Expression of Interest: Invitation to authors

Handbook on developing and administering a university

Volume 5 - Post-graduate Education in Higher Education

Edited by Ronel Erwee and Patrick Danaher

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1. Background

In 1970, McGraw-Hill came out with Asa Knowles’ *Handbook of College and University Administration*, a 200 chapter multi-volume work designed to be a reference for individuals interested in building a new university or updating its administration. This was the last period of significant expansion in creating new institutions in the USA, as this was the age of expansion of the community colleges system across the country. Knowles followed his handbook with *The International Encyclopedia of Higher Education*, a ten volume set in 1977 published by Jossey-Bass. This work was designed to act as a standard source of information – basic, referral and historical – to issues particular to higher education rather than as a hands-on, how-to-do it source of information. From the late 1960s through 1981 the Carnegie Council on Policy Studies in Higher Education commissioned a series of reports and studies on the state of Higher Education in the USA and abroad (mainly the USA) published by Jossey-Bass. Its 54 published books looked at the state of affairs of higher education during this period, targeting six policy areas of social justice; provision of high skills and new knowledge; effectiveness, quality and integrity of academic programs; adequacy of governance; human and financial resources available to higher education; and purposes and performance of higher education institutions.

Although there are publications that address various aspects of higher education, such as the *Doctorates Downunder Series* (edited by Carey Denholm & Terry Evans and published in 2007) which relates to this volume of the series, no comparable works in terms of purpose and scope have been published since these earlier projects were completed. Given the changes that have occurred in terms of [1] expectations of higher education by governments, employers and prospective students regarding purpose and outcomes; [2] the economics surrounding higher education vis a vis marketization and reaching out to new markets and target groups; [3] the costs of running and maintaining a university infrastructure (brick and mortar as well as technological); [4] the challenges that technology bring to the very existence of a university; [5] the impact that globalization and
internationalization have on delivery and demand of higher education; [6] the commoditization of research to generate needed revenue; [7] changing paradigms of teaching and learning; [8] the rising importance of student and staff safety on-campus and online; and [9] the increasing competition from other entities to provide degrees, certificates or other forms of credentials makes it important to have a work that brings all of the elements together to see how they actually interact and inter-relate from a systems perspective. Timeliness is also enhanced because there is a desire and need to build on higher education capacity in different parts of the world such as Africa and Asia. Providing a current resource of this scope allows government officials as well as professionals and academics who are involved in developing programs and interested in improving the quality of practice and curriculum to have a source that, in effect, provides them with practical approaches toward building an entire university or enhancing different aspects of one to meet international best practice approaches.

We are inviting potential authors to submit an Expression of Interest to submit a chapter for this Volume 5

2. Current Book and chapter structures

The proposed sections are those that are currently identified, but the Editors are open to suggestions for additional sections or topics.

One of the current themes that is included in most sections refers to postgraduate supervision of research students. The Editors welcome your suggestions for other themes which may be included in more than one section, for example managing issues regarding international postgraduate students, postgraduate students studying in external or distance mode, issues about postgraduate student diversity or managing postgraduate cohorts of specific disciplines e.g. postgraduate students in medicine, nursing or engineering.

The current sections include key authors who have expressed an interest to contribute. The Editors are open to recommendations and expressions of interest from more authors who also have expertise in other themes which should be included in a section, or authors who wish to contribute their insights.

It is proposed that this volume will follow the format

- Preface (by Dr Fernando Padro, series Editor-in-Chief)
- Introductory chapter
- Section 1 - University contexts affecting postgraduate education

This section aims to include themes such as expectations of higher education by diverse stakeholders; or the economics and marketization surrounding higher education or leadership in universities regarding postgraduate issues. Examples of potential chapters are:

- Enabling innovative postgraduate research: critical foresight and strategic considerations for university leaders (Dr Luke Van der Laan & Prof Ronel Erwee)
- Identifying the role & managerial competencies in Heads of Department in Kerala universities (Dr Cheryl Crosthwaite & Prof Ronel Erwee)
- “...supervisor feedback is not helpful”. Creating alternative spaces for postgraduate learning (Prof Elly Grossman)
• Section 2 - Graduate students and digital futures
This section aims to include themes such as the challenges that technology brings to postgraduate teaching and learning or the impact that globalization and internationalization have on delivery and demand of higher education; effectiveness of technology to enhance learning and related themes. Examples of potential chapters are:
  o Q-PEN: sharing innovative teaching and learning practices affecting postgraduate education (Dr Fernando Padro)
  o Research on the inside: Overcoming incarcerated students’ obstacles in completing a postgraduate degree (Assoc Prof Helen Farley & Dr Anne Pike)
  o Blogging as a resource to support research students and their supervisors (Dr Cally Guerina, Dr Claire Aitchison & Dr Susan Carter)

• Section 3 - Pedagogy and postgraduate programs
This section aims to include themes such as changing paradigms of teaching and learning in postgraduate education, postgraduate students studying in external or distance mode; issues about postgraduate student diversity such as incarcerated students or managing postgraduate cohorts of specific disciplines e.g. postgraduate students in medicine, nursing or engineering; dialogical pedagogy; implementation of coursework in the Australian PhD and related themes. Examples of potential chapters are
  o Commencing an Australian doctoral degree: ready or not (Dr Margaret Kiley)

• Section 4 - Managing doctoral programs
This section aims to include themes such as an overview of doctoral programs in Australia, managing doctoral programs, examining doctoral theses and related themes regarding doctoral students and supervisors. Examples of potential chapters are
  o Examination of doctorates – a decade on (Prof Chad Perry & Prof Ronel Erwee)
  o How to manage a DBA now the hard selling is over (Assoc Prof Simon Pervan)
  o DBA programs in Australia: opportunities and challenges in supporting the development of non-traditional doctoral candidates (Assoc Prof Michelle Wallace)
  o Knowing your research students: devising models of doctoral education that succeed (Prof Santina Bertone & Prof Pam Green)

• Section 5 - Postgraduate careers
This section aims to include themes such as applying career theory in relevant contexts; generic and employability skills as well as developing research skills for research students; assisting postgraduates with skill or personal and career development and related postgraduate career themes. Examples of potential chapters are
  o Use social cognitive career theory to build a research team (Assoc Prof Peter McIlveen)

• Section 6 – Open to suggestions from Authors
This section may include themes such as the impact that globalization and internationalization have on delivery and demand of higher education, forms of capital (e.g., cultural, intellectual, social), balance of power/knowledge or habitus. Please suggest your potential chapters:

- Concluding chapter

Each chapter will be 5000 to a maximum of 7000 words, including references. There are approximately 25 to 30 chapters proposed for inclusion in this book. The authors will be located in strong fields of international scholarship and are affiliated with a range of higher education institutions across Australia and internationally.

As experienced authors would know, Springer advise that their chapter can have a similar theme and be written by the same author(s) as a previously published work, but the title, structure and other specifications have to be different so that it is NOT a reproduction of an article published elsewhere.

3. Timeline

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<th>Expression of interest sent to potential chapter contributors</th>
<th>End August 2015</th>
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<tbody>
<tr>
<td>2</td>
<td>2-3 page proposal from contributors including chapter outline and abstract</td>
<td>31 October 2015</td>
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<tr>
<td>3</td>
<td>Full papers submitted for peer review (peer review process and publishing to be managed by Springer)</td>
<td>1 June 2016</td>
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4. A description of the target market

The intended breadth of audiences is similar to what Knowles (1977) described for his Encyclopaedia volumes: university academic staff and administrators, members of governing boards, students/prospective students, librarians, business and industry leaders, officials of educational associations and professional societies, publishers, education information centres, and government officials (legislators, ministries of education bureaucrats, minister/cabinet level officeholders and deputies, diplomats at consulates and embassies). The rationale for use ranges from researching different aspects of higher education (students and academics) to understanding key issues and structural aspects of universities (administrators, governing board members, government officials, key external stakeholders) to use as a source of information to steer decision making regarding different university issues, even building a new university.

5. Bio-notes of editors

Professor Ronel Erwee

Professor Erwee, School of Management and Enterprise, Faculty of Business, Education, Law and Arts, USQ has extensive experience in management positions in South African and Australian universities. In terms of management research, Professor Erwee supervised research of doctoral students for example in Australian regional councils and private hospitals, Canadian small and medium enterprises, German and Indian multinational companies and in Singaporean
telecommunications companies. In terms of quantitative and qualitative research methodologies, she has experience in designing quantitative and qualitative scales to assess human resource management themes and dimensions in organisations such as a leadership and management competencies tool and a diversity management self-assessment tool, which were both used in the Australian education sector. She completed case studies on human resource and diversity management in Australian and South African organisations to improve organisational performance. During USQ Learning and Teaching Associate Fellowship research she investigated the connectedness needs of doctoral students, the use of new media by supervisors and doctoral students as well as supervisors’ innovative approaches to teaching and learning suitable for external doctoral students. She was the USQ Chief Investigator in an ALTC/OLT grant with four other universities on developing a toolkit and framework to support research supervisors in new and emerging areas, and was a Reference Group member on an OLT grant about managing the DBA thesis. Based on her contributions to the development of management education, she had been invited to serve on 3 Academic Boards of Australian professional institutions (ACAP/Navitas, AIM QLD & NT, and QPS).

Professor Patrick Danaher

Patrick Alan Danaher is Professor in Educational Research in the School of Linguistics, Adult and Specialist Education at the Toowoomba campus of the University of Southern Queensland, Australia, where he is also currently Associate Dean (Research and Research Training) in the Faculty of Business, Education, Law and Arts. He is also currently Adjunct Professor in the School of Education and the Arts in the Division of Higher Education at Central Queensland University, Australia. He is the co-author of six research books, with another one under contract, and the sole or co-editor of 22 research books, with another one in press. His research and publishing interests include the education of mobile learners; educational research ethics, methods, politics and theories; and academics’, educators’ and researchers’ work and identities.

6. Academic quality

The editors are experienced authors and editors and take very seriously their responsibility to facilitate and ensure very high quality scholarship and writing in the book’s chapters. The abstracts and chapters will be subjected to careful editorial scrutiny and, where appropriate, authors will be asked by the editors to revise their chapter to highlight clarity and focus. If there is sufficient interest the editors are willing to organise writing workshops to provide maximum support for authors and to enhance the chapters’ academic quality. All chapters will be subject to a double-blind peer review process before final acceptance to ensure the highest possible standard of scholarship.