

## Call for Chapters in an Edited Volume

### Book Title

The Business of Business Schools in Asia-Pacific – Are They Ready for a Post-2030 World?

### Co-editors

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In a provocative intervention, Hoffman (2024) argued that ‘business education is broken’ (p. 1). This claim is consequential given that business schools are widely regarded as central knowledge producers within the global higher education sector (Durand & Dameron, 2011). Simultaneously, global megatrends, most notably climate change, geopolitical instability, and the rapid emergence of generative artificial intelligence (GenAI), are reshaping learner expectations and raising critical questions about the relevance, purpose, and impact of contemporary business education.

Situated within ongoing policy and practice debates, this edited volume will focus on reforming business education in the Asia-Pacific region for a post-2030 world. While critics have argued that business schools are ‘not really advancing ideas in ways that will make an impact’ (Finkelstein, 2022, cited in Shinn, 2022, para. 4), accrediting bodies, such as AACSB International (2025) highlighted that growing financial pressures and uncertainty threaten the viability of business schools, worldwide. These critiques point to a dual challenge: a crisis of impact and a crisis of sustainability.

The underlying premise of this volume is that business schools, and the higher education institutions that host them, must remain viable while also being willing to recalibrate their priorities, practices, and modes of engagement. Such recalibration is necessary to enable strategic change and contribute meaningfully to the societal transformations required in the post-2030 era. Accordingly, this edited volume seeks to examine both the opportunities and the constraints involved in reimagining business education across the Asia-Pacific region. It aims to capture the complex realities of the ‘business of business schools’ so that they are better positioned to educate capable graduates, produce impactful research, and engage productively with industry and society.

We invite chapters that critically examine diverse dimensions of **‘Reimagining the Purpose of Business Schools’**. We welcome contributions from across the Asia-Pacific region. Conceptual, empirical, and country-specific case studies are encouraged. Indicative themes include, but are not limited to:

- Business schools and the sustainable development goals
- Business schools as ivory towers
- Business schools as key stakeholders in shaping the post-2030 agenda
- Business schools for the caring, digital, and green (CDG) economies
- Business schools navigating the tension between migration policies and national politics
- Competition and collaboration in a crowded education market
- Critical perspectives on accreditation and rankings
- Curriculum relevance and industry integration
- Financial uncertainty and institutional viability
- GenAI: challenges, risks, and opportunities
- Geopolitics and the globalisation of business schools
- Graduate work readiness in an AI-driven economy
- Internationalisation of business education
- Megatrends and the future of business schools
- Strategic response of business schools in the region to shifts in international student mobility
- The broken promise of business education
- The corporatisation of academia: risks and rewards

## Requirements

<i>Task</i>	<i>Maximum Words</i>	<i>Due Date</i>
Expression of interest to be emailed to the co-editors with:		March 15, 2026
• Title	15	
• Abstract	250	
• A brief biography for each author	100	
• Keywords	6	
Notification of abstracts		April 15, 2026
First draft of chapter for peer review with:	5,000	October 30, 2026
• Introduction		
• Background		
• Method, framework, or research process		
• Key findings or discussion		
• Conclusion, key recommendations, and future directions		
• References (APA 7 <sup>th</sup> referencing style)		

## About the Co-Editors

**Subas P. Dhakal** is an Associate Professor in Sustainability Strategy. He focuses on teaching that advances management education for sustainability and on research initiatives that explore and apply policies and strategies to address economic, environmental, and social challenges in the Asia-Pacific and South Asia. He is currently the Convenor of the School Education Committee at the UNEBS. He was the Course Coordinator of the MBA program between 2021 and 2024. He also served as the Director of the Curriculum Design Framework in 2020, transforming undergraduate and postgraduate courses within the UNEBS during the COVID-19 pandemic. He has received various awards for outstanding contributions to student learning and engagement: School Citation for Education Excellence (2021); Faculty Citation for Education Excellence (2023); and Faculty Excellence Award for Student Engagement and Evaluation in the GenAI Era (2025). His research interests align with the Field of Research (FoR): strategy, management, and organisational behaviour (FoR Code: 3507) and b) Policy Administration (FoR Code: 4407). Subas has received various grants worth nearly AU\$500,000 in funding. His recent publications have been in two of the following thematic areas: a) the future of education and employment, and b) socio-economic resilience in the context of caring, digital and green (CDG) economies. Subas is an Associate Editor of the *Journal of Management and Organisation*; Regional Representative for NSW/ACT of the Australia New Zealand Academy of Management (ANZAM); Co-founder of ANZAM's Special Interest Group (SIG) - Sustainability and Responsible Management; Editorial Board Member of the *FIIB Business Review*; and an Executive Committee Member: Friends of Brixton Street Wetlands. Subas is an alumnus of Missouri Western State University, USA (BSc) and Mahidol University, Thailand (MSc). He is a hiking and nature photography enthusiast and has published several photography-related books and articles. His creative work can be viewed on Instagram.

**Professor Ann Dadich** is an internationally recognised expert in health service management, notably knowledge translation. This encompasses scholarship on the processes through which different forms and sources of knowledge coalesce to promote brilliant care, exceeding expectation. This is demonstrated by her publishing record; the research grants she has secured; the postgraduate theses she is invited to examine; and the awards she has received. Professor Dadich holds editorial appointments with several academic journals. She is also the Deputy Director of the Sydney Partnership for Health, Education, Research and Enterprise (SPHERE) Knowledge Translation Platform; she co-convenes the Australian and New Zealand Academy of Management (ANZAM) Health Management and Organisation (HMO) Special Interest Group; and she serves on the Executive Committee of ACSPRI (the Australian Consortium for Social and Political Research Inc.). Additionally, Professor Dadich supervises doctoral candidates and teaches undergraduate units on change management, innovation, creativity, and organisational behaviour.