Call for Papers: *Journal of Sustainability Education*

Special Issue on Community Engaged Critical Research (CECR)

Project email: critical-research@prescott.edu

The *Journal of Sustainability Education (JSE)* serves as a forum for academics, organizers, educators, and practitioners to share, critique, and promote research, practices, and initiatives that foster the integration of economic, ecological, and social-cultural dimensions of sustainability within formal and non-formal educational contexts.

This special issue centers on Community Engaged Critical Research (CECR) as a dynamic form of sustainability education for social learning and knowledge creation. CECR refers to a constellation of approaches and practices attentive to power relationships. To do CECR expresses a commitment to sharing power with all partners involved in a research project at every step of the research endeavor. The CECR model critiques the extractive, hierarchical, and often colonizing nature of research that leverages the researcher’s status, power, and position well above those researched (and often invisibilizes, dehumanizes, or degrades the research ‘subjects’). The end goal of CECR is to support the community-led initiatives of, agency development, and liberation for those engaged in the research at a time of significantly complex societal and environmental changes.

Special issue editors invite abstract submissions on this theme across four areas: foundations capacity building/areas of opportunity; pedagogy and training; and reflexivity, assessment and ethics. See example questions for each thematic area below for potential starting places. Interested scholars should send proposals for full papers (a 250-500 word abstract, plus 100-150 word biographical note) to critical-research@prescott.edu by Jan 13, 2023. Paper submissions will be invited on February 17, 2023 for the selected abstracts with full papers due by July 1, 2023 and will be formatted to receive peer review. JSE author instructions are available here.
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**Foundations**
- What are the purposes of research? Who and what does it tend to serve?
- Whose questions often propel a research project? What are the implications behind the origin of those prioritized questions?
- How might research be experienced as life and death by some people and communities?
- How can research be a means to shift power, capital, and resources? What are adaptive strategies that may aid and assist in that endeavor?
- What are new ways of “researching with and for” social and environmental justice, reciprocity, and wellness?

**Capacity Building/Areas of Opportunity**
- How can this approach to research become more common, accessible, and navigable by communities, institutions and ourselves?
- What are models for international and field station operations and protocols for inviting and negotiating Indigenous research agenda setting with community members, visiting scholars, and students?
- What collaborations, projects, or issues would you like to bring to or develop through this discussion?
- Where are opportunities for international, federal, philanthropic and community based cultivation of and support for CECR?

**Pedagogy & Training**
- What place should Community Engaged Critical Research have in the future of higher education, STEAM research, and/or responsible innovation?
- How can CECR pedagogy be delivered through low-residency, online or hybridized program offerings as an expression of experiential learning and co-creation building, learning, and teaching?
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**Reflexivity, Assessment & Ethics**

- What do characteristics of extractive, not-community-centric research look like? In what ways have you participated in this?
- What kinds of community support, resources, and ideas might help you avoid pitfalls of extractive research as default?
- What strategies will you employ to ensure the work you and the community do is, indeed, for (and led by) the health and justice of communities?
- How should institutional structures and policies (ethics training, faculty governance and promotion, and human and more than human subjects protection and risk management) be reframed?

Please direct questions and abstract submissions to Gretchen Gano, Prescott College, at critical-research@prescott.edu. JSE author instructions are available here.