

CALL FOR CHAPTER PROPOSALS
Chapter Proposal Submission Deadline: 5 October 2021
Full Chapters Due to Editors: 30 December 2021
Manuscript Due to Publisher: 30 July 2022

Book Title: *Worldviews and Values in Higher Education*

Chapter proposal submissions should be submitted electronically at:
<https://www.hetl.org/emerald-values-higher-education-submission-form/>

This volume will explore some important questions to higher education institutions, including:

- What are values and how do values evolve and emerge over time?
- How do values influence worldviews, attitudes, beliefs, and behaviors at all levels?
- Why do some values endure and are shared across time and cultures?
- Is there a universal set of values that educational institutions can ascribe to and aspire to?
- How do values influence an institution's mission, vision, and values statements?
- Why are values important in governance, leadership, management, and decision-making?
- Why are values important in transparency, accountability, and integrity?
- How do values impact on educational outcomes in higher education?
- How are related concepts like ideals, principles, philosophies, ethics, standards, tenets, policies, precepts, doctrines, codes, rules, and laws influenced by values?
- Why are some values important to the on-going development of higher education?
- Can the global higher education system be harmonized through a commonly accepted set of values that reflects its core purpose?

The editors of this volume include:

Dr. Patrick Blessinger
St. John's University, USA

Professor Taisir Subhi Yamin
The International Centre for Innovation in Education, Germany

Dr. Fareeda Khodabocus
University of Mauritius, Mauritius

Dr. Abhilasha Singh
The American University in the Emirates, United Arab Emirates

Dr. Barbara Cozza
St. John's University, USA

Keywords: values, worldviews, academic freedom, institutional autonomy, higher education

Overview

This volume, *Worldviews and Values in Higher Education*, will be the first volume in the book series titled, **Global Perspectives on Higher Education Development**, with series editor, Dr. Patrick Blessinger, published by Emerald Group Publishing.
<https://www.emerald.com/insight/publication/acronym/GPHED>

This volume will connect theory, policy, and practice and utilize a range of methodologies and research approaches and multidisciplinary perspectives. This volume will include case studies, quantitative, qualitative and mixed methods research strategies. In order to maintain high quality academic and publishing standards, this volume will adhere to a rigorous peer-review and quality assurance process. The unit of analysis for this volume will be primarily at the institutional level. The central aim of this volume is to explore, from different country perspectives, how institutional culture and values are shaped by the larger environments they operate in, and in turn, how institutional culture and values help shape and define all aspects of the institution.

The development of higher education is occurring within a contemporary context in which the validity and relevance of ranking systems, and the criteria on which they are based, are being questioned and challenged, and the emergence of an epistemic crisis in which traditional ways of knowing are being questioned. On one hand, indigenous knowledge systems, for example, have emerged as a complimentary way of knowing about the world, just as religious knowledge systems do. These ways of knowing now exist side by side with other ways of knowing such as the scientific and philosophical ways of knowing. Thus, in this complex milieu of diverse knowledge systems, universal humanistic values may provide a common framework for bridging and harmonizing these different knowledge systems.

In addition, other movements such as the post-truth, anti-intellectual, anti-academic, anti-scientific, and anti-humanistic movements, have challenged some of the basic tenants that higher education has been long based on. Thus, higher education may be in an existential crisis where it needs to re-evaluate its relevance and position in a fast-changing world characterized by increasing uncertainty, complexity, and risk.

It is within this context that many higher education institutions are reevaluating their mission, vision, and values and developing more meaningful policies, strategies, and goals that allow them to stay relevant and meet the changing needs of their constituents. To this end, higher education institutions will need to focus on improving diversity, equity, inclusion, relevance, and quality, which, in turn, will require more effective leadership, innovation, and strategic planning. They will also need to better align their governance, management, budgeting, and performance goals and systems by applying a total systems approach.

This volume(s) investigates the concept of values and the role they play in the developing university of the twenty-first century. Today's higher education institutions are confronted with great uncertainty and complexity brought about by drastic change due to increased globalization, demand, competition, and innovation, among other risk factors. To better understand the concept of the developing university, educational stakeholders (e.g., leaders, faculty, students, civil society, government) must understand the nature of societal culture and communal values (i.e.,

those ideas and principles that are most important to nations and communities) and the role they play in shaping, often implicitly, an institution's ethos, customs, norms, and traditions, and embodied in their symbols, images, brands, mottos, and structures. More explicitly, culture and values are often articulated in the institution's mission, vision, and values statements.

At a macro level, some of the factors that shape societal culture and communal values emerge from each country's unique history, norms, structures, religions, languages, physical environment, etc. At the meso and micro levels, these factors, in turn, help shape the overall culture and ethos of the institution as well as the attitudes and behaviors of groups and individuals who work therein. Hence, a multiplicity of factors, both historical and global, influence not only the role and purpose of higher education, but also its ongoing development.

Possible topic areas:

- Role of values in governance, leadership, and strategic planning
- Role of values in capacity building, innovation and quality assurance
- Role of values in teaching-learning, curricula, assessment, and outcomes
- Role of values in community engagement, partnerships, and outreach

Audience

This volume will benefit anyone with an interest in the future development of higher education.

Chapter Proposal Submissions

Researchers and practitioners are invited to submit by **5 October 2021** a maximum 500-word chapter proposal that explains how the proposal fits into the book's scope and goals.

Tentative Important Dates

Chapter Proposal Submission Deadline:	5 October 2021
Proposal Acceptance Notices Sent:	30 October 2021
Full Chapters Due to Editors:	30 December 2021
Peer Reviews Due to Editors:	1 March 2022
Final, Revised Chapters Due to Editors:	25 April 2022

Please direct any inquiries you may have to:

Dr. Patrick Blessinger at patrickblessinger@gmail.com
Adjunct Associate Professor, St. John's University, NY, USA
Executive Director & Chief Scientist, International HETL Association