

GATEWAYS

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University-community engagement: Knowledge for a transforming world

In 'An Invitation' by Budd Hall, Cristina Escrigas, Rajesh Tandon and Jesús Granados Sánchez (2014, pp. 301), the authors issue an invitation 'to each of us to imagine three things:

- the kind of world that we want for future generations;
- the role of knowledge in the creation and representation of that world;
- the role of institutions of higher education in the re-enchantment of that world.'

The word 're-enchantment' leaps out. Far from being whimsical or accidental, 're-enchantment' here is a very deliberate choice, alerting the reader to its possibilities: change, of an unfamiliar order and scale; but also, its flipside if ignored: disenchantment. Yet while enchantment might appear an unlikely aspiration for institutions of higher education, for communities the world over it is enacted daily. Ross Gibson (2016, p. 13), writing of Australian rural communities, describes it thus: '[From it] an inhabitant can develop a sense of being *stitched* in to a place... in the sense not only of being attached to the place but also of helping to hold it together, trussing it with meanings and committed affections and patterns of love... Enchantment is creative, reiterative and constantly careful.'

In 'Beyond abyssal thinking' (2007), Boaventura de Sousa Santos called for an 'ecology of knowledges' that do 'not only occur on the level of the *logos*, but also on the level of *mythos*'. He understood this as a type of 'prudent knowledge', characterised by 'constant questioning and incomplete answers'. Again, rural Australia provides us with an example. In *Call of the Reed Warbler* (2017), fifth-generation sheep and cattle farmer and academic Charles Massy describes a small but growing band of farmers 'at the forefront of an underground agricultural insurgency'. These exemplars of regenerative landscape management draw on multiple branches of the natural and social sciences, cosmology and indigenous knowledge as well as equal parts wonder and frustration to develop and share a radically transformative 'ecological literacy': a 'literacy that is not taught to farmers, and certainly not in traditional courses at university or agricultural



college' (p. 505). Massy bluntly writes that the re-enchantment he speaks of is 'no Mickey Mouse stuff'. Tandon and Hall have written also about the implications of the concept of 'knowledge democracy', which calls for both recognition of multiple ways of knowing as well as the use of diverse ways to represent knowledge including arts-based approaches. (Hall & Tandon 2017).

As institutions of higher education strive to develop better and alternative ways to address the many complex and interconnected issues facing us all, community-university engagement is widely accepted as an intellectually legitimate and ethically robust response (Fitzgerald et al. 2016). Engagement is increasingly understood as a method of teaching, learning and research that necessarily requires the appreciation and inclusion of the lived experience and wisdom of diverse communities. As Silka (2006, p. 101) notes, '...partnerships confront many issues for which there are no straightforward answers, including how they will address problems in the absence of conventional expertise'.

This volume of *Gateways* opens with an introductory article by Dr Budd Hall and Dr Rajesh Tandon and continues a two-part exploration of best-practice community-university engagement, characterised by intention, innovation and rigor. Volume 12, No. 1 focussed on the systemic, culturally transformative institutional changes occurring; this volume seeks to explore the critical and diverse knowledge reckonings occurring at local, regional and global levels. We call for evidence-based research on:

1. Critical analysis and evidence of the potential of community-university engagement to participate in what Grosfoguel (2011) calls 'a horizontal dialogue': one that is not 'deaf toward the cosmologies and epistemologies of the non-Western world'.
2. Interdisciplinary modes of research and collaboration: 'technology has made knowledge, data and information so widely available that much research now requires dynamic, interactive networks across different organizations, sectors, individuals, and even nations' (Holland 2006, p.4)
3. Pedagogical and curriculum development that reflects and responds to the above.

Co-authored submissions by academic and community partners are particularly welcome.

References

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Key dates

Due date for abstracts:	15 February 2019
Initial review notification:	1 March 2019
Due date for manuscript submission:	1 August 2019
Publication:	December 2019

Abstracts must be between 300–500 words and 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.

For further information: Margaret Malone, Managing Editor of Gateways,
Margaret.Malone@uts.edu.au

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