SPECIAL ISSUE: CALL FOR PAPERS

Innovations in Assessment Center Research and Practice

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Submissions Due: 1 October 2022

Assessment centers (ACs) are a popular approach towards selection and development and continue to be applied as a core evaluation practice in both public and private sector organizations worldwide. They hold the advantage of providing a rich source of contextual data on which to base employment decisions. ACs can be tailored to the needs of an organization and can be developed such that the simulation exercises that act as their basis can reflect nuanced work characteristics.

ACs are generally perceived by both participants and evaluators as being job relevant, fair, and equitable. ACs also offer organizations the ability to provide rich and meaningful developmental feedback to participants. Organizations spanning the private and public sectors use ACs as part of their hiring practice and as an employee development tool.

ACs are adaptable such that they can be tailored to organizational requirements. The practice of ACs has evolved in response to developments in technology, research on measurement characteristics and scoring, the onset of the COVID-19 pandemic, and changes in the nature of work.

The aim of this special issue is to offer insights on the latest in practice and research relating to innovations involving ACs. Our scope is broad, and we welcome contributions from researchers and practitioners on technological developments, environmental adaptations, developments in scoring and measurement, validation, candidate perceptions, or other innovations that might affect the efficacy

of ACs. We welcome a range of different methodological perspectives, including quantitative and qualitative studies. We welcome exploratory, inductive, and theoretical submissions, as well as case studies of innovative practice.

Where relevant and if possible, authors are encouraged to make their data and syntax available in accordance with Open Science Framework (osf.io) best practice.
Topics may include, but are not limited to:
- Developments in rating and scoring for ACs
- Virtual or online platforms
- Equality, diversity, and inclusion
- Candidate experience and perceptions
- Assessor training
- Artificial intelligence and machine learning
- Innovations in job analysis for ACs
- Development centers
- New perspectives on reliability and validity
- Technology-enhanced approaches to ACs
- Use of recorded data
- Development of dimension- or exercise-based theoretical frameworks

To be considered for the special issue, articles should be submitted by **October 1, 2022**. Authors are encouraged to contact the special issue editors, Duncan Jackson, Helen Baron, or Michael Blair with questions.

Please indicate in your cover letter that you are submitting your manuscript for the special issue.