

Call for submissions

**Special edition of the *South African Journal of Higher Education (SAJHE)*, 2016
*'Re-imagining writing retreats for academic staff in higher education'***

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Re-imagining writing retreats for academic staff in higher education

Writing retreats have become popular as a means of giving academic staff time away from demanding teaching and administrative loads to allow them to focus on writing for publication. While there is a growing body of literature on writer's retreats which suggests that they have distinct benefits for academic writers, (Grant, 2006; Moore, 2003; Morss and Murray, 2001; Murray and Newton, 2009) this literature has tended to concentrate on the importance of retreating to write and on the different models for writing retreats (Murray, 2010). It has seldom, however, focused critically on the complexities of the pedagogies related to writing. Aitchison et al (2010) point out that it is important to make the pedagogical work of engaging with writing and knowledge about scholarly publication more visible when the focus of policy makers is exclusively on publication counts. As facilitators and teachers engaging with writing practices, we are aware this pedagogical work is complex, nuanced and time consuming. Writing retreats are untidy processes and because of the trickiness of measuring writing processes, practices and products, measureable outcomes are difficult to achieve (Grant, 2006).

Therefore it seems important to re-imagine practices of writers' retreats and to ask some of the thorny questions relating to these practices and how they may be enhanced for academic staff. We need more indepth and theoretically-framed understandings of how particular writing pedagogies work and why they are effective. How can research on genre learning and acquisition in academic contexts inform the pedagogy of writers' retreats? What are the key conditions for successful participation in writing retreats and publication? What characterises participants who may benefit from writing retreats? Are there wider benefits that ensue from these retreats and how do these work? How do we develop attentive, care-ful and responsible pedagogies to encourage engagement with each other's writing across hierarchies of difference and across disciplinary boundaries? What happens to writers and writing after the retreat? How can facilitators assist novice writers to negotiate the complexities and politics of peer review? How does geopolitical context shape the nature of writer's retreats?

We invite papers that engage critically with questions such as these or introduce additional questions for the December 2016 edition of the journal. Papers can be conceptual or empirical but must address the concerns of the special issue clearly.

This special issue is supported by the Department of Higher Education National Collaborative Teaching Development Grant: Enhancing the scholarship of teaching and learning in Teaching Development Grant activities

Submission procedure

Authors are invited to submit by 4 July 2016 a two page proposal clearly explaining the concerns of their proposed paper and how it relates to the purpose and focus areas of this special issue, including a tentative structure of the proposed paper. A one-page curriculum vitae should also be included along with e-mail, mailing address, and phone number. Authors will be notified by 15 July 2016 about the status of their proposal. Full papers are expected to be submitted by 15 September 2016. All submitted papers will then be reviewed on a double-blind basis and returned to authors by 15 October 2016. Final manuscripts are due in by 30 October 2016. These dates will be strictly adhered to as this *SAJHE* special issue is due to be published in November 2016.

Please take note that publication in SAJHE is restricted to individual subscribers to the journal. Researchers considering submitting an article for this special edition of SAJHE are requested to register before submitting their articles for consideration. Registration details are available at the following link: <http://www.sajhe.org.za/registration>

Page fees will be payable on notification that an article has been accepted for publication. Page fees details are available <http://www.sajhe.org.za/article-submission>

Due to the nature of this special edition of SAJHE, the normal submission process as described on the homepage of SAJHE *does not apply*.

Authors should submit electronic versions of their initial proposals online to Moragh Paxton (moragh.paxton@uct.ac.za), James Garraway (garrawayj@cput.ac.za) and Vivienne Bozalek (vbozalek@uwc.ac.za) (**on or before 4 July 2016**).

Format of submissions

A **title page** should carry the full title (12 words) of the article, its author(s) and relevant institutional affiliation and contact details (mailing address, telephone and fax numbers and email address). The first page of the text proper should carry the title of the article but **not** the name(s) of the author(s). The article should be **typed in Microsoft Word** in double spacing (including all notes and references, and between 6 000 and 7 500 words in **length**. All notes should be kept to a minimum and appear at the end of the article before the list of references. **Figures and tables** should not be embedded in the text, but be saved as separate files at the end of each article with their position clearly marked in the text. Indicate clearly in which format they were generated. Please supply typed captions including sources and acknowledgements.

An **abstract** of 100-150 words in length, covering the main argument(s), methodologies and conclusions, should accompany an article plus a list of at least six **keywords** for abstracting and indexing services.

All articles will be critically **reviewed**.

References

The *Chicago Manual Style* **author-date system** is used, that is, references are cited in the text by the author(s) name(s), the year of publication and the page number(s) in brackets, for example, (Beets 2008, 412) as a key to the full list of all references that appears at the end of the article. The **list of references** should include every work cited in the text. Ensure that dates, spelling and titles used in the text are accurate and consistent with those listed in the references.

Submission process and important dates

Paper proposals due	4 July 2016, 16:00 (GMT +2)
Notification to authors of accepted paper proposals	15 July 2016, 16:00 (GMT +2)
Full papers due	15 September 2016, 16:00 (GMT +2)
Reviewed articles back to authors	15 October 2016, 16:00 (GMT +2)
Final re-submission date for accepted and reworked articles	30 October 2016, 16:00 (GMT +2)
Envisaged publication date	November 2016

References

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Morss, K. & Murray, R. 2001. Researching Academic Writing within a Structural Program: Insights and Outcomes. *Studies in Higher Education*, 26(1): 35-52.

Murray, R. and Newton, M. 2009. Writing Retreat as Structured Intervention: Margin or Mainstream? *Higher Education Research Development*, 28(5): 541-553.

Murray, R. 2010. Becoming Rhetorical. In Aitchison, C., Kamler, B. & Lee, A. (Eds). *Publishing Pedagogies for the Doctorate and Beyond*. London and New York: Routledge, 101-116.