Call for Papers
Issue 2/2018 of the Zeitschrift für Diversitätsforschung und -management (Journal for Diversity Research and Management, diversitatis),
Special Issue:
Diversity and Transdisciplinarity
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Since around two decades, new forms of knowledge production are being discussed in different disciplinary contexts. There is an intense debate, especially in the context of social-ecological and sustainability research, around the meaning of *post-normal science* (Funkowitz/Ravetz 1993), *Mode-2-Science* (Gibbons et al. 1994) and, more recently, *Mode-3-Science* (Campbell/Carayannis2012) and *transdisciplinarity* (Hirsch Hadorn et al. 2006). Meanwhile, transdisciplinarity has been established as an umbrella term for multidisciplinary, co-productive and reflexive processes of knowledge. Central characteristics of transdisciplinary research designs are:

- The (interdisciplinary) exploration of societally relevant problems together with societal actors,
- The inclusion of societal actors in research processes,
- The production of new knowledge and new forms of practice by integrating heterogeneous sets of knowledge from science and society.

In our opinion, the epistemological and methodological considerations emerging from these approaches are highly relevant for a diversity research which claims to impact on society.

Concepts such as co-production, participative research, knowledge transfer/mobilisation or community-based research are used to circumscribe approaches to research which intend a more effective and/or efficient way to work on societal challenges by collaborating with partners from outside academia. In recent years, models for societal impact of research have also gained political relevance. They are increasingly important for European and German research and higher education funding. The Horizon 2020 calls are only one example. In our view, the relationship between the transdisciplinary research process on the one hand and diversity research and management on the other merits closer scrutiny.

Some central aspects we would like to focus on: Firstly, the construction of a participative research process which could produce interesting insights for diversity research and practice both in terms of theoretical implications and empirical-practical application. At least three moments seem worthy of consideration: Firstly, the transdisciplinary research process is geared towards analysing as well as dealing with lifeworld problems. We take this clear orientation towards action as a commonality linking diversity research and management to transdisciplinary approaches. The synthesis and discussion of approaches, methodologies and concrete research methods is expected to produce insights into innovative research practices in different disciplines (cf. O'Brien et al. 2013 on participative interdisciplinarity). Secondly, from the perspective of diversity research, a discussion of bringing academic and practical knowledge together can help evaluate the importance of different forms of

knowledge and social practices for a diversity-sensitive research process (see Kusters et al. 2017 on research ethics and innovation in Deaf Studies). Business and practice partners will also have criteria for such collaboration processes. Thirdly, where functionally and socially diverse teams work together, power relations and knowledge hierarchies become relevant as an object not only *of* but also *within* research and practice. This also addresses questions regarding the ownership of research results and the visibility of different partners' contributions to their production.

Not least, translation efforts between the spheres of academia and beyond, also in a sense of the "Third Mission" of universities, become more important. Being as these translation and brokerage efforts also correspond with the emergence of new professions and task areas in individual universities, this process is associated with institutional strategies and new career paths and, therefore, potentially new inequalities between and within universities.

The epistemological challenge of a reflexive framing of the research process is implicit in the transdisciplinary paradigm and is also being discussed for diversity research. Reflexivity means processes of disclosing and checking assumptions and expectations, with results directly impacting on the research project. In our opinion, diversity research should theoretically embed the situatedness of research as well as researchers in the discussion about knowledge cultures. It should also show opportunities for dealing with diverse knowledge and experiences in cooperative projects, as transdisciplinary research claims to (cf. Duijn et al. 2010 on "co-produced reflective knowledge"). We especially invite papers on goals, actors, methods, processes and effects of transdisciplinary research. Exemplary questions could be:

- Which societal impact does transdisciplinary research claim and how can this impact be assessed? Does transdisciplinary research intervene in its field and if so, how?
- How is the relationship between those taking part in transdisciplinary research defined in different phases of the research process?
- In a research process involving researchers and stakeholders, how can common problems be structured and common research goals be formulated in a way that is open, discursive and reflexive?
- Which forms of participation are possible and which skills are needed for a successful transdisciplinary research process?

We invite research contributions – both theoretical-conceptual and empirical – for this special issue, ranging from 35.000 to 45.000 characters (including spaces). Under the header "Research outlines and positions" we will also publish ideas and drafts for research projects and commentary on current questions relating to the relationship between diversity research/management and transdisciplinarity. Such contributions should be about 12.000 and 15.000 characters (including spaces) long. We also explicitly invite practice contributions for this issue, also between 12.000 and 15.000 characters (including spaces).

Information for authors (stylesheet, how to submit your contribution) can be found at our website zdfm.budrich-journals.de .

Please submit all contributions via our online tool on https://www.jdrm.de/. Instructions can be found at www.zdfm.budrich.journals.de .

Full research papers for this special issue are to be uploaded by 15.01.2018. Research outlines and positions as well as practice contributions are to be submitted by 01.03.2018. General contributions to the journal can be submitted at any time.

Please address any questions to zdfm@budrich-journals.de

We look forward to your contributions.

The editors

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