EAIR - The European Higher Education Society
Linking research, policy and practice

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

42nd Annual EAIR Forum

Sustaining the Future of Higher Education

20th – 22nd August 2020

University College Cork, Ireland

Call for Proposals

Call for Networking Spaces

#EAIR2020

Dear Colleague,

We are delighted to invite you to submit a paper to the 42nd Annual EAIR Forum 2020 which is to be hosted by University College Cork, Ireland. The theme of the 2020 EAIR Cork Forum is "Sustaining the Future of Higher Education".

The Forum opens on Thursday, 20 August 2020 and closes on Saturday, 22 August 2020.

The Forum will be held at University College Cork, located in the historic centre of Cork City.

We are excited about the potential for this 42nd EAIR Annual Forum and we sincerely hope that you will be in a position to join us.

On behalf of the 2020 EAIR Leiden Forum Program Committee and Executive Committee:

Elizabeth Noonan (Forum Co-Chair), University College Cork, Ireland
Jennifer Murphy (Forum Co-Chair), University College Cork, Ireland
Mark O'Hara Birmingham City University, United Kingdom
Rosalind Pritchard, Ulster University, United Kingdom

EAIR 2020 in a nutshell

Date: 20-22 August 2020
Host: University College Cork, Ireland

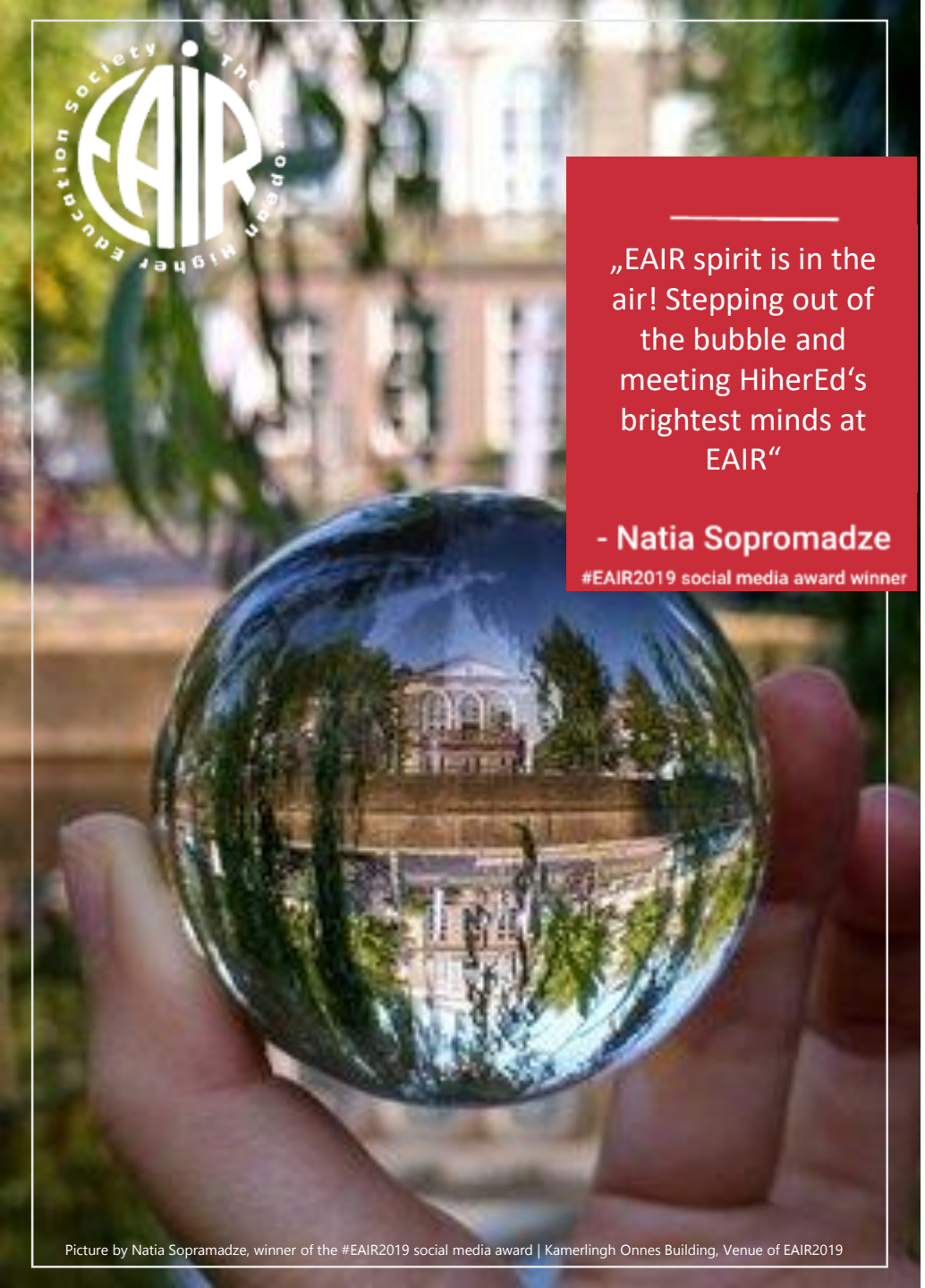
Topic: Sustaining the Future of Higher Education

Registration: www.eairweb.org/register2020
Registration closes: 31 July 2020

Paper Submission: www.eairweb.org/submission
Submission of Proposals: by Sunday, 16 February 2020

Awards: Outstanding Paper Award for researchers 35 or under | Best Poster Award | Social Media Award

Twitter | LinkedIn | Facebook: #EAIR2020



Picture by Natia Sopramadze, winner of the #EAIR2019 social media award | Kamerlingh Onnes Building, Venue of EAIR2019

Sustaining the Future of Higher Education

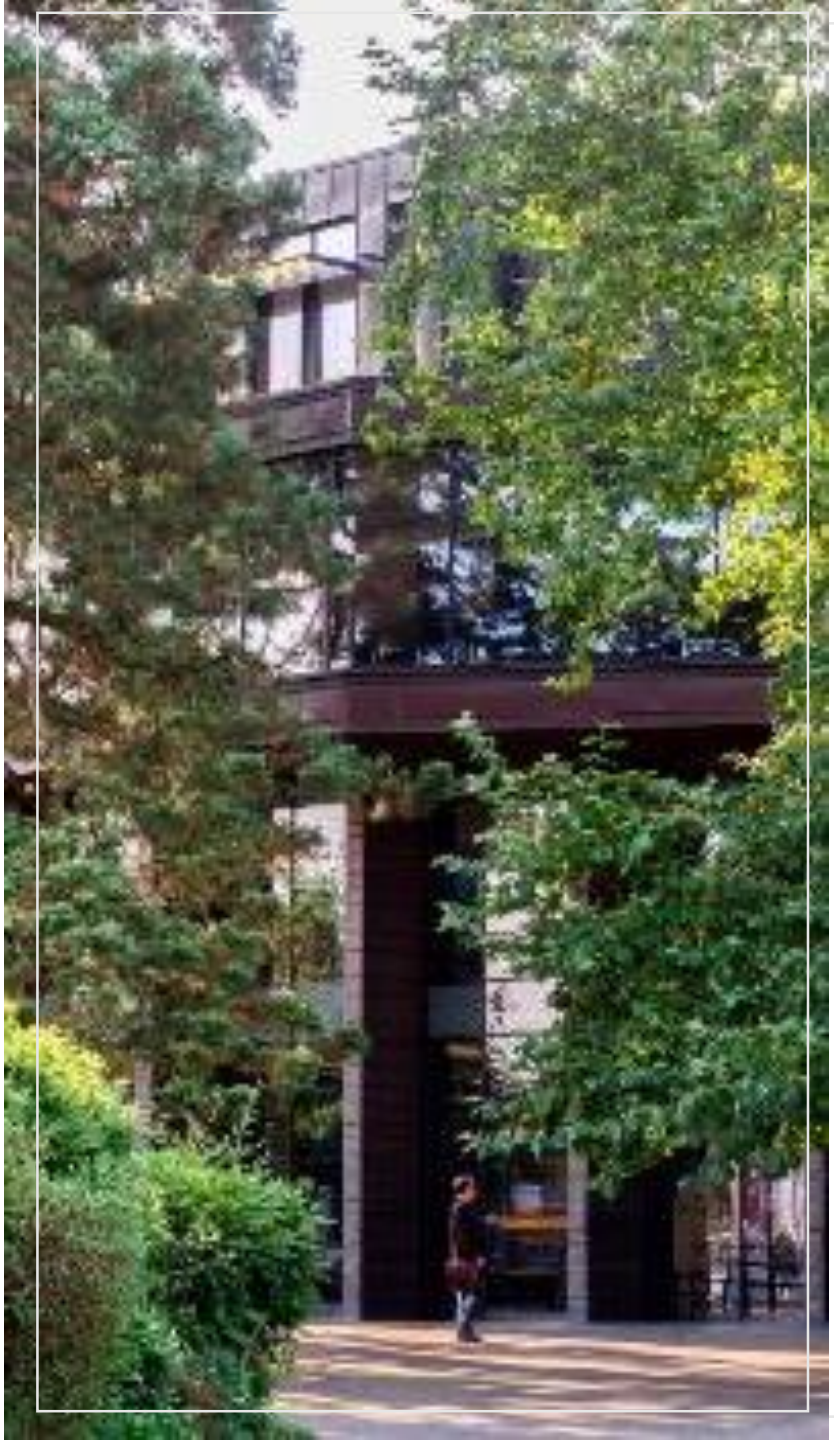
If you think this Forum is about recycling, think again! The Forum addresses the critical role of higher education professionals in preparing their organisations for the future, be they senior leaders, policy makers, academics, researchers or practitioners.

The world is changing, and our society, environment, economy and labour market are transforming at a rapid pace. The evolving societal, political and economic landscape has led to increased demands on higher education institutions to make their contribution and benefit to society more visible. European and national policy developments call for the university to embrace a transformation process and to be more proactive in strengthening our critical stance and role as a knowledge institution and champion for truth, evidence and science. There is a new emphasis on the need for higher education institutions to listen, learn and engage on issues of common concern; to cooperate and cohere with the European Higher Education Area; to welcome the UNESCO Global Convention on the Recognition of Higher Education Qualifications; and to contribute to the implementation of the United Nations Sustainable Development Goals.

Our greatest challenge in recent years is to maintain the most cherished aspects of our core values, while simultaneously responding to the threats and opportunities of an ever-changing world. Students, concerned for their future, have become powerful activists, focussing our attention on the climate change crisis and global inequalities. Our young people rightfully demand that higher education institutions evolve to play an integral role in the development of the future global economy, society and the environment.

The best way to predict the future is to invent it! Let's invent the future of higher education together at the 42nd EAIR Forum, which will focus on the role and influence of higher education in a rapidly changing world.

- How critical is higher education to a sustainable future?
- What are the responsibilities of higher education institutions and professionals in developing sustainable governance, management and educational practices?
- What is the role of higher education in preparing professionals to live and work sustainably?
- How do we develop the social foundations, character and morals of the next generation professionals?
- As an agent for positive change, how can higher education equip learners with the attributes and values that will empower them to take action for a more sustainable future?
- Are we doing enough to prepare our students as socially minded, engaged citizens who seek solutions to global challenges?
- How do we evolve as professionals and as organisations to sustain the future of higher education in an ever-changing world?



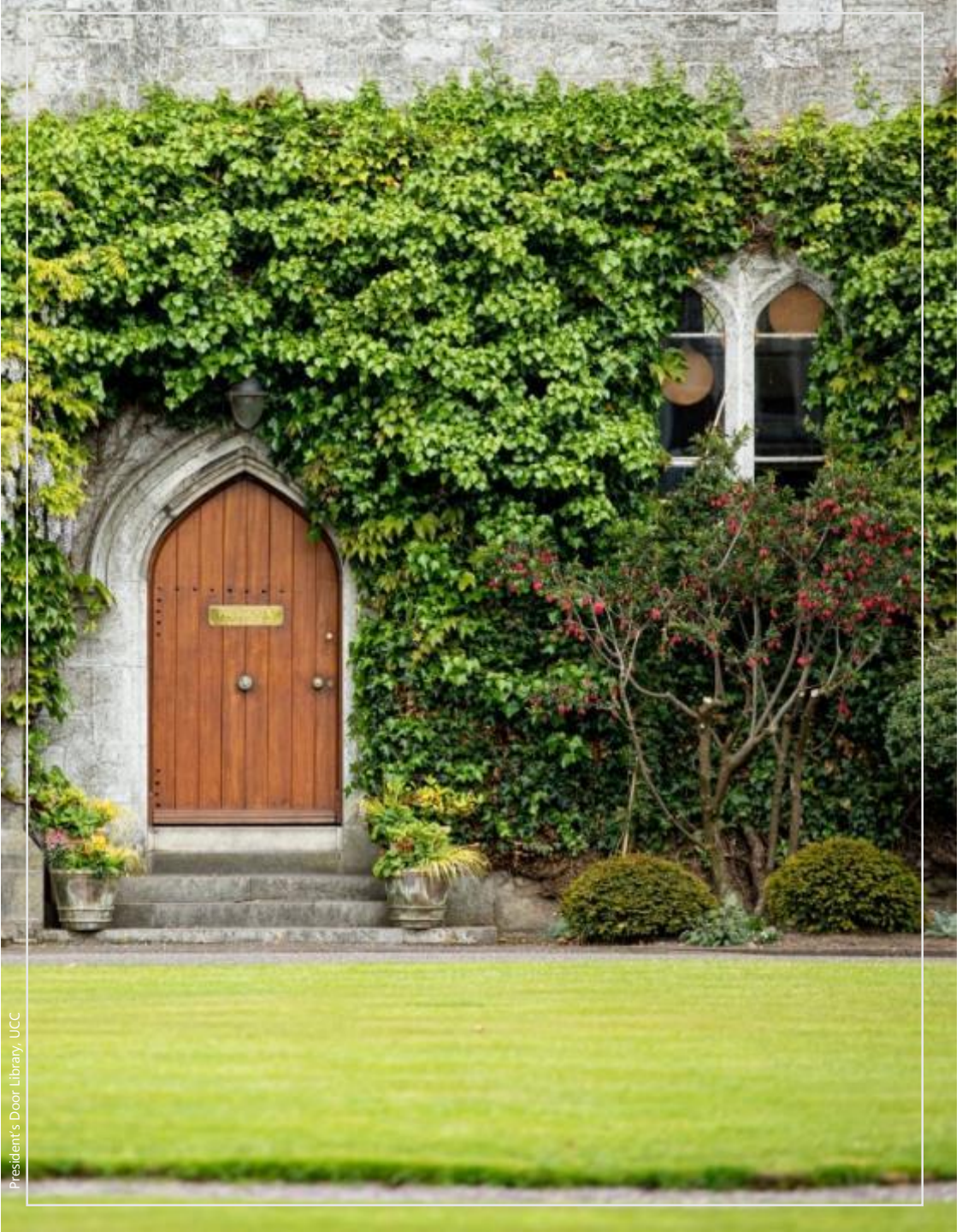
Track 1: Strategic Governance and Management in Higher Education

Track Chairs: Rosalind Pritchard, Ulster University | Thomas Lawton, UCC

At a basic level, governance is concerned with the mechanics of regulation: charters, rules, strategic plans, committee/ faculty structures and so forth. In themselves, these modes of steering may seem pedestrian, but they take flight when one considers how they are ideologically and politically embedded in (inter)national or regional contexts. Here they mesh with social organisation, money, psychology, culture and community. They involve power issues and the struggle for dominance; negotiation and decision-making; conflict and cooperation between actors; steering from external stakeholders versus steering from within the institutions.

Management goes beyond "administration" in that it incorporates a cutting edge of leadership in order to achieve certain outcomes. It does (or should do) much more than just maintain the status quo. The changes necessary in continental Europe to respond to the immense challenges of neoliberalism and academic capitalism are often called "New Public Management". NPM can be "owned" by the HEIs or covertly subverted from within them. However, not all resistance is counter-productive: much-needed resilience and high innovatory potential may be inhibited by attempts from outside to steer too hard in a particular direction. Key disrupters and challenges for strategic higher education management and governance include the following issues: State funding of HE retracts; corporate sponsorship is needed (though not always available); student consumerism increases as does pressure for HEIs to star in the rankings.

- What new governance solutions and management approaches have emerged in response to the changing relationship between HE and society? How, if at all, do these relate to traditional notions of freedom and autonomy? How does an HEI gain competitive advantage in a crowded market? What happens when the individual is pitted against the hierarchy? What leadership roles are required for agile institutions? What governance and management mechanisms are most conducive to innovation?
- How can the spirit of independent research inquiry be sustained in the face of growing corporate sponsorship of research, and the pursuit of academic prestige driven by global league tables? How are institutions managing, in this context, the tensions between the production of knowledge and the integrity of the knowledge produced?


President's Door Library, UCC

Track 2: Innovation in Teaching and Learning and Sustainable Professional Practice

Track Chairs: Frans de Vijlder, HAN University of Applied Science | Paul McSweeney, UCC

The world is changing. Our society, environment, economy and labour markets are transforming at a rapid pace. This dynamism creates an exciting, but also an uncertain future for which graduates must be prepared.

Responsive and innovative teaching and learning practices must be developed, implemented and sustained. This track addresses questions like:

- How might the sustainability principles embedded in disciplinary contexts inform and shape the agency of graduates as citizens and professionals?
- What does it mean to be a sustainable practitioner or professional, and how can sustainability be embedded in the curriculum?
- How can the strategic development of teaching and learning practices anticipate and respond to future requirements?
- What strategies for professional development and sustainability of innovative teaching and learning practices are required, at macro, meso and micro levels?
- How sustainable are established concepts and norms of good practice in teaching and learning innovation?

Presidents Garden, UCC

Track 3: Sustaining Research Excellence
Track Chairs: Thomas Harboe, University of Copenhagen | David O'Connell, UCC

Sustaining competitive and effective research systems which can foster deep connections between research, education and innovation requires long-term strategies for strengthening research excellence, promoting collaboration and inter-disciplinarity at regional, systems and institutional levels. Several systems examples of research excellence initiatives already exist within the European Research Area and Australia; new funding approaches in Asia underline the significance of driving research excellence as a vital part of systems' and institutions' global competitiveness drives. The impetus of research excellence approaches also needs to keep focus on added value, simplified administrative structures, tensions between the demands of interdisciplinarity and transdisciplinarity and the balance between effective forces for collaboration and competition. Performativity underlies policies for research excellence, in the form of global rankings, levels of research outputs and demands for increased institutional research prestige. Issues of sustaining research excellence call to the fore important questions:

- What mechanisms can be mobilised to develop long-term strategies to strengthen research excellence and to encourage institutional participation at regional and systems levels? What plans do institutions need to develop for sustainable engagement in research excellence initiatives?
- What are the ethical issues arising in relation to research performativity for institutions, staff and students, in terms of sustaining research integrity, responsible academic practices and the well-being of researchers throughout their career lifecycle?
- What is the impact of increasingly transparent approaches to research output, evaluation and dissemination? What evidence exists of the influence of responsible metrics such as DORA on research practices and what potential exists through open science approaches to reform the accessibility and dissemination of research?

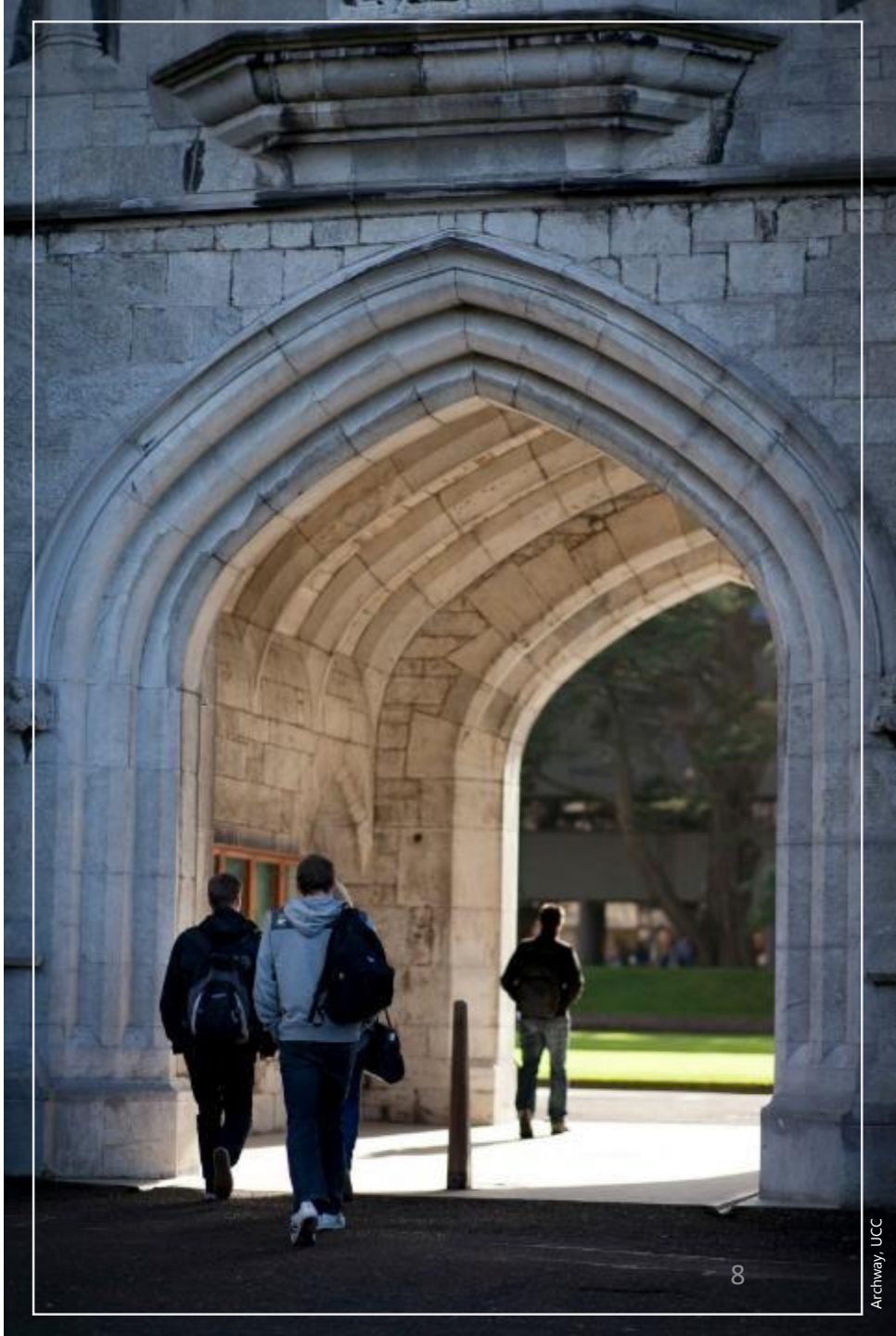
Track 4: Sustaining Quality Cultures in Higher Education

Track Chairs: Karl Ledermüller, Vienna University of Economics and Business | Anne Gannon, UCC

Established quality management approaches in higher education, such as the European Standards and Guidelines, provide a means of enabling reflection, evaluation, comparison and systematic improvement in the quality of higher education provided. Quality management systems have become more comprehensive and embedded within higher education institutions. Successful quality management needs to encompass organisational cultures, practices and values to provide a meaningful frame of reference for staff engagement in quality.

Definitions of quality culture broadly indicate a particular organisational culture based on shared values and commitment to quality as a basis for organisational development and improvement. This track calls attention to the role of quality management, its instruments, its potential and the issues of sustaining its focus on quality cultures:

- What are the enabling and inhibiting factors for sustaining quality cultures?
- What are the balances between assurance and enhancement practices within institutions?
- How can quality management differ according to different quality cultures?
- What leadership configurations, orientations and practices are important in establishing and sustaining quality cultures in higher education institutions?
- What indicators of the effect of quality management instruments or quality cultures can be identified and linked to educational enhancement?



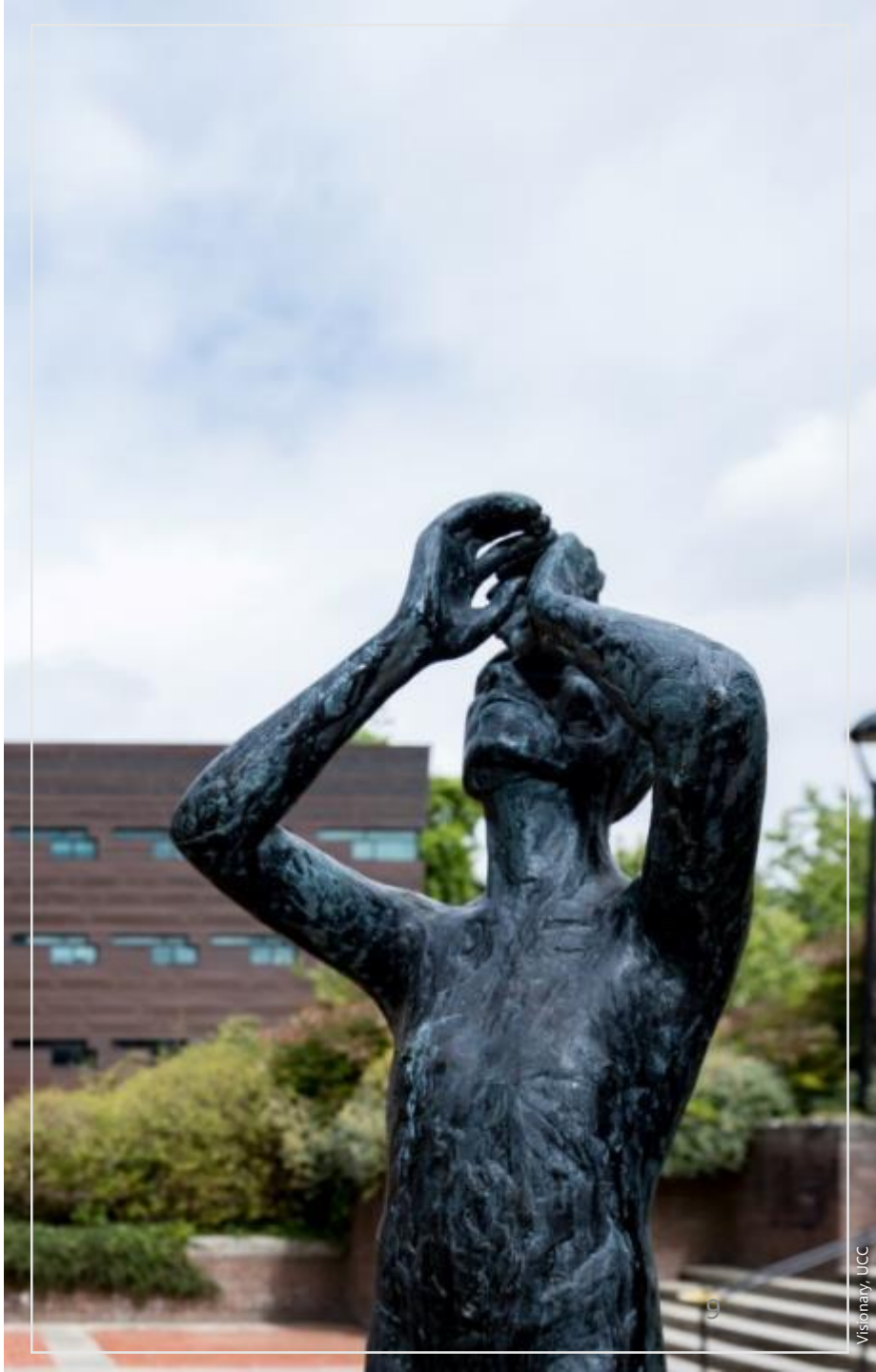
Archway, UCC

Track 5: Embedding and Sustaining Digitalisation

Track Chairs: Jannica Budde, Centre for Higher Education | Tom O'Meara, UCC

The first student cohorts of "digital natives" are now beginning to enter higher education. While digitalisation has been a feature of higher education for the last twenty years, the recent acceleration of digital technology, with its immense potential to transcend time and geography creates new expectations, challenges and issues. How can digitalisation be embedded and sustained in higher education, taking account of the following perspectives:

- The digital skills of students in a higher education context – who are these students and what skills do they need?
- What digital skills do staff require? How are these needs being addressed across higher education systems, at sectoral level within national systems, within institutional contexts and within local disciplinary contexts?
- How can institutions empower staff in their responses to digitalisation so that digital fluency is embedded actively in the conceptualisation and design of curricula?
- What is the relevance and contribution of current digital frameworks and tools such as *DigCompEdu*, *DigComp* 2.0 and 2.1, and the EU SELFIE tools? How intuitively do Virtual Learning Environments (VLEs) enable the creation of digital content in an assessible and integrated manner?
- How can the potential of analytics be realised to support student success?
- How do we differentiate between data and learning analytics?
- What do we want to know and why?
- What are the ethics of analytics and what sort of sustainable policies and policy development processes are required to address these important questions ?



Track 6: Internationalisation and Sustainable Transnational Cooperation
Track Chairs: Göran Melin, Technopolis | Stephen Byrne, UCC

Internationalisation and transnational cooperation initiatives provide a variety of routes to enrich institutions' education and research programmes. Demands are increasing for graduates with global experience equipped to collaborate and manage intercultural relationships and partnerships, and with the skills to compete internationally and innovate across borders, cultures and economies. Internationalisation of study programmes enables transformation of content to incorporate a diversity of cultures and nationalities in learning spaces, development of linguistic competence beyond English, opportunities for students to study abroad or engage in an international work placement. It connects the curriculum to the frontiers of knowledge, wherever in the world that it is being generated. Formation of global graduates requires global campus environments which embrace staff and student diversity and value the flow of cultures and nationalities that populate learning spaces, to support the development of intercultural communication skills and competence. The declining resource and funding base across many higher education systems also brings financial aspects to bear on internationalisation and transnational initiatives. Balancing the pressing issues of resources and funding with the potential for income generation through internationalisation brings to the fore important questions about sustaining higher education as a social good which also is bound to financial realities:

- What forms of strategic internationalisation and transnational education collaborations are impactful in sustaining constructive tensions between the local and global, between effective cultural integration and cultural identity?
- Given the capacity of the digital age to sustain greater connectivity and networking of institutions for education, research and student mobility across the globe, what are the sustainability considerations of institutions' international footprint in maintaining meaningful and deep partnerships?
- What strategies and initiatives are being adopted by institutions in their internationalisation efforts to sustain and embed value-based education and research in the face of rising innovation and increasing demands for the economic utility of knowledge?

Track 7: Sustaining staff and student wellbeing

Track Chairs: Maria José Sá, CIPES | Eithne Hunt, UCC

The importance of sustaining and nurturing the individual and collective welfare, wellbeing and meaningful engagement of staff in the delivery of higher education cannot be underestimated. The development of students' attributes of personal wellbeing and resilience is being increasingly linked to student success and persistence. Many institutions are now committing to a wide range of initiatives to support and sustain the wellbeing of their staff and students. This new track aims to bring together both theory and practice to consider the importance and means of enabling, embedding and sustaining a focus on individual and collective welfare as part of a healthy higher education institution. Important considerations include:

- How can students be equipped to develop their capability to adopt and sustain healthy habits for wellbeing and success?
- What wellbeing challenges are faced by staff in their day to day higher education context of rapid change, performativity demands, and increasing diversity of academic and professional challenges?
- What institutional strategies, policies and approaches are necessary to empower individuals to develop and sustain healthy professional and personal lives in balance? How might achieving this balance enable staff performance and potential?
- What exemplary practices and case-studies of proactive and sustainable wellbeing and welfare approaches might be shared?

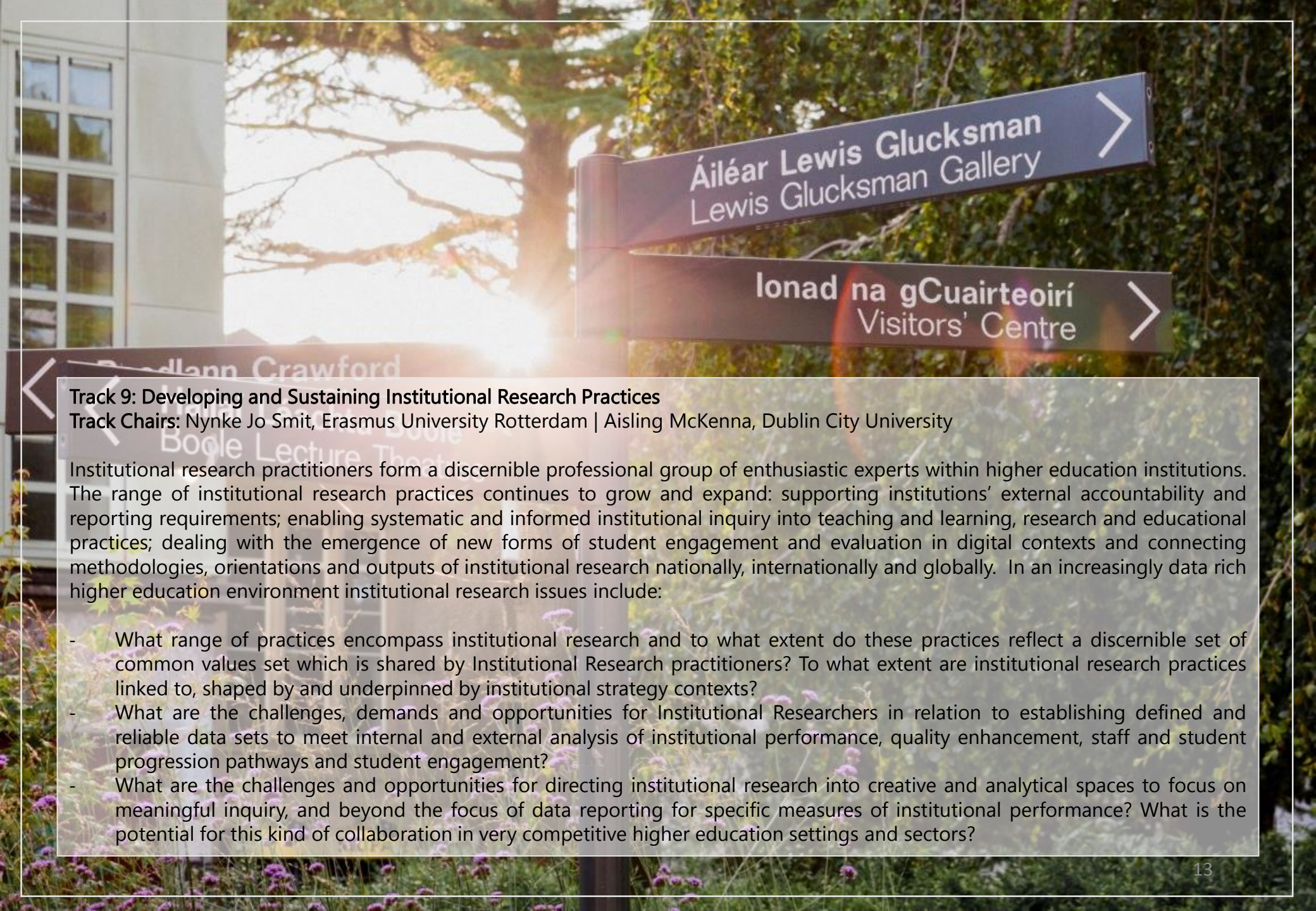
Stone Corridor, UCC

Track 8: Higher Education Systems Configurations: Binary Approaches and Networks Emergence

Track Chairs: Roeland Smits, Netherlands Association of Universities of Applied Sciences | Tadhg Leane, Cork Institute of Technology

Most higher education systems are characterised by some sort of binary divide: a form of distinction between academic and applied research/education. In some European countries, like the Netherlands, this distinction is very strict. Elsewhere the distinction is more fluid, or appears to have been lifted, as in the UK, where the old polytechnics have become the new universities. In Norway, for example, research universities are merging with polytechnic/universities of applied sciences. Yet, society as a whole has a great need for the products of research, be it academic or more applied. Considering that the number of students is growing and there is more demand for higher education graduates in both the private and the public sector, the question can be raised whether there is any distinction between jobs that demand research-oriented higher education and those where a more applied approach is preferable. Further questions to consider include:

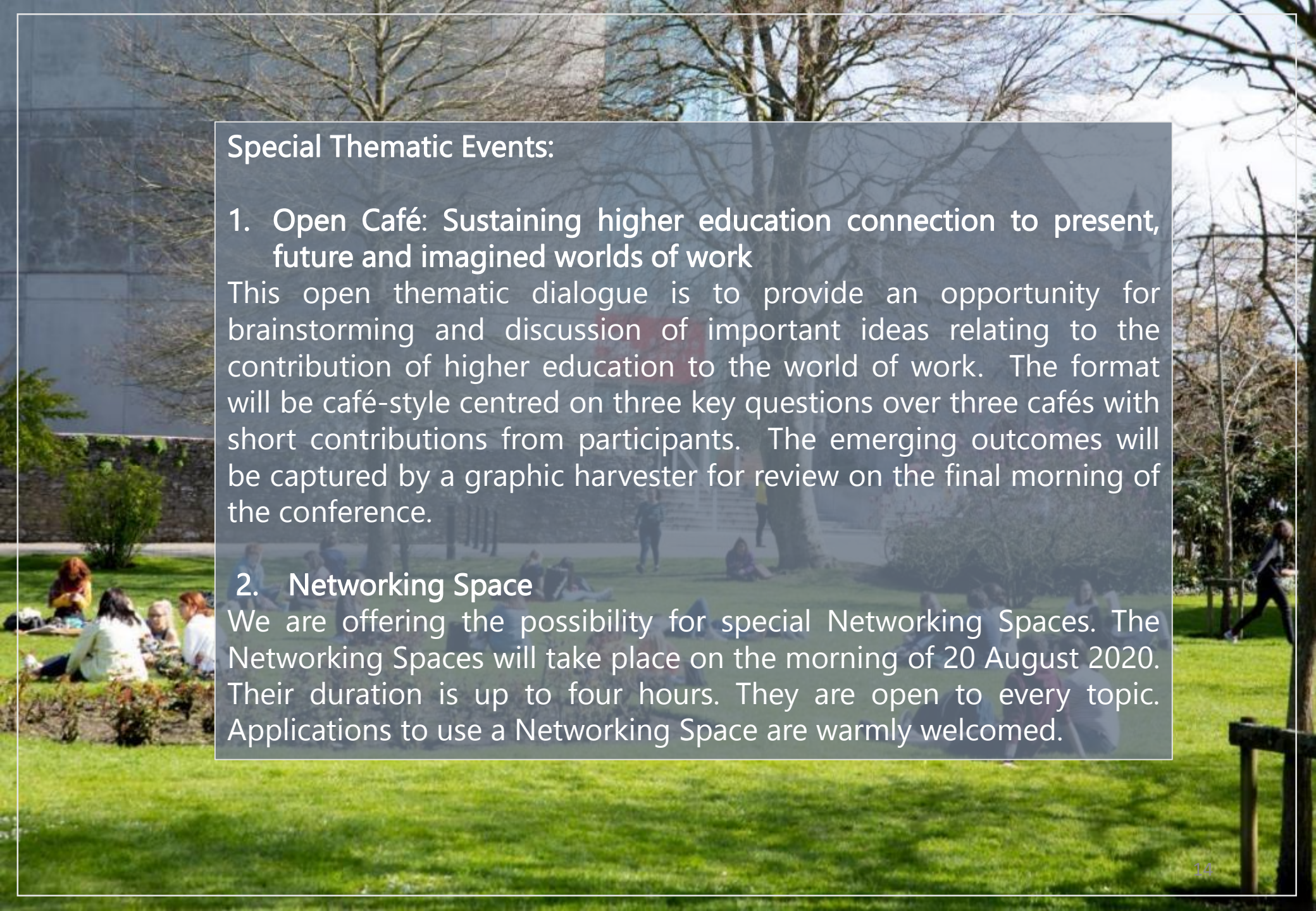
- Is the distinction between research-oriented universities and universities of applied sciences still as sharp as it was some 25 years ago? How wide will the binary divide be in the 2020s?
- Is the binary divide sustainable?
- The new impetus to collaborate at European level, including the European Universities Initiative, calls to action the idea of collaborating thematically across institution types. In this context what implications emerge in terms of binary configurations at systems level?



Track 9: Developing and Sustaining Institutional Research Practices
Track Chairs: Nynke Jo Smit, Erasmus University Rotterdam | Aisling McKenna, Dublin City University

Institutional research practitioners form a discernible professional group of enthusiastic experts within higher education institutions. The range of institutional research practices continues to grow and expand: supporting institutions' external accountability and reporting requirements; enabling systematic and informed institutional inquiry into teaching and learning, research and educational practices; dealing with the emergence of new forms of student engagement and evaluation in digital contexts and connecting methodologies, orientations and outputs of institutional research nationally, internationally and globally. In an increasingly data rich higher education environment institutional research issues include:

- What range of practices encompass institutional research and to what extent do these practices reflect a discernible set of common values set which is shared by Institutional Research practitioners? To what extent are institutional research practices linked to, shaped by and underpinned by institutional strategy contexts?
- What are the challenges, demands and opportunities for Institutional Researchers in relation to establishing defined and reliable data sets to meet internal and external analysis of institutional performance, quality enhancement, staff and student progression pathways and student engagement?
- What are the challenges and opportunities for directing institutional research into creative and analytical spaces to focus on meaningful inquiry, and beyond the focus of data reporting for specific measures of institutional performance? What is the potential for this kind of collaboration in very competitive higher education settings and sectors?



Special Thematic Events:

1. **Open Café: Sustaining higher education connection to present, future and imagined worlds of work**

This open thematic dialogue is to provide an opportunity for brainstorming and discussion of important ideas relating to the contribution of higher education to the world of work. The format will be café-style centred on three key questions over three cafés with short contributions from participants. The emerging outcomes will be captured by a graphic harvester for review on the final morning of the conference.

2. **Networking Space**

We are offering the possibility for special Networking Spaces. The Networking Spaces will take place on the morning of 20 August 2020. Their duration is up to four hours. They are open to every topic. Applications to use a Networking Space are warmly welcomed.

Submission of Proposals

We offer different formats for your proposal submission:
(1) Paper presentation,
(2) Poster presentation,
(3) Workshop *(90 min.)*
(4) Panel/Round Table *(90 min.)*
(4) Open Space
(5) Networking Space (apply at www.eairweb.org/NetS)

A paper presentation gives you the opportunity to present your ideas based on research, policy or practice in a time slot of 30 minutes. Normally, there is about 10 minutes for colleagues to comment on the ideas and to have a short discussion.

Poster proposals are very welcome as they are well suited for giving an overview of facts, figures and conclusions drawn from research, policy and practice. They will be displayed in the best position to attract the attention of all Forum participants: there will also be a session during the Forum for poster presenters to communicate key ideas and relevance.

We especially encourage you to send in proposals for workshops, panel discussions or round table discussions.

Please submit your proposal online: www.eairweb.org/submission
Please use the template for proposals which can also be found here: www.eairweb.org/submission . You may submit more than one proposal.

Please be aware that **speakers** must register and pay the fee for the Forum by 30 June 2020.

Submit your proposal by 16th February 2020.

EAIR 2019, Leiden University

Awards

Outstanding Paper Award

The Outstanding Paper Award is an award for young academics aged 35 or under.
The papers are read and evaluated by two reviewers.

Poster Award

The winner of the Best Poster Award will be determined by the conference participants. Each poster will be put to the vote. The conference participants will vote, and the one with the most votes will win.

Social Media Award

For the first time, a social media prize will be awarded at the Forum.
Participants are invited to submit photos and a statement on "This is EAIR for me" through our social media channels. A jury will select the best photo.

Preliminary Time Schedule – please be aware that there are 9 Tracks with up to 16 Sessions within each!

		Day1	Day2	Day3
8:30	9:00	Conference Registrations & Networking Space	Coffee	Coffee
9:00	9:30		Keynote	Keynote
9:30	10:00			
10:00	11:30		Session 5	Session 13
			10 min break	10 min break
			Session 6	Session 14
11:30	12:00		Coffee	Coffee
12:00	13:30	Lunch (until 12.50)	Session 7	Session 15
			10 min break	10 min break
		Welcome (12.50 - 13.00) and Keynote (13.00-14.00)	Session 8	Session 16
13:30	14:00		Lunch	Closing Ceremony
14:15	14:30	Track introduction		Lunch
14:30	16:00	Session 1	Session 9	
		10 min break	10 min break	
		Session 2	Session 10	
16:00	16:30	Coffee	Coffee	
16:30	18:00	Session 3	Session 11	
		10 min break	10 min break	
		Session 4	Session 12	
18:00	18:30	EAIR AGM	Keynote	
19:00	22:00	Social Event		

Registration and Forum Fees

Forum Registration

All Speakers at the EAIR Forum are required to register the Forum and pay for the Forum registration fee. EAIR members will receive a reduction in the Forum registration fee.
Registration is now open!
The early bird ends: 30 June 2020
Registration closes: 31 July 2020

Young professionals and academics

For young professionals and academics (*aged 35 and under* at the time of the Forum) who are working in higher education institutions and other organisations in the higher education environment (Ministries, quality assurance agencies, etc.) EAIR is offering a discount.

Fees

Category	Fee
Forum Fee - Non-Members	€699
Forum Fee + Membership fee 2020	€664
Forum Fee - for members that have already paid their 2020 membership fee	€499
Forum Fee + Membership fee 2020 - for student members / young speakers <35, and emeritus members	€380

www.eairweb.org/register2020

Picture by Natia Sopramadze, winner of the #EAIR2019 social media award | Kamerlingh Onnes Building, Venue of EAIR2019

Call for Networking Space
The European Higher Education Society
EAIR

The EAIR would now like to enable an even more intensive exchange. Apply now for starting a Networking Space

Networking Spaces (NetS) are intended to create a platform for key topics.

EAIR supports the Networking Space through:

- Providing rooms for NetS meetings at the annual EAIR Conferences
- Annual social media marketing campaign for each NetS
- A dedicated member area on the EAIR website
- A separate menu item with its own content on the EAIR website
- Up to six articles per NetS in the EAIR Newsletter
- Sharing information from NetS in the EAIR social media channels (Twitter, LinkedIn, Facebook)

There is no restriction on the thematic orientation of the NetS. It is not necessary to align the NetS to the conference topic.

The themes can be very broad or somewhat narrow. For example:

- Erasmus+
- European Universities
- Third Mission of Higher Education
- Etc.

This makes the Networking Space particularly suitable for:

- Collaborative and transnational project researcher who want to discuss their progress over a longer period of time at the EAIR conference and want to do so in cooperation with participants.
- Institutions that want to build a network on a specific topic, for example to start joint projects.
- Organisations that wish to provide information on a topic, a procedure or an offer and develop it further.

Are you interested in setting up a Networking Space? Apply now as the number of NetS is limited.

Application deadline: 10 February 2020 | Visit: www.eairweb.org/NetS

The following prerequisites are necessary:

- Moderator / main contact person for NetS
- A key concept
- Definition of objectives that can be achieved with the NetS

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