

Call for Chapters – *Pracademics and Criminal Justice*

We have been invited by Routledge to submit a proposal for an edited collection for the Criminal Justice Studies Series.

The rationale for this edited collection is driven by a number of complex debates within both criminal justice practice and scholarship.

Context

While HEIs have traditionally recruited research-focused academics in order to strengthen their position within the Research Excellence Framework, increased competition is now leading to HEIs marketing themselves as employability focussed and how this can benefit prospective students and wider society. Indeed the changing HE context has seen the UK government encouraging HE and industry collaboration through the introduction of initiatives such as the Teaching Excellence and Knowledge Exchange Frameworks and via the introduction of Professional Programmes and Graduate Level Apprenticeships.

While the experiences of practice-based professionals moving into HE teaching have been considered previously across a range of fields (receiving particular attention within business, health and education related disciplines) there is a paucity of focus in criminal justice. This edited volume will define pracademia in the context of criminal justice - a sector under radical transformation and scrutiny.

We are seeking proposals for chapters to feature in this volume which provides a useful contribution to the anatomy of criminal justice practice, study and research. We want to celebrate and interrogate interdisciplinary scholarship with an aim to extend conversation, debate, impact and galvanise theoretical grounding in this emergent field. Inspired by the work in other disciplines on pracademia, we want to explore the theoretical, methodological, philosophical, practice and pedagogic value and collectively develop a pracademic model framed within the context of criminal justice. The value here is in challenging the established 'historical/traditional' wisdom of academia with the aim of disrupting traditional knowledge production in order to contribute to new discussions in scope and make visible the value of scholarship grounded in practice in criminal justice.

Who might be interested in responding to the call

We welcome proposals from anyone with an interest in how practice and pedagogy intertwine and the resultant social justice impact/value in a criminal justice setting. This includes but is not limited to those that identify themselves as pracademics, academics, practitioners, applied academics, those with lived experience of practice in academia; experts by lived experience; academics in practice; practitioners in academia.

What to do if you are interested in contributing

We ask that you submit the following to the editorial team by **14th September 2021**; a proposed title, an abstract of 250-300 words, and a short bio of 100 words. Please send these to the editorial team via di.turgoose@dmu.ac.uk and include your name and call for chapters in the subject box of your email.

The editorial team will notify you by **15th October 2021** to confirm whether or not your abstract has been accepted for inclusion to the book.

If your abstract is successful first submission of chapters (c.7,000 words including references) to the editors is required by **13th May 2022**

Revisions will be returned to authors by **2nd July 2022**

Final submission of revised chapters to the editors is required by **20th August 2022**

Please note these dates in submitting your abstract for consideration.

Contributions may focus upon any aspect of role/organisation in criminal justice. The focus of a contribution may be specific or general based on research or personal reflections/observational. We welcome contributions that address at least one of the following themes:

An Anatomy of the pracademic in CJS

Who and what is a pracademic in the CJS field?

What are the theoretical underpinnings of pracademia?

Forms of disruptive knowledge - critical criminology, feminism(s), black, intersectional etc

What does it mean to be a pracademic in different practice spaces in Criminal Justice?

What is distinctive about pracademia in the criminal justice context?

Exploring entanglement/boundary spanning

Knowledge brokerage/Building capacity/Filling knowledge gaps

Values, ethics, commitment, moral drivers, emotions

Transitions and Journeys to and from Academia/Practice

Identity

Belonging and occupational culture(s)

Power

Privilege – explicit/implicit

Equality Diversity and Inclusion/Intersectionality including Gender, race, class, sexuality

Joining/Exiting or leaving the academy

What does it mean to be a pracademic in different educational spaces?

What issues/and/or tensions arise in the complex negotiation of the dual worlds of practice and scholarship?

Methodologies in research, teaching, knowledge exchange - journaling, reflection, application of theory

Liminality and liminal space – being betwixt and between?

Value of Pracademia in a Criminal Justice context

Teaching and learning – traditional v disruptive approaches

Research/pedagogical scholarship and mobilisation

Distinction

Student interactions, relationships, engagement/experience, assessment, socialisation processes/co production

Reflexivity

Equality Diversity and Inclusion

Emotional labour

Employability

Alienation

We hope that you will want to be involved in this exciting project, and if you would like to discuss this further, please contact the editorial team at the following email address in the first instance di.turgoose@dmu.ac.uk

We look forward to hearing from you – Di Turgoose, Victoria Knight and Darren Woodward:
The Editorial team