

NEWS ALERT

EAIR 36TH ANNUAL FORUM ESSEN 2014

CALL FOR PROPOSALS

“HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY”

Amsterdam, 11th of December 2013

Dear Colleague,

We are delighted to invite you to submit a paper to the 36th annual EAIR Forum, which is to be hosted by the University of Duisburg- Essen in Essen, Germany. The theme of this year's Forum is **“HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY”**.

The Forum opens on Wednesday 27th of August 2014 and closes on Saturday 30th of August 2014. It will be held at the University's Essen Campus.

The **deadline** for submission of papers is **15th of February 2014**.

To submit your proposal, please click on: <http://www.eair.nl/forum/essen/proposals/>

Please visit www.eair.nl/forum/essen regularly for updates about the EAIR Forum.

We are looking forward seeing your contribution. Please also check the **Call for Special Interest Groups** as this is a great opportunity to include new and topical discussions at the Forum.

With kind regards,

On behalf of the 2014 EAIR Essen Forum Programme Committee:

Matthias Klumpp (Chair)	Postdoc Researcher, University of Duisburg-Essen, Germany
Ulrich Teichler (Co-Chair)	Professor Emeritus, INCHER University of Kassel, Germany
Hans Vossensteyn	Director CHEPS, University of Twente, the Netherlands
Ulrich Radtke	Rector Magnificus, University of Duisburg-Essen, Germany
Volker Clausen	Dean, University of Duisburg-Essen, Germany
Rosalind Pritchard	Professor, University of Ulster, United Kingdom
Attila Pausits	EAIR EC Vice-Chair, Danube University Krems, Austria

FORUM THEME

HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY

In the context of changes such as budget restrictions, growing demands of stakeholders such as employers and students and the changing nature of its key functions of research and teaching, we see an increasing professionalization of administration and management of higher education institutions. At the same time, **diversity and excellence** are the very core of all higher education processes, but how are we to balance these new demands with the existing ones and further economic restrictions?

In these demanding times EAIR is the network organization of higher education professionals, itself striving for diversity and excellence. Building on the success of the previous conferences in Warsaw, Stavanger and Rotterdam, the programme for the 36th Forum in Essen will be attractive to (institutional) researchers, managers, administrators and policy makers. In addition, we want to increase the attractiveness significantly especially for international delegates as well as young(er) researchers and the «new professionals» in higher education. Therefore, the Programme Committee has acted upon participants' feedback in establishing an "open track" for new and innovative topics, looking for diversity as well as excellence in our field.

FORUM TRACKS

HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY

The Forum will therefore be of interest to institutional researchers, academics, policy makers, administrators and educators. Proposals for presentations and posters should be designed to contribute to one of the eight broad tracks outlined below:

Track 1: Governance and Diversity; Chair: Prof. Rosalind Pritchard

Track 2: Missions & Impacts in Higher Education; Chairs: Dr. Terhi Nokkala & Dr. Charles Mathies

Track 3: Diversity and Excellence; Chairs: Prof. Maria J. Rosa & Prof. Cláudia S. Sarrico

Track 4: Diversity and Access to Higher Education; Chair: Prof. Hans Vossensteyn

Track 5: Student Experience: Teaching, Learning & Services; Chairs: Dr. Clare Milsom & Dr. Elena Zaitseva

Track 6: Quality and Diversity; Chairs: Dr. Christian Ganseuer & Dr. Mareike Landmann

Track 7: Institutional Research: Analyzing Diversity and Excellence?; Chairs: Dr. Urs Hugentobler & Dr. Helena Lim

Track 8: Open Track: Innovative and Emerging Topics in Higher Education; Chair: Prof. Nicoline Frølich

Further information about the tracks and their focus can be found below, pages 7-14. All proposals will be evaluated by the Track Chairs and the Programme Committee.

FORUM KEYNOTES

HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY

The keynote speakers provide high-level insights into topics relating to university management and higher education questions in the context of diversity and excellence.

27.08.2014 Cornelia Quennet-Thielen, State Secretary BMBF (Federal Education and Science Department of Germany, Berlin)

[LINK](#)

28.08.2014 Prof. Dr. Peter Scott, Institute of Education, University of London

[LINK](#)

Prof. Dr. Ute Klammer, Vice-Rector for Diversity, University of Duisburg-Essen
[LINK](#) [The only German Vice-Rectorate for Diversity Management]

29.08.2014 Prof. Dr. Georg Krücken, Director INCHER, University of Kassel
“Higher Education Reforms and Transintentional Consequences – A Research and Policy Agenda”

[LINK](#)

30.08.2014 Prof. Dr. Martti Raevaara, Vice-President Academic Affairs, Aalto University

[LINK](#)

FORUM ACCESS & ACCOMODATION – “Welcome to the heart of Europe”

The forum venue, **Essen**, is easy to reach by plane from all around the world (**Düsseldorf airport is 20 minutes away by rail**; Frankfurt and Amsterdam airports are 2 hours away) and by land. Essen also has excellent road and rail links to the rest of Europe.



FORUM HOST HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY

The University of Duisburg-Essen is one of the youngest German Research Universities (among the top 40) with nearly 40,000 students, 450 professors and 4,000 other staff, making it the 10th largest university in Germany. Its eleven departments (Humanities, Social Sciences, Educational Sciences, Economics, Business Administration, Mathematics, Physics, Chemistry, Biology, Engineering, Medicine) provide leading research and teaching in a globally and diverse environment, connected to the strong tradition of application orientation in the industrial Ruhr Area (coal and iron industries). The university has focused on five main research areas: Fundamentals and Applications of Nanotechnologies, Biomedical Sciences, Urban Systems, Empirical Research in Education, and Change of Contemporary Societies; research attracts more than 100 million Euro in external funding each year.

The *institutional history* is the reason why many blueprint discussions and research questions in higher education management: The two universities in Essen and Duisburg were founded in 1972 as “Gesamthochschulen”, intersecting the university with the Fachhochschule (UAS) model in Germany. In 2003, both universities were merged in order to form a new university, making it the largest role model for university cooperation in Germany. Later, in 2007 the University entered the new strategic alliance UAMR (Universitätsallianz Metropole Ruhr) together with *Ruhr University of Bochum* and *Technical University of Dortmund*, representing now more than 100,000 students, 1,200 professors and more than 1,000 PhD graduates each year.



[LINK](#) including an English-speaking film introduction.

Call for Proposals – General Information

You may submit more than one proposal but only one (per *main author*) will be accepted. There are different types of proposals: single-slot papers, double-slot papers, and other proposals (roundtable/panel, workshop, special interest group). Please indicate the nature of your proposal when submitting online. Posters are also welcome because they are typically well suited to give overviews of facts, figures and the conclusions drawn from research. They will be displayed to attract the Forum participants’ attention and a presentation is scheduled at the Forum to quickly communicate its ideas and relevance.

Forum Registration

All Speakers at the EAIR Forum will be required to register and pay for the Forum registration fee. EAIR members will receive a reduction on the Forum registration fee. The details of the registration fees for the EAIR Forum are given on the webpage / registration form. For **young professionals and academics (aged 35 and younger** at the time of the Forum) who are working in higher education institutions and other organisations in the higher education fabric

(ministries, quality assurance agencies, etc.) EAIR is offering a reduced registration fee (50% of the normal fee) if a submitted proposal is accepted. Moreover, young (under 35 years of age) colleagues are invited to participate in the **EAIR Outstanding Paper Award** competition. The recipient will be awarded a one-year free subscription of a journal of Routledge's list of education journals.

Submission Deadlines

- Proposals: **15th of February 2014** (notification of acceptance by 31st of March 2014).
- Posters: **1st of May 2014**.
- Final Papers: **31st of July 2014**.

Proposal Form

The **title** of the proposal should not exceed 120 characters (approximately 12 words) and should accurately reflect what is being proposed. The **abstract** must not exceed 1,500 characters (approximately 150 words) and anything above this limit will be excluded. The abstract should clearly state the core idea, aims, objectives and give an indication of key findings, if available, of your presentation. The **outline** is a "free format" which should clearly state your objective and your engagement with the subject and with the Track and Forum theme; it should not exceed 10,000 characters (approximately 1,000 words). When drafting your outline, please consider the following format:

- an *introduction* in which the problem or issue the proposal addresses is set out, and how that problem/issue relates to the Track theme,
- a paragraph in which the *background* of the problem or issue is outlined (including reference to relevant literature),
- a description on how you *approach or analyse* the problem or issue (this could be a "research methods" section),
- the *results* of your investigation,
- a *reflection* on the findings (e.g. how do your findings relate to previous research) and the implications or relevance of your work,
- a final paragraph with *conclusions*.

Categories and Keywords

In order to assist Forum delegates to select the presentations in which they are interested, we would like to ask you to indicate the character of your proposal by ticking one or more categories on your proposal submission form; Academic (theoretical or discursive), Academic (research-based), Case study of practice, Policy oriented, or Other. In addition please also provide between 1-5 keywords that will reflect the contents of your proposal. The list of keywords will be provided in the on-line proposal form. We kindly request you to follow the instructions carefully. *Proposals that do not meet the expectations set out in the guidelines will unlikely be accepted by the Programme Committee.* Please do not hesitate to contact the EAIR Secretariat (eaair@eaair.nl) if you have any questions.

Full Paper Information

If the proposal is accepted, you will be invited to write a detailed “full” paper (including the abstract and outline) of 30,000-50,000 characters (approximately 3,000-5,000 words). The paper should be written on the basis of the accepted proposal and according to formatting rules of EAIR. EAIR will publish *all full papers on the Forum website* which is only accessible to the Forum participants and EAIR members. The abstract of the accepted proposal will be published in the Forum Programme. The deadline for submission of these full articles to the EAIR Secretariat is 31st of July 2014.

Paper Presentation and Language

For paper presentations, you will normally be given a timeslot of 20 minutes to present the ideas set out in your paper allowing 10 minutes for questions and discussion. You are also encouraged to propose other formats, including roundtable/panel discussions, workshops, special interest groups, poster presentations and best practice sessions. The Forum language is English.

Important Publication Options

For interesting and *high-quality full papers* the Programme Committee will consider the following publication options:

- (a) Depending on the number of high-quality full papers an extended Forum proceedings publication as an ISBN-covered book/print will be considered.
- (b) Forum papers may be selected for a special book commissioned by the Programme Committee with an established publisher.
- (c) Outstanding papers will be considered for a **Special Issue of the association’s journal Tertiary Education and Management (TEAM)**, (<http://www.eair.nl/publications/TEAM.asp>). Authors will receive a notification after the Forum with further details.

Call for Special Interest Groups (SIG)

In order to enable very diverse and in-depth discussions we invite you to propose a topic for a special interest group (SIG), to be held on the first Forum day Wednesday 27th of August 2014 for a session of about two to three hours. SIGs are meant to be highly interactive exchanges on a salient and clearly demarcated topic. A submission for a SIG proposal should consist of a short description of about 1000 characters (approximately 100 words) that highlights the specific interest and importance of this topic. The EAIR Executive Committee will offer organisers one Forum fee waiver per accepted Special Interest Group”. Please make any suggestions to the Forum Programme Committee by submitting the proposal through the submission process outlined above, checking the “SIG” track option.

EAIR FORUM 2014 ESSEN
HIGHER EDUCATION DIVERSITY AND EXCELLENCE FOR SOCIETY

Information Track 1: Governance and Diversity

Track Chair

Prof. Rosalind Pritchard • University of Ulster • UK

Track description

Governance, as the organisation and management structure of higher education institutions is an increasingly important field of study, reflecting growing sectoral complexity and diversity. Governance structures in different regions (Africa, America, Asia, Europe) are influenced by specific developments, i.e. in Europe by the push towards harmonisation, but also by concepts of new public management and accountability as well as innovation and economic policy expectations (EU). But several trends are globally felt in university governance like the marketization of higher education, growing concerns about the democratisation of governance and for greater accountability towards stakeholders and society.

This track offers an opportunity for presenters to discuss the impact of such changes on the governance of institutions and the resulting impacts on the core activities of higher education: research, learning and teaching.

The track focuses on the exemplary key questions (examples):

- How do changes in the strategic role of governing bodies and administrative functions in HE institutions reflect societal changes and diversity?
- What impact have both increased international orientation and increased competition (rankings) on management and governance?
- How can institutions ensure that the various aspects of governance interact smoothly?
- What threats do modern models of governance pose to more traditional university values?
- What changes need to be made to governance structures in order to re-position institutions competitively?

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Information Track 2: Missions and Impacts in Higher Education

Track Chair

Dr. Terhi Nokkala • University of Jyväskylä, Finnish Institute for Educational Research • Finland

Dr. Charles Mathies • University of Jyväskylä, Department of Strategic Planning • Finland

Track description

All higher education systems have undergone enormous change in recent years. In Europe the Bologna process is affecting society and national economies through its impact on life-long-learning, the implementation of quality assurance systems and the stronger focus on employability and competence-orientated learning outcomes. For American, Asian and Australian institutions growing internationalisation has brought many changes for universities and their impact on societies and national economies. Many higher education institutions are under pressure to update and adjust their missions in the wake of profiling and differentiation endeavors, horizontally as well as vertically. But how can these impacts be described and measured?

Papers in this track will address some of the following questions (examples):

- What is the impact of higher education on the economy?
- How do HEIs respond to fast changing job markets?
- How does the higher education system affect employability?
- Should the interface with societal stakeholders be reconsidered?
- How does the economic impact of HE differ by country and region and what are the consequences for higher education and economic policy?
- How has the Bologna process as well as internationalisation impacted upon the economy?
- How does life-long-learning affect labor market developments?
- Does “mission drift” of universities lead to a gap between expectations of universities, students’ and wider communities?

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Information Track 3: Diversity and Excellence

Track Chair

Prof. Maria J. Rosa • University of Aveiro & CIPES • Portugal
**Prof. Cláudia S. Sarrico • ISEG – Lisboa School of Economics and Management, University of
Lisbon & CIPES • Portugal**

Track description

Worldwide *excellence* programmes as well as *university ranking systems* have shaped recent discourses in higher education. Whether one welcomes these relatively new phenomena or not, a key task for researchers and higher education managers alike is to understand, evaluate and respond to them.

Papers in this track will address some of the following questions (examples):

- Why does excellence gain importance in higher education?
- Do ranking systems reflect excellence or not?
- How do universities incorporate excellence in their strategies?
- Can university management improve academic excellence?
- How do efficiency and effectiveness impact on university excellence?
- Can funding mechanisms and incentive systems enhance excellence and/or diversity?
- Do diversity objectives actually hinder or support excellence in teaching and research?

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Information Track 4: Diversity and Access to Higher Education

Track Chair

Prof. Hans Vossensteyn • University of Twente, Director CHEPS • Netherlands

Track description

Access to higher education is related to a variety of management and policy issues, such as securing equal and fair opportunities and offering appropriate and relevant information to (potential) students. For students, it involves dealing with all the challenges related to making choices, completing their studies and making the transition to further studies or to the labour market. This track invites papers to describe innovative ways to increase access, to support study choice processes and to support the smooth transition from secondary or vocational to higher education as well as from one programme to the next. Papers may describe institutional policies and inter-institutional cooperation, but may also concern local, regional and national policies regarding student access, study success and mobility.

Papers in this track will address some of the following questions (examples):

- What regulations, policies improve or hinder student access, persistence and mobility?
 - Can widening participation be stimulated by addressing “new target groups”?
 - How do regional and global differences influence access and mobility of students?
 - Do diversity policies and strategies really improve access?
 - What impact does increased access have on teaching contents and learning results?
 - Does the European Qualifications Framework (EQF) enhance access and mobility?
 - What are students’ experiences and perceptions of access and widening participation?
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Information Track 5: Student Experience: Diversity in Teaching, Learning & Services

Track Chair

Dr. Clare Milsom • Liverpool John Moores University, Academic Registry • UK
Dr. Elena Zaitseva • Liverpool John Moores University, Academic Registry • UK

Track description

As higher education faces raised expectations in an international context, HEIs are under increased pressure to establish and declare themselves as providers of an exceptional learning experience. Many university websites or prospects claim to offer quality teaching and support services, employable graduates, quality learning resources and an experience that will mould, shape and equip students to be globally successful citizens. But do the visions of educational providers, governments and society as a whole represent the best interests of students? How we define, understand and enhance the student experience when faced with such a diverse set of values and expectations will provide real challenges for the future. This track aims to explore how we can meet such challenges and address the fundamental questions that are cornerstones of student learning and the student experience.

Papers in this track will address some of the following questions (examples):

- There is not a single higher education institution (HEI) that does not claim to offer a learning experience of the highest quality but what exactly defines this quality?
- What do digitally equipped modern students expect when they enter higher education?
- Which services do today's students really require?
- How reliable are student satisfaction surveys?
- What does the modern student experience differentiate from experiences in the past?
- How do student support services react to the increasingly diverse student body?
- What are or should be responses to MOOCs (Massive Open Online Courses)?
- Will there be a rise in distance learning and education or is the campus experience essential?

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Information Track 6: Quality and Diversity

Track Chair

Dr. Christian Ganseuer • University of Duisburg-Essen, Quality Development • Germany

Dr. Mareike Landmann • University of Cologne, Quality Development • Germany

Track description

Quality management in higher education: is it old hat or a growing challenge because of growing complexity and diversity? This track invites participants to discuss how quality management (QM) can be put to use by HEIs to deal with diversity issues. The questions of who defines quality, how it can be defined, how to measure quality of existing measures or enhance quality by introducing new measures have not been answered conclusively yet. Especially in regard to diversity in and of higher education, many questions have been left unanswered so far. The discussion will focus on the contribution of QM to an HE institution's approach to diversity in teaching and learning, research and scholarship. We invite discussions on the quality of approaches to diversity – from the level of single HE institutions to national, European or international higher education systems.

Papers in this track will address some of the following questions (examples):

- How to go about defining the quality of diversity in higher education?
 - Who defines quality in higher education and who should?
 - How does diversity reflect and impact on quality?
 - Can quality actually be measured?
 - Is there a difference between system quality and institutional quality?
 - Can students contribute to quality?
 - Can technology (internet, e-learning) enhance diversity in higher education?
 - Does accreditation of study programs and institutions contribute to diversity (and how)?
 - Are there differences *between* higher education systems regarding takes on diversity, e.g. different national standards?
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Information Track 7: Institutional Research: Analyzing Diversity and Excellence?

Track Chair

Dr. Urs Hugentobler • ETH University Zurich • Switzerland

Dr. Helena Lim • Higher Education Academy • UK

Track description

The provision of reliable, up-to-date research data on every aspect of the institution is increasingly important in many higher education systems around the world. In the context of increasing internal and external demands for accountability, performance indicators are now familiar concepts but remain highly contentious. Understanding an institution's performance is central to institutional research, helping higher education institutions to understand overall activity or to focus on specific areas such as education and research performance. These questions are also getting more complicated as concepts of excellence and diversity enter the agenda of university stakeholders. Therefore this track focuses on general questions of institutional research as well as specific measurement questions regarding excellence and diversity.

Papers in this track will address some of the following questions (examples):

- Which external stakeholders and expectations do influence institutional research?
 - What are the organizational requirements for high-quality institutional research?
 - Which methods, metrics and methodologies improve institutional research?
 - How can concepts as e.g. impact, excellence or diversity be measured?
 - Does performance measurement depend on external stakeholder definitions or is there an internationally perceived "common set" of indicators?
 - Which problems of data collection and validity are relevant and how to address them?
 - What is the role of institutional research beyond measurement (controlling, steering, managing)?
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Information Track 8: Open Track: Innovative and Emerging Topics in Higher Education

Track Chair

Prof. Nicoline Frølich • NIFU – Nordic Institute for Studies in Innovation, Research and Education • Norway [\[Link\]](#)

Track description

This track is aimed at opening discussions on new topics and new fields of academic and practical discourse in the international higher education community. Some guiding questions are listed below as examples, but all participants are called upon to include and contribute their innovative ideas about the future of higher education – and the roles and objectives that may be important for universities in this future.

Papers in this track will address some of the following questions (examples):

- How will higher education look like in 2050?
- Which specific regions and countries will emerge as key players in the global higher education landscape?
- Which technologies might change higher education in the future?
- How do societal changes impact in higher education markets and structures?
- Which topics inside universities have been neglected by the academic discussion to date?