



JPAAP Editorial, Vol 11, Issue 3 (2023)

This issue marks a very special milestone, the 10th anniversary of the Journal of Perspectives in Applied Academic Practice (JPAAP) publishing our very first issue. Established in 2012 as a collaborative endeavor by colleagues across three UK universities, the journal reflected a commitment on the part of those involved in its creation to developing opportunities for early career academics, and others in allied roles related to learning and teaching, to engage in scholarly practices related to their academic practices, and to gain experience of the academic publishing process in order to support their development and progression.

The aforementioned processes can be opaque and indeed unnerving for those new to writing for publication. For individuals employed in non-academic roles but with key responsibilities in the design, support or delivery of learning and teaching, curricula and the student experience, the ability to integrate into this aspect of academia can be particularly challenging. It is in this context that the online, open access Journal of Perspectives in Applied Academic Practice was born. JPAAP, though, was not intended to be just another journal. From the outset the goal was, through a process of collaboration, to establish a respected academic publishing platform with a distinctive developmental ethos. JPAAP was founded with the explicit intent of providing opportunities for individuals of all career stages to gain experience of journal reviewing, publishing or through involvement as part of the editorial process, within the context of the overall focus of the journal on research and practice development in higher and further education. To facilitate this collegiate, developmental environment the journal adopted from the outset a (then) distinctive open peer review process through which the names of reviewer and reviewee would be known to each other. The aim of this process was to enhance transparency, to encourage dialogue between author and reviewer and to nurture high quality feedback for those who submitted work to the journal.

We also sought to be inclusive and supportive through the range of submission formats that authors could use to contribute to the journal. In addition to traditional 'long format' papers relating to original research, reflective analyses and case studies, from the outset we have welcomed submissions in the form of opinion pieces, short format 'on the horizon' papers on early stage work or emerging research, and book reviews.

Our commitment to open access publishing saw the journal established on the OJS (Open Journal Systems) platform, with no publishing fees of any kind to be incurred by authors. Authors also retain their own copyright, and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons license that allows others to share the work with an acknowledgement of the work's authorship and initial publication in the journal. Similarly the journal's own information and guidance for authors, reviewers and the wider world, as contained in the web pages of the journal itself, are all published Creative Commons to allow others to re-use and adapt any material that may be of use to them.

Since the publication of our first issue back in 2013, the journal has gone from strength to strength. A total of 11 volumes (26 issues) have since been published including several special issues, with contributions received from early career researchers, established academics and individuals in professional roles related to learning and teaching and associated dimensions. While we established the journal to support those new to writing and publishing on their own academic practices, it has been encouraging to also receive and publish the work of those experienced researchers and practitioners who have chosen to submit to JPAAP

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because of our open ethos and nature. It has been encouraging too to have welcomed multiple contributions over time from many authors, and to have members of the journal's wider community who volunteer as reviewers, who have guest edited special issues, or who have come to join the editorial team. Many of our contributors have supported the journal in several different roles, often simultaneously.

The journey of JPAAP to date has also included notable collaborations, including the 2017 special issue on 'Student Transitions' produced in partnership with the Quality Assurance Agency (Scotland) in support of its national Enhancement Theme of the same name. We have also sought to reflect in other timely ways the changing nature of academic practice, and the development and evaluation of academic practices, in the context of current challenges and emerging change. This included our 2021 Special Issue on the theme of 'Transitions to Remote and Blended Learning', which focused on responses to learning and teaching within and through the pandemic, while a forthcoming Special Issue for 2024 will be focused on the nature, challenges and opportunities of tertiary education and tertiary education landscapes (a currently live area of major sectoral change across Further Education and Higher Education in the UK and also more widely).

For this, our 10th anniversary issue, our chosen theme has been 'Academic practice at the edge: risks and rewards of innovation in learning, teaching, and the student experience'. This theme - inspired by the title of an article that featured in the Journal's first issue - reflects the challenges and opportunities that academic and professional service staff face in a rapidly changing and uncertain world, where they need to constantly adapt, experiment, and innovate to meet the diverse needs of students by creating a learning environment that supports them to engage and achieve. In the call for this Special Issue, we invited submissions that addressed or cut across topics including: student partnership; professional development and advancement; digital education; quality enhancement; and Communities of Practice. In the resulting sixteen authored or co-authored submissions that we are pleased to bring you in the Special Issue, we see all of this and more being addressed.

Perhaps unsurprisingly, and very helpfully, many of our submissions focus on or consider Generative AI, including the On the Horizon piece dealing with authentic assessment that opens the Special Issue. In the Original Research papers that follow, we have explorations of student engagement in blended courses, and of students' perspectives and experiences related to equity, diversity, inclusion and accessibility. In each of the three Reflective Analysis papers that we are featuring, student-partnership initiatives (in a range of specific contexts) are to the fore. In our Case Study submissions that follow, of which we also feature three papers, we look respectively at an institutional response to AI, at innovation incubators, and the role of a PG Certificate in Academic Practice in times of uncertainty. The two Opinion Pieces we offer concern aspects of Emotional Intelligence in the digital age, and collaboration in liminal space. The Special Issue then concludes with a review of two books relevant to our chosen theme and topics, with one relating to ecologies for collaborative practice and the other to professional development for academic practitioners.

We offer our sincerest thanks to our contributing authors for this 10th anniversary Special Issue of JPAAP, and also to the reviewers for the issue. These thanks are extended, with so much appreciation, to everyone who has supported JPAAP in any capacity whatsoever since we came into existence in 2012 and published our first issue in 2013. JPAAP is a collective effort for (we hope) a collective good in our field, which is to support and help provide a voice to new, and established, practitioner-scholars and practitioner-researchers in the areas of academic practice and academic practice development, so that we can learn from each other. We hope to continue JPAAP in this vein and for this goal going forward.

And, as we come to the end of 2023, we wish the JPAAP community and readership a happy and safe 2024.

JPAAP Editors, December 2023