

GATEWAYS

International Journal of Community Research and Engagement

Call for Papers

Themed Volume: Power in Engaged Scholarship

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Overview

Power is a critical dimension of engaged scholarship. Collaboration within and between communities of inquiry and communities of practice is shaped by dynamic power relationships. When knowledge is authentically co-created, researcher and practitioner alike can experience power through and within relationships of solidarity, reciprocity and respect. This kind of collective power and democratic knowledge production contributes to the joys and mutual benefits of engaged scholarship.

Where some disciplines have explored the methodological implications of power relations, the engagement movement writ large has suffered from a lack of explicit conceptual models and in-depth analyses of the role of power in the process of knowledge co-creation. Furthermore, it is important for ‘engaged researchers’ to situate ourselves and understand our work in broader ideological frameworks and institutional and historical contexts.

The purpose of this themed issue of *Gateways* is to generate new insights about power in collaborative research (Jacquez, Ward & Coguen 2016). We will convene a community of scholars and practitioners with experience in various forms of engaged scholarship, including participatory action research and community-based research initiated by academic researchers and community members. Through a series of meetings, we will reflect on diverse experiences and develop new frameworks to understand how power relations influence our collaborative endeavors. Based on sustained engagement with authors, we aim to identify and develop practices to reorient power relations within engaged scholarship and thereby enhance its value for multiple publics.

Four core questions guide this volume:

1. What are the benefits, joys, tensions, and challenges of the collaborative research process?
2. In what ways does power show up in the process of co-producing knowledge?
How does context influence power relations?
3. How can power be recognized and addressed in collaborative research processes?
4. When power is explicit and central, what are the lasting results for individuals, institutions, and communities?

Each question can be explored with conceptual ideas and in-depth analyses to investigate one's practice as a researcher and/or community partner. We invite authors to reflect on the opportunities and challenges, not only by describing projects and experiences, but also by articulating their own ideas about the dynamics of power. In this context, we ask authors to consider how engaged research disrupts traditional notions of power and the role of universities in society. Second, we hope to examine engagement as a diffuse transdisciplinary movement and identify opportunities to strengthen connections across established boundaries. Third, we will consider the significance of plural knowledges, risks associated with the pursuit of consensus, and the value of multiple ways of knowing in engaged practice. We encourage authors to reflect on these themes as well as their experiences of power in terms of solidarity, reciprocity, and respect. Authors also may wish to explore topics related to positionality and influence; inequality; vulnerability, risk, and uncertainty; and creative tensions and opportunities for transformation.

Process and Timeline

In order to generate discussion of these issues beyond the primacy of the written word, we will use an iterative process of writing and dialogue as a part of the evolution of the volume. Our proposed timeline includes four submission deadlines, with substantial periods of time for feedback as well as interaction with the editors and other authors.

This special issue will be developed through an 'author collective' – 10 to 12 authors with a diversity of experiences with engaged scholarship, including researchers from the humanities, social and biophysical sciences, as well as practitioners who have joined or initiated partnerships. We will target nine to ten next-generation faculty and emerging leaders and two to three more established scholars, paying close attention to racial and gender equity. Our inception meeting (November 2020) will provide ample time for framing, building relationships, and discussing abstracts submitted by participants.

Our second virtual meeting (late December 2020) will include short (10-minute) presentations to elicit additional feedback from the group and support the development of ideas. In March 2021, Clark University will host a colloquium consisting of longer presentations (20 minutes) and discussion with a broader audience. Penultimate drafts of each paper will be due in June 2021, providing two months for peer review, leading to final publication by December 2021.

The guest co-editors (Post and Ruelle) will draft an introduction to the issue that frames the topics to be considered in each article, to be discussed and developed with authors during the first and second meetings. In addition, we will solicit a synthetic review of the issue from a pair of scholars. Informal peer review of all articles will be conducted by the author collective as well as formally, by external blind reviewers.

ACTIVITY	DATE DUE
Call for papers	August 31, 2020
Paper proposals due, 500 words	September 30, 2020
Notification to authors	October 9, 2020
Inception meeting	Early November, 2020
Second virtual meeting (10 minute presentations)	Third week of Dec, 2020
Author + Editor Check in	First week of February, 2021
Manuscript draft due, 5,000-7,000 words	March 1, 2021
Colloquium at Clark (in person or virtual)	March 31, 2021
Manuscript revisions	April and May, 2021

Penultimate draft	June 1, 2021
Peer review	June and July 2021
Virtual writing/coaching session with all authors	Last week of July 2021
Final manuscript revisions	August and September 2021
Manuscript final – Submission 4	September 30, 2021
Copy editing, design – Oct 2021	October, 2021
Publication	November/December 2021

Authors interested in participating in this special issue are encouraged to submit a short proposal (up to 500 words by September 30, 2020). Questions may be directed to the guest editors or the managing editor of *Gateways*:

- Guest editors: Margaret Post (mpost@clarku.edu) and Morgan Ruelle (mruelle@clarku.edu), Department of International Development, Community & Environment, Clark University, Worcester, MA (USA)
- Managing editor, *Gateways*: Margaret Malone (Margaret.Malone@uts.edu.au), The Centre for Social Justice and Inclusion, University of Technology Sydney (Australia)