CALL FOR PROPOSALS | Special Issue (2016)

Beyond learning and teaching: extending the frontiers of academic development

While learning and teaching are seen as the heart of academic development (also called educational or faculty development), developers' activities around the world vary greatly. Some developers help academics to become more productive researchers, for instance, while others enhance the skills of academic leaders; some coach academics from underrepresented groups to navigate institutional politics, others work on organizational development to shift an entire institutional culture.

Yet when academic development teams branch out into new areas, they may find a relative shortage of empirical research in a higher education setting that will help them make well-informed, context-specific decisions about their work. Contributions to this Special Issue will seek to fill in some of these blanks and set the course for a broadened scholarship of academic development.

This is a call for papers for a Special Issue on 'Beyond learning and teaching: Extending the frontiers of academic development,' due for publication in 2016. Specifically, we are looking for empirical studies of academic development work beyond learning and teaching. As with regular *IJAD* articles, we have no prescribed methodologies and invite you to find creative ways to evaluate your work and its impact.

All submitted manuscripts will go through *IJAD*'s double-blind review process as normal once they are submitted.

TIMELINE
Manuscripts due **31 July 2015** | Anticipated publication in **early 2016**

Submitted papers should not have been previously published nor be under consideration for publication elsewhere. A guide for authors, Word template, and other relevant information can be found on *IJAD*'s homepage: www.tandfonline.com/ijad

Proposals must be submitted online via *IJAD's* ScholarOne site:
http://mc.manuscriptcentral.com/ijad

For further information or for queries about this Special Issue, please contact the Special Issue co-editor: Meegan Hall (meegan.hall@vuw.ac.nz).