



NEWS ALERT

EAIR 37TH ANNUAL FORUM KREMS 2015 CALL FOR PROPOSALS

“FROM HERE TO THERE: POSITIONING HIGHER EDUCATION INSTITUTIONS”

Amsterdam, December 2014

Dear Colleague,

We are delighted to invite you to submit a paper to the 37th Annual EAIR Forum, which is to be hosted by the Danube University of Krems, in Krems, Austria. The theme of the 2015 EAIR Krems Forum is **“FROM HERE TO THERE: POSITIONING HIGHER EDUCATION INSTITUTIONS”**.

The Forum opens on Sunday 30 August 2015 and closes on Wednesday 2 September 2015. The Forum will be held at the University Krems Campus.

To submit your proposal, please click on: <http://www.eairweb.org/forum2015/proposalform/>

Also read on the **Call for Special Interest Group Sessions** as this is a great opportunity to include new and topical discussions at the Forum.

The **deadline** for submission of paper proposals is **Monday 9 February 2015 (23:59 hrs. CET)**.

Please forward this Call for Proposals to all your colleagues and contacts.

Please visit www.eairweb.org/forum2015/ regularly for updates about the 2015 EAIR Forum.

We are looking forward to seeing your contribution,

On behalf of the 2015 EAIR Krems Forum Programme Committee:

Attila Pausits (Forum Chair)	EAIR Vice-Chair, Danube University Krems, Austria
Friedrich Faulhammer (Forum Co-Chair)	Rector, Danube University Krems, Austria
Monika Kil	Vice Rector, Danube University Krems, Austria
Stephan Laske	Professor, University of Innsbruck, Austria
Jouni Kekäle	Professor, University of Eastern Finland, Finland
Rosalind Pritchard	Professor, University of Ulster, United Kingdom



FORUM THEME

FROM HERE TO THERE: POSITIONING HIGHER EDUCATION INSTITUTIONS

The role of higher education for the society and the economy area matter of growing public and political concern. Policy makers, researchers, institutional leaders, higher education professionals and the media around the world regularly address the importance of higher education especially as a driver of economic recovery and growth in response to the depth of the economic crisis. In the same time, globalisation is transforming higher education from a local and national institution, into one of geo-political significance. In response, higher education is going through many changes at system and institutional level. New university missions, profiles, activities and positions in the regional, national or international higher education landscape became vital points of these changes. Various governmental initiatives are aimed at encouraging universities to invest more in their strategy development, competitive advantages and to find their (new) place in the higher education arena. New policies, strategies, funding frameworks and initiatives stimulate these changes in Europe and across the globe. In order to fulfil societal, governmental or business sector needs many universities are on their own way to (re)position the institutions. Change and positioning become more and more key elements of a complex but heterogeneous sector. These developments are results in new types of institutions, structures, solutions but also services and instruments.

The 37th EAIR Forum will address the importance of positioning higher education institutions for the future and will dedicate the Forum in 2015 around this topic. By choosing a young university with a special mission and position in higher education as the host, EAIR also underpins the importance of strategic profiling and new types of institutions in higher education. Building on the success of the previous conferences in Stavanger, Rotterdam and Essen, the programme for the 37th Forum in Krems (Austria) 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 researchers and the «new professionals» in higher education.

FORUM TRACKS

FROM HERE TO THERE: POSITIONING HIGHER EDUCATION INSTITUTIONS

Proposals for presentations and posters should be designed to contribute to one of the seven broad tracks outlined below:

Track 1: Governance and Leadership; Chairs: Lise Degn, University of Aarhus, Denmark and Filiz Keser-Aschenberger, Danube University Krems, Austria

Track 2: Student Experience and Engagement; Chair: Lina Dzene, Dynamics University, Latvia

Track 3: Institutional Research: From Data to Practice; Chair: Harald Titz, Federal Ministry for Science, Research and Economy, Austria

Track 4: Instruments and Measures of Positioning: Comparing & Changing; Chairs: Elisabeth Hovdhaugen, NIFU, Norway and Florian Reisky, Danube University Krems, Austria

Track 5: Visions, Missions and Values; Chair: Timo Aarrevaara, University of Helsinki, Finland

Track 6: Competition, Cooperation & Collaboration; Chair: Silvia Fiora, University of Sibiu, Romania

Track 7: Innovation in Higher Education: Thinking Outside the Box; Chair: Christian Schneiderberg, INCHER University of Kassel, Germany

Further information about the tracks and their focus can be found below on the pages 11-17.

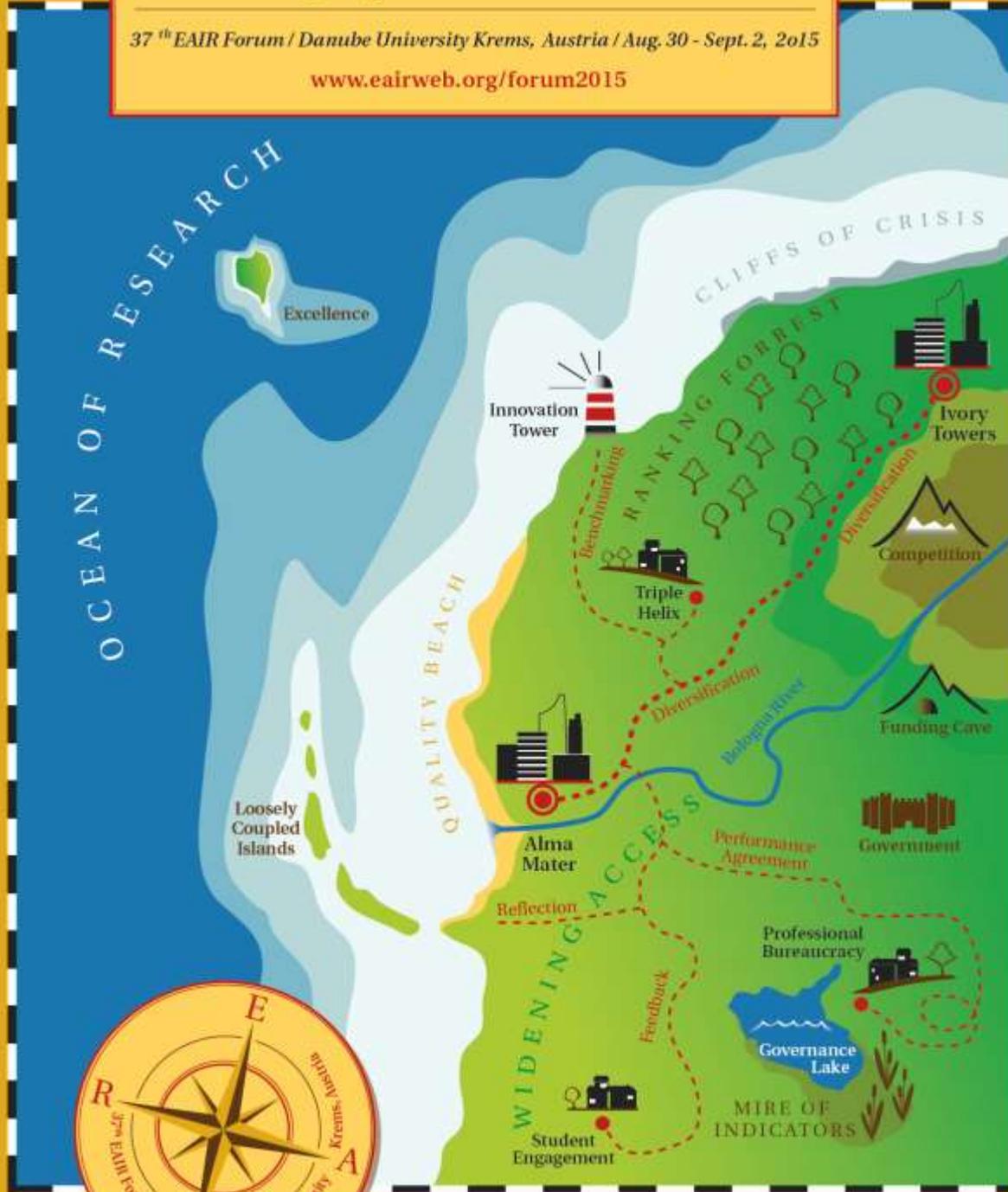


From here to there: Positioning Higher Education Institutions



37th EAIR Forum / Danube University Krems, Austria / Aug. 30 - Sept. 2, 2015

www.eairweb.org/forum2015



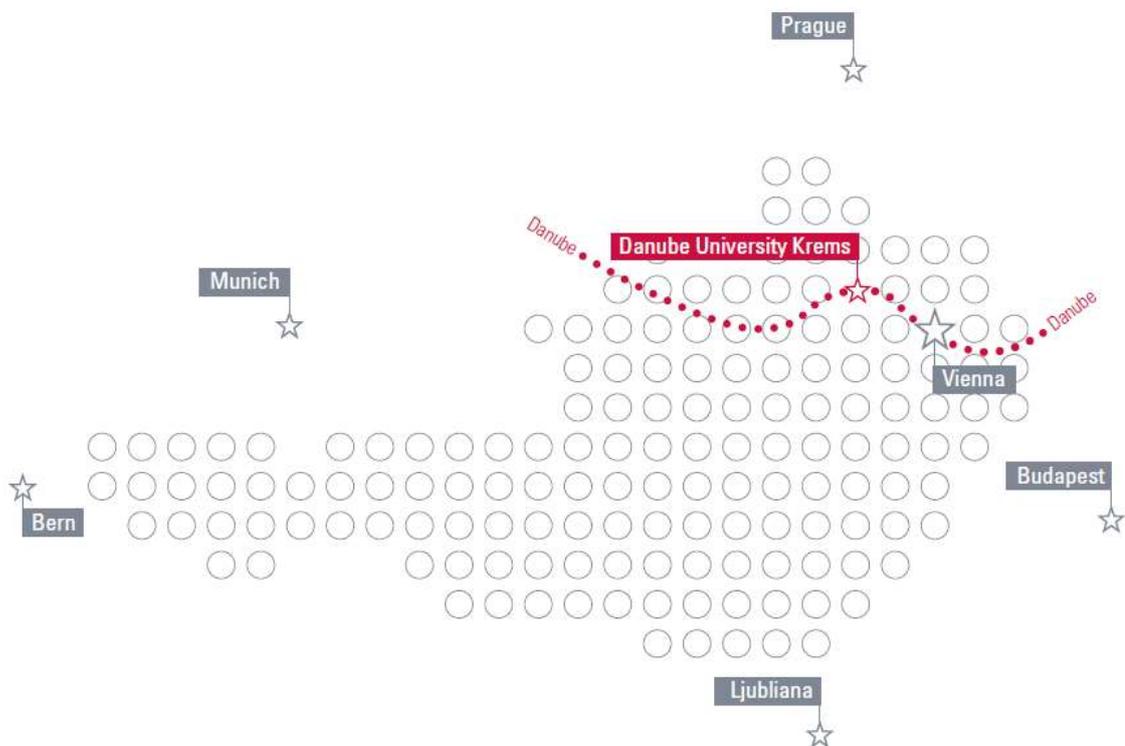
Danube University Krems
University for Continuing Education





FORUM ACCESS & ACCOMMODATION – “Welcome to the UNESCO Cultural Heritage Region”

Danube University Krems is located 80 km from Vienna – in one of the most beautiful cultural landscapes of Europe known as the **Wachau**. It has been declared a world heritage site by the UNESCO.



Modern campus

The University's modern campus affords students a unique studying environment promoting innovation and motivation, offering superbly equipped teaching, research and communal facilities, comfortable accommodation, an art-house cinema, restaurants, cafés and a gym directly on campus. The character of Campus Krems is dominated by the carefully renovated former Krems-Stein tobacco factory, an imposing industrial building constructed in the early 20th century, and by the transparent newly constructed buildings designed by Austrian architect Dietmar Feichtinger and harmoniously blending into the scenic Wachau landscape. The flair of this centre of education is topped by pieces of art in its public spaces as well as by generously designed outdoor facilities.



Mesmerizing natural and cultural landscape

The campus is situated right next to the possibly most beautiful section of the Danube valley, the Wachau with its medieval towns, castles, craggy rock formations and vineyard terraces. The Wachau heurigen taverns beckon for an enjoyable evening at the end of a busy day at the University. Our students know exactly why they love returning to Krems again and again, even after having completed their studies.

Experience art and culture

In Krems, art and culture aficionados will find a home away from home. The Glatt & Verkehrt World Music Festival, the Donaufestival featuring current performance art and music, cinema events organized by the Österreichische Filmgalerie as well as exhibitions at the internationally renowned Kunsthalle Krems and the only Austrian Museum of Caricature are among the city's annual event highlights. Thanks to its Campus Cultur program the University itself has become a fixture in the regional art and culture scene.

www.donau-uni.ac.at/en/campus





How to reach our campus?

The forum venue, Krems, is easy to reach by plane from all around the world (Vienna airport is approximately 1½ hours away by train) and by land. The Forum host will offer a direct shuttle bus service between Vienna airport and Krems (the bus will need around 1 hour). Krems also has excellent road and rail links to the rest of Europe.

<http://www.donau-uni.ac.at/en/service/anreise/index.php>

Accommodations:

In walking distance to the campus are many opportunities to stay for the Forum:

Arte Hotel Krems ****

http://www.arte-hotel.at/home_arte.html?L=1

Steigenberger Avance Hotel ****

<http://en.steigenberger.com/Krems/Steigenberger-Hotel-and-Spa>

Kolping Campus Krems***

http://www.kolpingkrems.at/index.php?ccpage=home&set_language=en

More information:

<http://www.donau-uni.ac.at/en/service/krems/01039/index.php>



FORUM HOST

FROM HERE TO THERE: POSITIONING HIGHER EDUCATION INSTITUTIONS

Danube University Krems is the University for continuing education. Its courses are specifically oriented toward the needs of working professionals. The University offers exclusive master's programs and short programs in five areas of study. Serving more than 8,000 students and with 16,000 graduates from 90 countries, it is one of the leading providers of further education courses in Europe. Danube University Krems was founded in 1994 and combines many years of experience in postgraduate university education with innovation and the highest quality standards in research and teaching.

Danube University Krems is one of the pioneering institutions in Europe in the field of university-based advanced education, and a specialized institution in the sector of lifelong learning. In teaching and research the University focuses on social as well as organizational and technical challenges of current times, and is developing innovating market- and client-oriented courses on an ongoing basis. The University for Continuing Education is specifically focused on interdisciplinary cross-linking and future-oriented special sectors: it offers courses that combine medicine and management, education and new media, or law and social sciences. Highest quality standards, a scientific, practical approach, and the use of innovating teaching and learning methods are part of all courses offered at Danube University Krems.

Danube University Krems is primarily devoted to transferable and application-oriented research in special areas such as biomedical technology, biopsychosocial health, regenerative and evidence-based medicine, lifelong learning, or construction and environment. Scientific conclusions constitute the basis of practice-oriented teaching at the University for Continuing Education. Furthermore, the research being conducted here permits intensive cooperation with companies and other public institutions. The three faculties of the University conduct research that extends beyond the confines of their respective specialties.

Click on this [LINK](#) for more information regarding the Danube University Krems. And to watch a short introduction <http://www.donau-uni.ac.at/en/universitaet/ueberuns/kurzfilm/index.php>





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 paper, double-slot paper, and other proposals (roundtable/panel, workshop, special interest group session). Please indicate the nature of your proposal when submitting online. Poster proposals are also very 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 are required to register for the Forum and pay for the Forum registration fee. EAIR members will receive a reduction on the Forum registration fee. 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 50% reduction of the normal Forum registration fee, if the submitted proposal is accepted.

All authors (including all their co-authors) that are aged 35 and younger are encouraged to submit their paper proposal for the EAIR Outstanding Paper Award. Please tick the box at the end of the proposal form, if you want to participate in this competition.

Submission Deadlines

- Proposals: **9 February 2015** (notification of acceptance before April 1st 2015).
- Posters: **1 May 2015.**
- Final Papers: **31 July 2015.**





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, and 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 air@airweb.org 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 31 July 2015.

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 plus 10 minutes for questions and discussion. You are also encouraged to propose other formats, including roundtable/panel discussions, workshops,



special interest group sessions, 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) Full papers may be published in a conference proceedings publication as an ISBN-covered e-book. **For your permission, please tick the box “e-book” on the proposal form under Forum Tracks.**

(b) Forum papers may be considered for a **Special Issue of the association’s journal Tertiary Education and Management (TEAM)**, <http://www.eairweb.org/publications/team/> . Authors will receive a notification after the Forum with further details.

Call for Special Interest Group Sessions (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, Saturday 30 August 2015, 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 1500 characters (approximately 150 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.





TRACK 1: GOVERNANCE AND LEADERSHIP

Track Chairs: Lise Degn, University of Aarhus, Denmark and Filiz Keser-Aschenberger, Danube University Krems, Austria

In a globalized and competitive world, higher education institutions are under increasing pressure to perform and excel in order to attract funding, students, qualified staff, obtain legitimacy etc. This global competitiveness pushes them towards differentiation in order to distinguish themselves from competing organizations, but also towards isomorphism in order to mimic those higher education institutions which are seemingly successful.

These cross-pressures have significant implications for the governance of higher education, not least as it is often accompanied by increasing institutional autonomy (and control), placing the responsibility for strategic direction and choice upon the institutions themselves. In the same way, (academic) leadership in HEIs is challenged by these global trends, as leaders on all levels struggle to find their place in the changing landscape of higher education. In this track presenters are invited to discuss the impact of demands for both differentiation and isomorphism on governance structures and new leadership roles.

The track welcomes papers addressing key themes such as:

- Competing for positions – what are the implications of the increased push for positioning?
- Diversity or isomorphism – who decides which strategy to follow and how does this impact upon academic work and the relationship between leadership, administration & academics?
- What are the effects of positioning on research and teaching?
- How does the global competition of HEIs foster or hinder new leadership roles and the possibilities of filling these roles?
- What are the implications of positioning for strategic governance and management?
- How are internal governance structures challenged and changed as a result of the increased demand for positioning – and what are the implications?



TRACK 2: STUDENT EXPERIENCE AND ENGAGEMENT

Track Chair: Lina Dzene, Dynamics University, Latvia

Maximizing student experiences and providing significant engagement opportunities for students have been prioritized in the higher education agendas in many countries around the globe and nowadays these processes are closely linked to high-quality learning outcomes, student services, research, partnerships, as well as to the marketing efforts to advance institution's positioning and growth. - This track is about connecting students, academia and leadership teams to become one single community where people share the same values, learn from each other, secure "customer satisfaction" from recruitment up to graduation and enable students to achieve positive outcomes and postgraduate success thanks to high quality teaching and learning experiences and engagement approaches.

Among the topics relevant for this track are:

- How do student experience and engagement influence and empower institutional positioning?
- What impact does an institution's concept of its self-identity and market position have on student learning experience and engagement approaches?
- How can universities engage future students in becoming involved with the university?
- What kind of approaches, measures and practices do universities choose to implement in order to measure, monitor and analyze information about student experience, satisfaction and/or engagement?
- How can universities leverage and maximize the value of data on student engagement to enhance learning processes and outcomes for students?
- How, when, where do universities collect and use student feedback? How meaningful is student feedback for understanding the quality of the educational experience?
- Is it best practice to involve students in decision making / advising policy makers? When should students be involved? When should students not be involved?
- How should we connect student, academia and leadership communities?



TRACK 3: INSTITUTIONAL RESEARCH: FROM DATA TO PRACTICE

Track Chair: Harald Titz, Federal Ministry for Science, Research and Economy, Austria

The controlling effect of data and the applicability of indicators for accountability and transparency are becoming increasingly important. These also play a substantial role in structuring the governance processes and content between universities and sovereign administrations – above all for higher education institutions themselves. The focus on data- and evidence-based results is no longer important just in the performance-related allocation of resources and in the core activities of higher education institutions. Quantitative parameters have been used more strongly to meet the socio-political objectives and to demonstrate activities of higher education institutions promoting interaction with other target groups beyond the traditional academic environment.

In times of increasing resource scarcity it is necessary to guide data and their analysis more toward decision making. Simultaneously, comparability of higher education institutions receives more and more attention. Apart from international classifications, data collection in the European Statistical System (and supranational efforts to further expand mappings of existing databases), such comparisons may be limited in applicability to the institutions involved, though universities themselves put much effort into using data for strategic and operative internal decision making. An essential prerequisite for such a process is data that appropriately and accurately capture content, as well as management information systems which, ideally, include practical monitoring and benchmarking tools.

The track focuses on contributions such as:

- Which are the tools and applications for data-based control of higher education institutions/ systems?
- How evidence-based controlling -- within and beyond performance-based allocation of resources can be used?
- Are there contradictions or necessary synergies between administrative data and data for decision making?
- What are potential and limits of transnational comparisons in the higher education system?
- Why and how we use management information systems in higher education?
- How can we meaningfully measure higher education performance?
- Given that the relationship between HEIs and wider society is synergistic, should higher education performance be evaluated in the context of the overall performance of a region or community?



Track 4: INSTRUMENTS AND MEASURES OF POSITIONING: COMPARING & CHANGING

Track Chairs: Elisabeth Hovdhaugen, NIFU, Norway and Florian Reisky, Danube University
Krems, Austria

Positioning a higher education institution may be seen as a two step-effort. First, an institution has to map its position vis-à-vis to different stakeholders such as the markets, prospective students and staff, funding bodies that support them, the general public (whoever that may be) and other players worldwide and in its own higher education system. This position is defined by self-perception, but also by outside perspectives and comparisons. Second, to reach a new position or profile that meets current or new institutional goals, HEIs have to decide on appropriate instruments and activities to get there. This may involve activities of organizational development, strategic planning, branding and marketing.

This track will explore HEIs' efforts to find out more about their own position and how they can work to reach their (new) desired position. Contributions to the track may, for example, address the following questions:

- What are the factors that lead HEIs to rethink their profile and position?
- How can HEIs make use of rankings, benchmarking, audits, networks and/ or market research for institutional positioning?
- Why are institutions making or not making use of available data and knowledge to introduce change processes?
- How are change processes towards a new institutional profile or position implemented and managed?



TRACK 5: VISIONS, MISSIONS AND VALUES

Track Chair: Timo Aarrevaara, University of Helsinki, Finland

The visions of higher education institutions are in a state of change because the demands on them are changing. Actors in the higher education scene are questioning technology, citizen science, ownership and the operating environment. Higher education institutions have also had to change their strategies to increase their legitimacy. The contemporary missions, visions and values that create the basis for the academic community and its principles are sometimes in contradiction with traditional academic values. They are also constructed as a precursor to building a strategy. The tools for strategies can be fuzzy, as the strategies and academic community's perceptions of higher education institutions are not necessarily in synch.

The aim of the track is to analyse the extent to which institutional strategies are successful; but also to stimulate discussion of the perspectives of higher education institutions and their engagement in relation to societal and institutional stakeholders. What does higher education stand for?

- Why we need visions, missions and values for higher education?
- How academy's attempts to meet the expectations of different stakeholder groups?
- What is a public perception of higher education institutions?
- Do changes in missions and visions reflecting changes in the knowledge base?



TRACK 6: COMPETITION, COOPERATION & COLLABORATION

Track Chair: Silvia Fiora, University of Sibiu, Romania

In the early 21st century, higher education in Europe has become a most competitive enterprise. Students must compete for scarce places in universities whilst admission to the top institutions has become more difficult. Researchers are increasingly viewing their fellows as competitors rather than colleagues, taking public stands about priorities in their quest for securing research funding sources. Universities compete for everything that ranges from competition for status and ranking, to competition for funding from governmental or private sources. While competition has always been a force in academe and can help produce excellence, it can also contribute to a decline in a sense of academic community, mission and traditional values. On the other hand, cooperation and collaboration represent the most important strategies for survival in the highly competitive sector of higher education. Looking for the most effective and efficient ways to cooperate, university consortia and academic networks keep emerging, taking a variety of forms (ranging from joint programmes, joint marketing activities to strategic alliances in teaching and research, shared resources and campus facilities etc.). New academic relationships are emerging with institutional leaders trying to move beyond the lobbying characteristics of national higher education associations to more effective forms of joint cooperation.

This track welcomes contributions that may address the following questions:

- What is the impact of globalisation on competition, collaboration and cooperation in higher education?
- What are the emerging academic initiatives and entrepreneurship and in what (effective) ways are they engendering adaptive and sustainable innovation in teaching, learning and curricula adjustment?
- How are competition and/or collaboration reflected in the search for alternative financing sources, new research environment and new modes of HE provision (MOOCs, distance education, partnerships, spin-out organisations, franchising etc.)?
- What are the major trends and challenges in internationalisation policies and student/faculty mobility?



TRACK 7: INNOVATION IN HIGHER EDUCATION: THINKING OUTSIDE THE BOX

Track Chair: Christian Schneijderberg, INCHER University of Kassel, Germany

Innovation is at the heart of research, teaching and transfer of higher education knowledge/ technology. Also, innovation is a demand for managing and organizing the core functions of universities as (relatively) autonomous organizations. Innovations can be social (e.g. increasing participation), political (e.g. gaining power and control), technical (e.g. monitoring and evaluation systems), and economic (e.g. winning revenue and market success). Innovations can be found in any kind of ideas, practices, processes, and products.

For the track empirical, practical, and theoretical-conceptual contributions are welcome. They should clearly focus on defining what is innovative about e.g.:

- higher education policy,
- university steering/ governance,
- university administration and management,
- organizational processes and settings,
- research,
- teaching, and/ or
- transfer of knowledge and technology.