***‘Sustaining Community – University Partnerships’***

**University of Brighton Community University Partnership Programme (CUPP)**

**Call for papers for a special edition of Gateways: International Journal of Community Research and Engagement**

CUPP is working with Gateways to publish a special edition of the journal edited by Angie Hart and Simon Northmore[[1]](#footnote-1). This special edition will have the theme of *‘Sustaining Community - University Partnerships’.* In exploring this theme, we are interested not just in programmes that attract external grant funding but also in small scale initiatives developed with minimal resources and maintained through the commitment, ingenuity and creativity of the different partners. In challenging economic times, universities will increasingly be expected to do more with less. Some community – university partnerships represent examples of this in practice.

In recent years there has been a growth in the academic literature with a focus on the role of universities in developing community partnerships, for example on project work (Fogel and Cook 2006; Lerner and Simon 1998a)*, “*com­munities of practice” (Hart and Wolff 2006)*,* and “clusters” (Fielden et al. 2007)*.* However, there is a relative lack of discussion on how such partnerships can be sustained. Where there is a focus on sustainability it is often concerned with a specific programme or intervention, rather than on sustaining the reciprocal relationships and mutual benefit between community and university partners and their institutions.

Writing in the context of social work education, for example, McAslin & Barnstable (2010) argue that “most analyses of community/ university collaborations... focus on the benefit to agencies” (p3) especially in terms of improving practice and creating a pool of qualified staff. Stirman et al (2009) similarly emphasise agency policies in sustaining university public health initiatives. An alternative focus is on the sustainability of specific health behaviours. In the field of community health, where partnership approaches are increasingly combined with other interventions, project evaluation is often limited to changes in population health status while “broader contextual questions that may illuminate mechanisms for change across ecological levels and project sustainability may not be addressed” (Kelley et al 2005 p1). Ecological and social sustainability is a developing field and requires strong partnerships between ecologists and land managers (Castillo et al 2005, Grainger et al, 2006). Here the focus of attention is on the different perceptions of partners and its impact on environmental management.

Rather than assume that sustainability has an intrinsic value, this special edition will encourage contributors to reflect on their work and the concept of sustainability. We welcome investigations into ways in which community university partnerships can build positive longer term legacies, but are also open to lessons learnt from partnerships that have not worked out. A broad range of articles, both refereed and non-refereed, are invited from community and university partners. We are interested in reflections on new and medium term partnerships as well as more established ones. Articles could be field reports, evaluative case studies of community engagement initiatives, including examples of difficulties and how partnerships worked through them; analyses of policy impact; examples of enterprise creation; the development of teaching and learning practice; or theoretical reflections that contribute to the scholarship of engagement. Contributors are advised to avoid lengthy descriptions of project activities.

**Gateways: International Journal of Community Research and Engagement**

Gateways is a refereed journal concerned with the practice and processes of community research and other forms of engagement. It provides a forum for academics, practitioners and community representatives to pursue issues and reflect on practices related to interactions between tertiary institutions and community organizations: academic interventions in community; community-based projects with links to the tertiary sector; and community initiatives.

Gateways is jointly edited and managed by UTS Shopfront at the University of Technology, Sydney (UTS) in Australia and the Centre for Urban Research and Learning (CURL) at Loyola University in Chicago, USA <http://epress.lib.uts.edu.au/ojs/index.php/ijcre/index>

The journal provides open access to all of its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. Such access is associated with increased readership and increased citation of an author's work.

Articles should be submitted through the Gateways online submission system by Friday 15 October(see Author Guidelines below).

**Preference will be given to articles co-written by community members and academics.**

**Author Guidelines**

Acceptance of an article for publication in Gateways is made on condition that authors accept the parameters described in About the Journal <http://epress.lib.uts.edu.au/ojs/index.php/ijcre/about>

Submitted articles must not be under consideration elsewhere and must be previously unpublished. Copyright for articles published in Gateways is retained by the authors, with first publication rights granted to the journal. By virtue of their appearance in this open access journal, articles are free to use, with proper attribution, in educational and other non-commercial settings. The names and email addresses entered in Gateways site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

Accepted articles, when in final form, are assigned to an issue of Gateways, copy edited and formatted for publication. On the date of publication, the issue will be announced and subscribers notified. Subscribers can read articles as published or retrieve them later through searches.
Articles will generally be between 4000 and 7500 words in length including references and should use the Harvard style of referencing as outlined below.

Articles must be in English. Australian, British or American spelling is acceptable.
All articles must be accompanied by an abstract of up to 300 words and a list of up to six key words.

**Submission Format**

Articles should follow the submission format of the journal.

See: <http://epress.lib.uts.edu.au/ojs/index.php/ijcre/about/submissions#authorGuidelines>

Please note that papers intended for refereeing should adhere to the normal academic standards such as the provision of a fully referenced bibliography. The editors are happy to discuss with authors the submission of non-refereed papers (such as field reports).

Articles should be submitted through the Gateways online submission system by midnight Friday 15 October (BST). Authors need to register with the journal prior to submitting: <http://epress.lib.uts.edu.au/ojs/index.php/ijcre/user/register>

Initial queries should be directed to Simon Northmore S.R.Northmore@brighton.ac.uk

**References**

Castillo, A., A. Torres, G. Velázquez and G. Bocco (2005) The Use of Ecological Science by Rural Producers: A Case Study in Mexico. *Ecological Applications,* 30 (2): 745-756.

Fielden, S. J., M. L. Rusch, M. T. Masinda, J. Sands, J. L. Frankish, and B. Evoy (2007) Key considerations for logic model development in research partnerships: A Canadian case study. *Evaluation and Program Planning* 30 (2): 115–24.

Fogel, S. J., and J. R. Cook (2006) Considerations on the scholarship of engage­ment as an area of specialization for faculty. *Journal of Social Work Education* 42 (3): 595–607.

Grainger, S., E. Sherry and G. Fondahl (2006) The John Prince Research Forest: Evolution of a co-management partnership in northern British Columbia. *Forestry Chronicle* 82(4): 484-495.

Hart, A., and D. Wolff (2006) Developing communities of practice through community-university partnerships. *Planning, Practice and Research* 21 (1): 121–38.

Kelley, M. A., W. Baldyga, F. Barajas and M. Rodriguez-Sanchez (2005). Capturing change in a community--university partnership: Si Se Puede! Project. *Preventing Chronic Disease* 2(2): A22.

Lerner, R. M., and L. A. K. Simon (1998) Directions for the American out­reach university in the twentieth century. In *University-community col­laborations for the twenty-first century: Outreach scholarship for youth and families*, ed. R. M. Lerner and L. A. K. Simon, 463–81. New York and London: Garland Publishing.

McCaslin, R. and C. L. Barnstable (2008). "Increasing geriatric social work content through university/community partnerships." *Gerontology and Geriatrics Education* 29(1): 1-18.

Stirman, S. W., R. Buchhofer, J.B. McLaulin, A.C.Evans, and A.T.Beck (2009) Public-academic partnerships: the Beck Initiative: a partnership to implement cognitive therapy in a community behavioral health system. *Psychiatric Services* 60(10): 1302-4.

1. Professor Angie Hart is Academic Director, University of Brighton Community University Partnership Programme (Cupp). Simon Northmore is Development Manager, South East Coastal Communities Programme, Cupp [www.brighton.ac.uk/cupp](http://www.brighton.ac.uk/cupp) [↑](#footnote-ref-1)