge.

Buber, M. (1967). *A believing humanism: My testament, 1902–1965* (Maurice Friedman, Trans.). Humanities Press International, Inc.

Koegeler-Abdi, M. (2013). Shifting subjectivities: Mestizas, Nepantleras, and Gloria Anzaldúa's legacy. *MELUS* 38(2), 71–88.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. Jossey-Bass.

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