

Announcement Title: Three New Unique Opportunities to Publish in *Community Development*

Attention Authors! *Community Development*, the journal of the Community Development Society (<https://comm-dev.org>) is pleased to announce a special issue and two thematic issue opportunities. Our special issue focuses on “Community Development and Higher Education: Where We Have Been, Where We Are, Where We Are Going”. Our first thematic issue focuses on Community Engagement in Education with Underrepresented Populations. Our first thematic issue focuses on Community Engagement in Education with Underrepresented Populations. Our second thematic issue focuses on Schools, Children and Community Development. The deadline for submissions for the first two issues is June 30, 2021 for submissions. The second thematic issue on children and schools asks you email the co-editors with article titles and abstracts by June 30, 2021. Please contact interim editor-in-chief, Craig Talmage (Talmage@hws.edu) with any questions about these special and thematic opportunities or the review/publishing process.

Special and thematic issues. Special issues are published off-cycle, while thematic issues take the place of one of our five regular issues each year. Regarding theme, you are welcome to reach out to the corresponding editor of each issue. Each issue is limited to around 130 pages, approximately five to eight articles per issue. For general inquiries, please email us at journalcds@gmail.com. Please consider submitting to our journal, and thank you for your thoughtful and thorough reviews of your peers’ submissions. In these types of issues, we also welcome non-traditional submissions such as teaching cases and case studies/reports, but of course, we welcome theory, quantitative, qualitative, and mixed method research pieces as well.

How to submit! Interested authors can submit their pieces prior to the deadlines at: <https://www.tandfonline.com/toc/rcod20/current>. Please write in your cover letter and when prompted in our Scholar One portal the issue where your manuscript would be the best fit. *Note:* The editors of the second thematic issue request initial reviews of titles and abstracts via email. And, you can always submit your work as a general submission too.

Cordially,

The Editors of *Community Development*

Craig Talmage, Interim Editor-in-Chief

Sofia Kotsiri, Managing Editor

Brien Ashdown, Associate Editor

Bryan Hains, Associate Editor

Kristina Hains, Associate Editor

Special Issue Title: Community Development and Higher Education: Where We Have Been, Where We Are, Where We Are Going

Initial Announcement of Special Theme Issue: March 13, 2021

Deadline for Article Submissions: June 30, 2021

Special Issue Co-Editors

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Community development showcases scholarship across a vast interdisciplinary field that aims to create bridges between theory, policy, and practice. As it has evolved, community development has grown further interlinked with local development and community well-being; thus, communication among these fields must be enhanced. Today's community development theory, policy, and practice are expressed via scholarship from institutions of higher education, as well as the institutions' policies and the practices of their faculty, staff, and students. As formal and informal emissaries of their higher education institutions, faculty, staff, and students (in-person and virtually) engage with local and global communities in a variety of ways, which can have positive, negative, and unclear impacts on those communities. As the field of community development has evolved, the call for informed and innovative community development practice and education is readily apparent today in higher education and community development work; however, community development is due for a reexamination of its role(s) in higher education.

The objective of the special issue on higher education and community development is to support scholars and practitioners at the intersection(s) of higher education and community development. The special issue will focus on (but is not limited to):

- Exploring and critiquing the evolution of community development education in the context of higher education, especially in terms of diversity and inclusion
- Relationships between higher education institutions and local communities (e.g., mutual reciprocity, partnerships, service vs. engagement, short- vs. long-term, etc.)
- Relationships between higher education institutions and communities outside of their local areas (e.g., international aid, alternative spring breaks, international community engagement / service-learning, student clubs and international partnerships, etc.)
- Interdisciplinary and innovative theoretical insights and critical perspectives for higher education regarding community development and/or community-engaged work
- Ethical and innovative practices for higher education institutions regarding their community development and/or community-engaged work
- Exemplary short- and long-term community engaged projects/programs linked to bolstered community health and well-being
- Exemplary instructional practices and learning innovations that can be applied inside and/or outside of the classroom

Relevant Example Literature

Hains, K. D., Rios, M., Hains, B. J., Koundinya, V., Abrams, C. & Stanard, V. (2021) An exploration of community development higher education in the United States: A programmatic study. *Community Development*. Advance online publication. <https://doi.org/10.1080/15575330.2021.1874457>.

Rios, M., Hains, B. J., Hains, K. D., & Abrams, C. (2019). Civic-University Synergy: Addressing Fair Housing through Engaged Community Programming. *Journal of Community Engagement and Higher Education*, 11(3), 48-57.

Rios, M., Hains, B., Koundinya, V., Abrams, C., & Stanard, V. (2021). Foundational Knowledge and Skills in Community Development: A Comparison of Educator Perspectives. *Journal of Planning Education and Research*. Advance online publication. <https://doi.org/10.1177/0739456X21997901>.

Stanard, V., Hains, K. D., Knobloch, N. A., O'Leary, C., Reinhard, A., Hains, B. J., & Rios, M. (2021). Towards a More Connected Field of Community Development Education: Encouraging Community Well-Being Through an Engaged Symposium. *International Journal of Community Well-Being*. Advance online publication. <https://doi.org/10.1007/s42413-021-00113-x>.

Talmage, C. A., Annear, C., Equinozzi, K., Flowers, K., Hammett, G., Jackson, A., ... & Turino, C. (2020). Rapid Community Innovation: A Small Urban Liberal Arts Community Response to COVID-19. *International Journal of Community Well-Being*. Advance online publication. <https://doi.org/10.1007/s42413-020-00074-7>.

Thematic Issue Title: Community Engagement in Education with Underrepresented Populations

Initial Announcement of Special Theme Issue: March 13, 2021

Deadline for Article Submissions: June 30, 2021

Thematic Issue Co-Editors

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This special thematic issue focuses on various types of community engagement within the field of education. This can include ongoing and long-standing collaborative partnerships in the form of service-learning, longitudinal studies, university partnerships, home-school-community collaboration, community partnerships, partnerships with local area education agencies, and parent-school partnerships. Community engagement within the field of education focuses on partnering for equity-based projects to provide access to education, information, and entrepreneurship opportunities. The goal of these partnerships is to position the university, school, and local area agency as a member of the community that contributes to the personal, social, political, economic, educational, and basic functioning of the community at-large. Community engagement in education is not hierarchical in this sense. The faculty and staff involved in these projects are fostering these relationships to ensure that the university works in the best interests of the community to assist citizens and communities with their existing needs. The idea of community in the 21st century is a fluid concept. Within these educational projects, community engagement can take place at a library, school, local nonprofit, community center, youth facilities, and online. Authors who want to submit to this special issue may include both traditional and nontraditional methodologies such as historical and archival research, case studies, ethnography, action research, digital research, phenomenological, grounded theory, narrative, survey research, cross-cultural, critical ethnography, longitudinal, mixed methods, descriptive, critical race research, and activist and liberatory research frameworks.

Thematic Issue Title: Schools, Children and Community Development: Linkages, Challenges & Opportunities

Initial Announcement of Special Theme Issue: March 13, 2021

Deadline for Title and Abstract Submissions: June 30, 2021

Deadline for Article Submissions: October 31, 2021

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Schools are a critical form of community infrastructure and an integral asset for community development. As a form of public infrastructure schools are vital to child development, economic development/work force, community development and community wellbeing. Despite the importance of schools as a form of public infrastructure, inequities in school resources and facilities are found throughout the U.S., between metropolitan and rural areas and within metropolitan regions. The infrastructure and resource base for schools are highly dependent on planning, development policy and local fiscal policy. Neoliberal policies in redevelopment and/or economic development and exclusionary land use policies can undermine resources for schools while widening inequities. The thematic issue will focus on exploring the linkages, challenges and opportunities between schools, children and community development. The thematic issue will explore points of potential conflict and models of

innovation in respect to community development policy and practice and school infrastructure/resources.

Relevant Literature:

Biddle, C., Mette, I., & Mercado, A. (2018). Partnering with schools for community development: Power imbalances in rural community collaboratives addressing childhood adversity. *Community Development*, 49(2), 191–210.
<https://doi.org/10.1080/15575330.2018.1429001>.

Bonilla-Santiago, G. (2020). Community development transformation of Cooper neighborhood: A Rutgers-Camden University and LEAP Academy school collaboration through sustainable development. *Community Development*, 51(5), 457–477.
<https://doi.org/10.1080/15575330.2020.1781222>.

Clopton, A. W., & Finch, B. L. (2011). Re-conceptualizing social anchors in community development: Utilizing social anchor theory to create social capital's third dimension. *Community Development*, 42(1), 70–83. <https://doi.org/10.1080/15575330.2010.505293>.

Israel, G. D., & Beaulieu, L. J. (2004). Investing in Communities: Social Capital's Role in Keeping Youth in School. *Community Development*, 34(2), 35–57.
<https://doi.org/10.1080/15575330409490111>.