Technology and Graduate Student Instructor Development Guidelines for Chapter Authors

Editorial Focus
The intended audience of this volume is university faculty and staff who teach graduate students or work in graduate student development and seek to explore the design, implementation and evaluation of models of instructional technology training for graduate student instructors and future faculty. Your writing should demonstrate a clear connection to the concerns of this audience.

Technical Guidelines
Chapters should not exceed 5000 words: approximately 20 pages, double spaced, including all references, tables, figures and an abstract no longer than 150 words. Use Times New Roman 12 point font. Please be sure that each author’s name is included in each document you submit throughout the process of working on this volume.

Manuscripts must conform to the American Psychological Association’s format described in the association’s Publication Manual (4th Edition). Please double-check references, citations, headings, figures, and graphs for compliance with the APA format. Chapter drafts should be submitted as a Microsoft Word document, or a similar standard word processor document (saved in RTF rich text), as an attachment to an email sent to crumley@duke.edu.

All figures and tables should appear at the end of the manuscript, each on a separate page. Text in figures and graphs is to be Times New Roman or a similar sans serif typeface. Graphs and figures should be approximately twice final desired size. You should indicate placement of figures or tables by inserting a notation, “Insert Figure X about here,” at the appropriate point in the manuscript (between paragraphs).

Style and Content Guidelines
I strongly suggest that you ask several of your colleagues to read your chapter draft before you submit it for review. This practice will increase the chances that your chapter will be accepted without extensive, time-consuming changes. This is particularly important if English is not your first language.


Avoid superfluous citations and try to minimize citations of unpublished material. Widely-acknowledged phenomena, standard research procedures, and well-known facts do not require citations. Avoid the use of jargon and define any terms that are likely to be unfamiliar to the audience of this volume.

If your chapter is a case study or a description of a program, you should discuss the evaluation process and its results in great detail. If your article is an empirical research study, please make sure that you fully address the implications of this research for practice in higher education.

Editing Process
Please submit your chapter manuscript to the volume editor by March 1, 2009. The volume editor may accept the manuscript in its original form but will likely suggest changes and modifications before publication.
Useful references
A number of themes have emerged in the proposals submitted for this volume. One of the tasks of the volume editor is to provide overall guidance for chapter authors so that the final volume is a cohesive work. In writing your chapter, you should consider developing or connecting to the following themes as appropriate to your chapter:

- Primacy of pedagogy relative to technology
- Graduate student development through mentoring
- Use of electronic portfolios
- Value of peer teaching
- Value of technology in graduate students’ professional development and employability

Further, from proposals for this volume (as well as from the volume editor) there are a number of references that may be of use as you develop your chapter. They are listed below. Again, note that you should connect to the themes and use the references mentioned here only as they are appropriate for your chapter (this is not an editorial mandate.)


Bellows, Laurie. (2005). “Assessing the academic and professional development needs of graduate students.” To Improve the Academy, 23. 267-283.


