



Journal of Faculty Development Special Section Call For Papers

To read CFP details, please click on the special section topic indexed below:

September 2024 Special Section:

Networking as Faculty Development

January 2025 Special Section:

Supporting and Advancing Faculty at all Stages

May 2025 Special Section:

Faculty Development and Extended Reality



Journal of Faculty Development
September 2024 Special Section

Networking as Faculty Development

The *Journal of Faculty Development* invites manuscripts for the September 2024 special section that focuses on **Networking as Faculty Development**. This call invites perspectives on faculty development initiatives, efforts, or approaches that promote networking, especially in light of recent discussions of engagement (and disengagement) and belonging within and across academic institutions and in programming.

For this special section, *JFD* is seeking full manuscripts that address but are not limited to the following topics:

- Programs focused on faculty networking at the institution, college, or department level;
- Faculty development initiatives that promote networking; and
- Successful practices for faculty development that promotes connection and belonging through networking.

Manuscripts must be submitted in accordance with the standards of the *Journal of Faculty Development* and formatting guidelines available [here](#).

Submissions can be based on empirical evidence, but it is not required. Additionally, submissions should be no longer than 1,000 words and must provide practical suggestions.

Manuscripts should follow APA 7th edition and be submitted as a Microsoft Word document, RTF, or PDF as an attachment to an email sent to jfdeditor@magnapubs.com by **Friday, May, 24, 2024**. The issue will be released in September 2024.



Journal of Faculty Development
January 2025 Special Section

Supporting and Advancing Faculty at all Stages

The *Journal of Faculty Development* invites manuscripts for the January 2025 special section that focuses on **Supporting and Advancing Faculty at all Stages**. This call invites perspectives on faculty development initiatives, efforts, or approaches that support faculty development within and across career stages, interests, and priorities.

For this special section, *JFD* is seeking full manuscripts that address but are not limited to the following topics:

- Programs focused on faculty development within specific career stages (e.g., first-year faculty, mid-career faculty);
- Faculty development initiatives that recognize the unique and important priorities of faculty in different phases of their academic career;
- Faculty development planning processes that recognize career trajectory and talent that faculty bring to their role(s); and
- Successful practices for faculty development that engage faculty at different career stages.

Manuscripts must be submitted in accordance with the standards of the *Journal of Faculty Development* and formatting guidelines available [here](#).

Submissions can be based on empirical evidence, but it is not required. Additionally, submissions should be no longer than 1,000 words and must provide practical suggestions.

Manuscripts should follow APA 7th edition and be submitted as a Microsoft Word document, RTF, or PDF as an attachment to an email sent to jfdeditor@magnapubs.com by **Friday, August 16, 2024**. The issue will be released in January 2025.



Journal of Faculty Development

May 2025 Special Section

Faculty Development and Extended Reality

The *Journal of Faculty Development* invites manuscripts for a May 2024 special issue focused on faculty development and extended reality (XR), which includes virtual, mixed, and augmented reality. The volume will include articles that focus on XR both as a means of delivering professional development for instructors and as a topic of training for faculty members to implement in their own courses across the disciplines. Prior to 2020, XR was steadily emerging as a tool for teaching on the college level, as faculty members created, adapted, and adopted tools such as simulations, virtual field trips, game-based learning and more to teach a wide range of subjects. The pandemic highlighted both the limitations and the potential of such approaches, raising complicated questions and inspiring creative responses.

For this special issue, we seek brief manuscripts that address but are not limited to the following questions:

- How are faculty development leaders using XR tools to help faculty members grow as professionals?
- How can institutions leverage XR tools to enhance student and/or faculty learning?
- How can units that provide faculty development programming make informed and judicious decisions about which XR tools to invest resources in for research, development, and implementation?
- What creative approaches are faculty members across the disciplines taking to implement XR experiences in their classrooms and campuses?
- How can faculty developers best provide support for faculty members who are interested in developing and implementing XR tools in their courses?
- What logistical, ethical, and other barriers impact the potential for faculty members to teach using XR as a tool and/or topic for learning in college classrooms?
- What emerging tools and technologies might shape the future of XR in faculty development?
- What has the COVID-19 pandemic taught us about the limits and potential of XR in the college teaching and learning context?

We welcome pieces that address any form of XR defined broadly, including augmented, mixed, and virtual reality. Manuscripts must be submitted in accordance with the standards of the *Journal of Faculty Development* and formatting guidelines available [here](#). In addition, manuscripts should follow APA style (7th ed.) and be submitted as a Microsoft Word document, RTF, or PDF as an attachment to an email sent to mbowdon@ucf.edu by **December 1, 2024**. The issue will be released in May 2025. The volume will be guest edited by Melody Bowdon and Kevin Yee of the University of Central Florida.