Chapter Proposal Submission Deadline: March 20ᵗʰ, 2019

Final Full Chapters Due: July 20ᵗʰ, 2019

Target Book Release: July 20ᵗʰ, 2020

Book Title: THE FUTURE OF ACADEMIC RESEARCH: INTERNATIONAL PERSPECTIVES

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in *The Future of Research* to publish more than one volume. At present, the editors are expecting to produce at least three potential volumes under the subheadings of:

1. The future of academic research: International perspectives on research-based learning in the classroom (e.g., student research-based projects and activities to improve classroom engagement; integrating student research-based learning into student learning communities (SLCs); teacher-student partnerships on course research projects; publishing of student research findings; innovative ways to use student research projects and activities to improve student persistence, retention, and completion rates.

2. The future of academic research: International perspectives on integrating research-based learning across the curriculum (e.g., interdisciplinary service learning, civic engagement, public service, campus-community partnerships, citizenship development, community engagement and outreach, community volunteer and social justice programs, internships, etc.

3. The future of academic research: International perspectives on emerging trends in academic research (e.g., overseas fieldwork, international student and faculty exchanges, international joint research partnerships, research ethics in using social media for research, research using artificial intelligence, virtual and augmented reality, trends in research funding, new research methods across academic disciplines, academic freedom, research management and leadership, faculty performance evaluation, etc.

An edited volume by

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This book series is entitled:

Innovations in Higher Education Teaching and Learning.

Introduction

In recent decades, the world has transformed into a global knowledge society where political, economic, and social development is now largely dependent on creating new knowledge and skills by providing lifelong and life wide learning to all people within society. This reality has driven the development of new higher education institutions, new 'education for all' initiatives, and an explosion of new open educational resources and other forms of non-formal learning opportunities, which are largely available for free to anyone.

Within this context, there has been a renewed enthusiasm among academics to produce quality research work. Research scientists are not only expected to produce innovative research using new research methods or to creatively apply conventional research methods but they are also expected to produce research that informs society about likely future trends and developments. Research in climate change, for instance, requires scientists from many disciplines working together to gain an accurate understanding of the issue and related issues and its impact on future political, economic, and social developments. This shifting paradigm of research not only deals with climate change but also with all of the sustainable development goals of the United Nations.

As a result, this also has huge implications for how higher education is provisioned and taught and it has huge implications for how research is conducted. For instance, research has become more interdisciplinary and inclusive, more global in context, more focused on adherence to research ethics, and more focused on the aim of improving and protecting human, animal, and environmental rights.

In addition, educational transformation is not restricted alone to globalization or student mobility in higher education but such changes are applicable inside the classroom. As such, colleges and universities are undergoing significant reforms and changes to modernize all aspects of the learning environment. Uncertainty exists about the potential impacts of such cutting-edge technologies such as artificial intelligence, robotics, new learning technologies, new learning activities and programs, and the like. In a highly competitive educational space for students, instructors, and others, these trends are driving

educators to innovate and rely on research-based teaching models and technologies to improve their core educational metrics such as student persistence, retention, and completion.

There has been a greater demand to develop research universities who are meant to serve as 'flagships' in post-secondary and higher education. In these elite and complex institutions, the faculty play-multiple role not only as academics but also in their societal roles. They are crucial towards nations' scientific and knowledge systems to global scholarship. While they are working towards producing new information and advances in technology, they are also contributing towards better understanding of human and environmental conditions.

With the adoption of the Humboldtian model of higher education, colleges and universities are now hiring faculty members who not only can teach but who are also able to conduct research. While increased emphasis has been placed on quality teaching and service to the field, at most colleges and universities the institutional reward structure, promotion, and the academic culture are still skewed towards research activities and grants. While teaching and service is not ignored, research and publishing of research papers has attained the prime position in such institutions of higher education.

The concept of incorporating the dimension of research in universities is not new and dates back to 19th century to Humboldt's reformed University of Berlin (Fallon 1980). Prior to which universities were considered as institutions to facilitate teaching. While the Humboldtian idea focused on research, it stressed research for national development and application of research towards nation building. The Humboldtian ideas of Lernfreiheit (freedom to learn) and Lehrfreiheit (freedom to teach) enshrined a great deal of autonomy and academic freedom in the university.

The Prussian government supported this new idea of developing their universities as it promised to assist in national development and then Germany advocated the concept. Two other countries that most enthusiastically adapted the Humboldtian model were the US and Japan who believed that higher education as a contributor towards development and growth of the nation. The Humboldtian principles of research-based universities have been further elaborated by the sociological contributions of Weberians and Mertonians until well into the 20th century, that formed a coherent and pervasive normative system.

This volume will explore the combination of researchers' and teachers' roles, and role of educationist as active as consultants, institutional researchers producing academic papers. This volume will highlight the implication of the growth of number of doctorates of many types, the development of the undergraduate research model to use research-based learning starting in the early years of university education, students publishing research at the undergraduate level, the explosion of academic journals, how academic staff and researchers are using research in new and innovation ways, and the issue of teacher as research producer vs teacher as research consumer (that is, should all teachers be responsible for producing and publishing research? Rather than just consuming it to be more effective teachers).

This volume will contain case studies and other empirical evidence where chapters will address new knowledge creation based on innovative research methods as well as the commitment of academic staff and the spirit of the university supporting academic freedom. The chapters will further describe how hiring and admissions policies, promotion standards, and degree requirements for staff and students are incorporating the dimension of research and what role it plays in the bureaucratic and management process of the university.

Goal

With the growth of research-based universities, one needs to explore the relevance of Humboldtian model of education in today's context. Mass customization, influx of immigrant population, student mobility, governments' interference in academic freedom shapes todays academic and research based culture. Each generation has been responsible for establishing a social contract between the university and the society it serves. One needs to examine whether such strong bond still exist and whether funding of universities and research is bringing any tangible benefit to society and to what degree and in what specific ways.

Social, economic, and technological forces are driving changes catering to the needs of society. One needs to revisit and reconsider the social contract between the university and the nation, and the governmental policies and action that will probably be required to shape this relationship once again. Growth of diverse population has prompted universities to inculcate the model of multi-culturalism and inclusion in its curriculum and teaching efforts. Globalization has prompted universities to become a global community and evolve into a "world nation" with not just economic and political ties but also ethnic ties to all parts of the globe.

Market forces exercise a major influence on colleges and universities. Society is seeking services such as education and research from the institutions. Academic institutions are increasingly competing for students, faculty and resources. The days of enjoying monopoly owing to their geographical advantage are gradually diminishing with the formation of education hubs in different parts of the world, hitherto unheard of. The weakening of traditional forces of control is driving a mass restructuring in the education system and research is one such crucial force. Yet the erosion of public financial support, university commitments to society, growing attacks on academic freedom, as well as lingering problems with racial and sexual discrimination, among others, may be having a detrimental effect on research and its impact on national development. The concept of education being a common good is being challenged. In such a rapidly changing scenario what would be the role of research in higher education? Will research be a powerful tool working towards building a self-sustaining institution and betterment of society?

This series intends to explore, through a set of case studies and other empirical research, the relevant issues of research in higher education, partnerships, strategies, and programs undertaken by universities, and other organizations in this field. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, decision-makers, policymakers as well as leaders in international development, practitioners and think tanks.

Possible topic areas:

- Innovative approaches to research
- New research methods
- Future trends in research
- Integrating research, teaching, and service
- Academic freedom in research
- Research-based learning

- Undergraduate research

- Humboldt's vision and its relevance

- Performance measurement and awards

- Role of research grants

- Research for lifelong learners

- Academic commitment to research

- Research partnerships and collaboration

- Institutional support and job security

- Research-based curriculum development

- Research-based pedagogical development

- Research involvement of students

- Research management and leadership

- Brain drain and competition for research

The above topic areas can also be grouped under the following categories (taxonomy):

- Policies and Practices

- Innovations in Research Methods

- Curriculum and Pedagogical changes

- Academic Freedom and Support

Audience

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Think tanks
  - Governmental Departments – Policy Makers

Chapter Proposal Submissions

Researchers and practitioners are invited to submit on or before **March 20th, 2019** a one (1) page chapter proposal that explains how the proposal fits into the book's goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: April 10st, 2019
- Volume One Complete Chapters Due to Editors: July 20th , 2019
- Volume One Peer Reviews Due to Editors: August 30th , 2019

Submissions should be submitted electronically to:

https://www.hetl.org/emerald-future-of-academic-research-submission-form/

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