

## Special Issue Call for Papers

### Leisure and the University

#### Guest Editors:

Dr. Sam Elkington  
Teesside University

Dr. Sandro Carnicelli  
University of the West of Scotland

#### Overview:

Modern leisure has evolved into a complex domain of life with myriad personal and societal meanings and is increasingly recognised as having significant human, social, economic, and political value; contributing to quality of life, mental and physical health and the wellbeing of both individuals and communities (Kim et al., 2018; Lee and Heo, 2020). The experience of leisure is central to the modern university experience, affording distinctive sites for individual development, expression, and experimentation (Lehto et al., 2014; Denovan and Macaskill, 2017). In 1980, recognising the importance of this relationship, Tony Mobley made the case for a holistic conceptualisation of leisure on university campuses. He argued that it was important that a total concept of leisure evolve to capture and understand the multifarious forms of leisure participation inherent to the university campus experience, as a way of determining a more integral role for leisure in the broader vision of the university as an educational institution in the public sphere.

40 years on and, generally speaking, as a topic of research, as a subject matter to be taught, or as an aspect of service provision, leisure continues to escape the purview of an integrative framework for understanding its complex relationship to the modern university. Previous research has focused on the leisure of university students (Gibson et al, 2002; Haase et al., 2004; Walker et al., 2007). However, comparably little has been published about students in recent years when a neoliberal approach to Higher Education has considerably transformed the relationship between learners and educators, learners and the institutions, and educators and the institutions (Palfreyman and Tapper, 2016; Fletcher et al., 2016). Moreover, recent research has pointed out increasing issues of excessive work

patterns among academics (Torp et al., 2018), demonstrating its impact on wellbeing, as well as physical and mental health of academic staff. This is an interesting trend at a time when universities, internationally, are engaged in the long-term positioning of mental and physical health and wellbeing as active tenets of university and campus life. Furthermore, changing leisure practices, coupled with shifting patterns of student engagement within contemporary higher education (HE), are necessitating significant changes in approaches to and conceptualisations of leisure on university campuses. This has, in turn, facilitated discussion of challenges and tensions at the heart of academic, professional/practitioner and policy debates around the shifting, intermeshing, modalities of education, leisure, work, health and wellbeing in wider society. This at a time when academic work environments are becoming at once progressively more digitised and sprawling and focused on performativity, merging the boundaries between work and non-work domains for students and educators alike.

Through the living laboratory that is the leisure practices of their members and communities, universities are interconnected with a range of eco-systems – knowledge, social institutions, local, regional, and national economies, learning, culture, and the natural environment. It is the aim of this special issue to bring together international perspectives relevant to unpacking and understanding the complexities of modern leisure and its multi-dimensional relationship with universities and the university experience along the key intersections of education, health, and wellbeing.

Contributions might align with (but are not limited to) any or a number of the following themes:

- Stress, anxiety, resilience, and leisure coping (in students and/or staff)
- Digital leisure and digital communities
- Cultural leisure practices
- Structured leisure for mental health and wellbeing
- Leisure education, education through leisure
- Volunteering, learning and leisure
- Community-based leisure and social networks
- Space, place, and leisure at university
- Alternative leisure lifestyles
- Leisure inequalities and university life
- Serious Leisure in Higher Education

## **Types of contributions**

We would like to encourage a variety of different types of contributions, including conceptual papers, original research papers and applied case studies.

## **Abstract Submission**

Please email your Abstract by the 1<sup>st</sup> July 2021 to:

Sandro Carnicelli – [sandro.carnicelli@uws.ac.uk](mailto:sandro.carnicelli@uws.ac.uk)

Sam Elkington - [S.Elkington@tees.ac.uk](mailto:S.Elkington@tees.ac.uk)

**Please add as a subject of the email: Abstract Special Issue IJSL**

## **Full Paper - Submission Guidelines**

If you have been notified by the Guest Editors regarding the acceptance of your abstract, please use this link to help you prepare your full submission:

<https://www.springer.com/journal/41978/submission-guidelines>

## **Indicative Timeline:**

- Call for Abstracts: 1 July 2021.
- Successful contributors notified: End of August 2021.
- Full paper deadline submitted online: 01 February 2022.
- Review and feedback from editors: End of March 2022.
- Deadline for final version papers: 31 July 2022.
- Publication of special issue: Fall 2022 online, 2023 in print.

## **References**

Denovan, A., and Macaskill, A. (2017) Stress, resilience and leisure coping among university students: applying the broaden-and-build theory, *Leisure Studies*, 36:6, 852-865

Fletcher, T., Carnicelli, S., Lawrence, S., and Snape, R. (2016). Reclaiming the 'L' word: Leisure Studies and UK Higher Education in neoliberal times. *Leisure Studies*, 36:2, 293–304.

Gibson, H., Willming, C., and Holdnak, A. (2002) "We're Gators ... Not Just Gator Fans": Serious Leisure and University of Florida Football, *Journal of Leisure Research*, 34:4, 397-425.

Haase, A., Steptoe, A., Sallis, J.F., and Wardle, J. (2004) Leisure-time physical activity in university students from 23 countries: associations with health beliefs, risk awareness, and national economic development, *Preventive Medicine*, 39:1,182–190.

Kim, J., Heo, J., Dvorak, R., Ryu, J., and Han, A. (2018) Benefits of leisure activities for health and life satisfaction among Western migrants, *Annals of Leisure Research*, 21:1, 47-57

Lee, H., and Heo, S. (2020) Benefits of leisure activities for the quality of life of older South Korean adults, *Leisure Studies*, DOI: 10.1080/02614367.2020.1820556

Lehto, X. Y., Park, O., Fu, X., and Lee, G. (2014) Student life stress and leisure participation, *Annals of Leisure Research*, 17:2, 200-217.

Mobley, T. A. (1980) Leisure and the University Campus A Holistic Viewpoint. *Journal of Health, Physical Education and Recreation*, 51:4, 33-61

Palfreyman, D., and Tapper, T. (2016). The marketization of English higher education and the financing of tuition fees. *London Review of Education*, 14, 47–55.

Torp, S., Lysfjord, L., and Midje, H.H. (2018) Workaholism and work-family conflict among university academics, *Higher Education*, 76:6, 1071-1090

Walker, G, J., Jackson, E.L. and Deng, J. (2007) Culture and Leisure Constraints: A Comparison of Canadian and Mainland Chinese University Students, *Journal of Leisure Research*, 39:4, 567-590