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GATEWAYS

International Journal of Community Research and Engagement

Vol. 12, No. 1 – Call for Papers

Systemic institutional engagement: intentional, innovative and rigorous

Universities the world over are keenly aware that the profound and interconnected challenges facing the world demand new approaches to knowledge generation, application and dissemination. Nearly thirty years ago, Boyer (1990, p.16) called for scholarship to be given a 'broader, more capacious meaning, one that brings legitimacy to the full scope of academic work'. Since then, the hard graft of countless examples of collaboration between universities and their communities has helped give substance and clarity to this call for a more inclusive, though no less rigorous, conception of scholarship, to the degree that community engagement is no longer seen as peripheral to the core mission of higher education. Nyden (2006) argued that collaborative research was an expansion, not a break, with higher education's crucial 'culture of questioning' and, more recently, Fitzgerald et al. (2016, p. 247) have suggested there is now a shift away from trying to 'fit' community engagement into existing institutional systems towards a 'systemic engagement' that is focused on 'transforming the culture of higher education so that it embraces the epistemologies and forms of scholarship that allow community engagement to thrive'.

Over the course of the next two volumes of *Gateways: International Journal of Community Research and Engagement*, we wish to use the above as a starting point for a critical exploration of recent global efforts to profoundly reimagine the role and potential of higher education in society. This volume (Vol. 12, No. 1) will focus on the strategies, policies and practices that promote and assess systemic, culturally transformative engagement at the level of institution; the next (Vol. 12, No. 2) will look at 'the epistemologies and forms of scholarship' emerging from and through community engagement, and which are both challenging and enriching traditional Western scholastic norms and approaches.

For this volume, which will begin with an introductory article by Professor Barbara Holland, we have framed the discussion around three themes – intentional, innovative and rigorous – in order to hone in on the evidence-based ways in which cutting-edge, long-term institutional change is being undertaken.

Intentional

This theme seeks theoretical explorations of community engagement as profoundly part and parcel of what it means to teach, learn and research – and the potential implications of this for the development and successful implementation of: policies, priorities and agendas that support and articulate such an understanding; 'capacious' tenure and promotion frameworks; and the ways in which sustained and inclusive dialogue can respond to tensions and challenges.

Innovative

Birch, Perry & Taylor (2013) described universities as anchor institutions, 'at once "fluid" and dynamic *and*, at the same time, rooted in place'. This almost unique position in society enables what Longo (2013) describes as higher education's potential to 'unleash a vast set of resources for learning', by incorporating the full 'ecology of educational opportunities available'. This theme seeks research on collaborative approaches and frameworks for transforming the pedagogical and cultural dynamics of higher education.

Rigorous

The purpose here is to allow for critical reflection on the challenges inherent in the above two themes. O'Meara, Saltmarsh & Giles Jr. (2011) write that proven methods for effective measurement and assessment of outcomes remain scant, while Benneworth (2017) notes that poor 'governance and accountability solutions' can result in '"knowledge push" (rather than "problem pull")' being the driving factor behind university engagement. In particular, we seek research on the ways in which institutional frameworks of assessment can pay explicit attention to community voice and input.

References

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Key dates

Extended due date for abstracts:	Monday 17 September 2018
Initial review notification:	Friday 21 September 2018
Due date for manuscript submission:	Monday 28 January 2019
Publication of Volume 12:	May 2019

Abstracts must be 300–500 words and contain contain title, author(s) name and affiliation, contact details and keywords (maximum six).

Manuscript submissions must be between 5000-8000 words. Those invited to submit manuscripts need to do so via the *Gateways*' online journal system. Submissions will be assessed according to normal peer review processes; the final decision on acceptance/rejection will be made by the Editorial Committee.

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