



## ***Journal of Faculty Development***

### **Special Section Call For Papers**

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

*May 2025 Special Section:*

**Faculty Development and Extended Reality**

*September 2025 Special Section:*

**Faculty Recognition as Faculty Development**

*January 2026 Special Section:*

**Academic Libraries and Faculty Development**



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***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](https://bit.ly/JFD-submit-manuscript). Manuscripts should follow APA 7th edition and be submitted as a Microsoft Word document, RTF, or PDF using the online submission portal at <https://bit.ly/JFD-submit-manuscript> by **Sunday, December 1, 2024**. Please ensure that you indicate the topic of the special section you are submitting to using the dropdown when prompted. 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.



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***Journal of Faculty Development***  
*September 2025 Special Section*

## **Faculty Recognition as Faculty Development**

The *Journal of Faculty Development* invites manuscripts for the September 2025 special section that focuses on **Faculty Recognition as Faculty Development**. This call invites perspectives on faculty recognition initiatives, efforts, or approaches that promote thanking faculty from the student perspective, especially in light of ongoing discussions of engagement within and across higher education institutions.

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

- Programs focused on thanking faculty as a means for faculty engagement and development
- Innovative ways to highlight faculty success in teaching (outside of awards)
- Programs that facilitate student recognition of faculty efforts in teaching

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 using the online submission portal at <https://bit.ly/JFD-submit-manuscript> by **Tuesday, April 1, 2025**. Please ensure that you indicate the topic of the special section you are submitting to using the dropdown when prompted. The issue will be released in September 2025. The volume will be guest edited by Krista Kimmel and Laurel Schwartz along with Russell Carpenter (Editor-in-Chief) of Eastern Kentucky University.



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***Journal of Faculty Development***  
*January 2026 Special Section*

## **Academic Libraries and Faculty Development**

The ***Journal of Faculty Development*** invites manuscripts for a January 2026 special section focusing on **Academic Libraries and Faculty Development**. This call invites perspectives or research focused on the role of academic libraries, or librarians, in supporting, collaborating on, or leading faculty development programming or initiatives.

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

- Collaborations between academic libraries and faculty development units in the design or implementation of faculty development programming (including examples of successful collaborations or strategies for increasing collaboration)
- Collaborations between individual librarians and faculty developers to develop or offer programming
- Descriptions of successful library-led faculty development initiatives
- Academic librarians' experiences collaborating on or leading faculty development programming
- Academic librarians' involvement in leadership roles within faculty development units
- Perspectives on the benefits, challenges, or opportunities related to librarian engagement with faculty development as collaborators or leaders
- Perspectives on the role of faculty development in relation to the mission or goals of academic libraries
- Practices or support needed to enable academic librarians to increase participation in faculty development

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 should provide practical suggestions. Manuscripts should follow APA 7th edition and be submitted as a Microsoft Word document, RTF, or PDF using the online submission portal at <https://bit.ly/JFD-submit-manuscript> by **Friday, September 19, 2025**. Please ensure that you indicate the topic of the special section you are submitting to using the dropdown when prompted. The issue will be released in January 2026. This section will be guest edited by Jane Hammons, Associate Professor, The Ohio State University Libraries.