

41st EAIR FORUM 2019

# RESPONSIBILITY OF HIGHER EDUCATION SYSTEMS: WHAT? WHY? HOW?

Call for proposals



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## Call for Proposals

# RESPONSIBILITY OF HIGHER EDUCATION SYSTEMS. WHAT? WHY? HOW?

- To submit your proposal, click on: <http://eairweb.org/forum2019/proposalform>
- The deadline for submission of paper proposals is **Monday 18 February 2019 (23:59hrs. CET)**
- Visit <http://www.eairweb.org/forum2019> regularly for updates about the 2019 EAIR Forum.
- Please forward this call for proposals to all your colleagues and contacts.

Dear Colleague,

We are delighted to invite you to submit a paper to the 41<sup>st</sup> Annual EAIR Forum 2019, which is to be hosted by Leiden University, the Netherlands. The theme of the 2019 EAIR Leiden Forum is "RESPONSIBILITY OF HIGHER EDUCATION SYSTEMS: WHAT? WHY? HOW?".

The Forum opens on Sunday 25 August and closes on Wednesday 28 August 2019. The Forum will be held at Leiden University in the Faculty of Law, located in the historic centre of Leiden.

With Leiden University as host for this 41st EAIR Annual Conference we are convinced that we offer you a good organized and a pleasant stay in Leiden.

Leiden University will honour our city's tradition of hospitality, which is known for welcoming its visitors with warmth. Leiden University was founded in 1575 and is one of Europe's leading international research universities. It has seven faculties in the arts, humanities and sciences, spread over locations in Leiden and The Hague. The University has over 6,700 staff members and 29,520 students. The motto of the University is 'Praesidium Libertatis' - Bastion of Freedom.

On behalf of the 2019 EAIR Leiden Forum Program Committee

Ton Kallenberg (Forum Chair)

Leiden University, the Netherlands

Isabel Roessler (Forum Co-Chair)

Centre for Higher Education Guetersloh, Germany

Wilfried Admiraal

Leiden University, the Netherlands

Maarten van de Ven

Leiden University, the Netherlands

Thomas Harboe

University of Copenhagen, Denmark

Mark O'Hara

Birmingham City University, United Kingdom

Marc Vermeulen

Tilburg University, the Netherlands



LINKING RESEARCH, POLICY AND PRACTICE



# FORUM THEME

The higher education system and higher education institutions have had two main missions over the centuries: performing scientific research and teaching young scientists.

In recent decades, the roles of the universities became more diverse. Not in the last place because society changed. Today we live in a knowledge society, in which knowledge is no longer produced exclusively in universities. Students are no longer being educated only for science, but also for professional roles in other public or private organizations. The university walls have broken up and a large number of tasks and missions have been added to performing research and teaching students.

The higher education system is faced with an ever-increasing number of demands. Politics, society, economy and science have different demands on the higher education institutions. Global challenges and pressing social issues are addressed to the higher education system. Universities and universities of applied sciences are tackling these challenges. On the one hand they take over responsibility and on the other hand they are responsible.

Higher education institutions take over responsibility for internationalisation, for society and for the labour market. In other words: for an innovative future. The higher education system is not only responsible for the development of its students and for scientific research, but also for the transfer of knowledge, technology and ideas.

But what does responsibility mean in this context? What is the responsibility of the higher education system? What do higher education institutions take responsibility for? What is a responsible university? Why is responsibility taken at all? Are universities nowadays more responsible for society, students and staff, than in the past? How can responsible research and teaching be

designed? How can global challenges being faced by responsible universities? How can governance help higher education institutes being responsible and take over responsibility? And what does this all mean for the organization and administration levels?

Above all, the question arises as to how responsibility can be assumed and how the universities deal with the manifold requirements, challenges and missions.

The 41st EAIR Forum addresses the responsibility of higher education systems in three main questions: What? Why? How? We are looking for answers on pressing questions, on experiences of universities, their members and their stakeholders, on lessons learned, discussions and exchange about the topic of responsibility of the Higher Education System.

The tracks of this conference allow a variety of perspectives on this subject. This makes it possible to recognize the diverse excellence of the higher education system and higher education institutions worldwide.

**RESPONSIBILITY OF HIGHER EDUCATION SYSTEMS. WHAT? WHY? HOW?**





# FORUM TRACKS



Proposals for Presentations & Posters should be designed to contribute to one of the ten broad tracks outlined below:

**Track 1 Governance and the Responsible University** ♦ track chairs: Frans de Vijlder (HAN University of Applied Sciences) & Rosalind Pritchard (University of Ulster)

**Track 2 Responsible Management** ♦ track chairs: Maarja Beerkens (Leiden University) & Göran Melin (Technopolis)

**Track 3 Quality Management for Responsible Higher Education** ♦ track chairs: Roeland Smits (Netherlands Association of Universities of Applied Sciences) & Joke Hageman (Avans University of Applied Sciences)

**Track 4 Responsible Teaching & Learning** ♦ track chairs: Don Westerheijden (CHEPS - Twente University) & Thomas Harboe (University of Copenhagen)

**Track 5 Responsibility of (Applied) Research** ♦ track chairs: Roeland van der Rijst (Leiden University) & Regina Aichinger (University of Applied Sciences Upper Austria)

**Track 6 Institutional Research for Responsibility** ♦ track chairs: Mark Neijssel (Leiden University) & Nynke Jo Smit (Erasmus University Rotterdam)

**Track 7 Responsibility of Higher Education for Society and Labour Market.** ♦ Track chairs: Marc Vermeulen (Tilburg University) & Saskia Ulrich (CHE Centre for Higher Education)

**Track 8 Responsibility for Internationalisation** ♦ track chairs: Marieke te Booi (Leiden University) & Renata Suter (Kiron Open Higher Education)

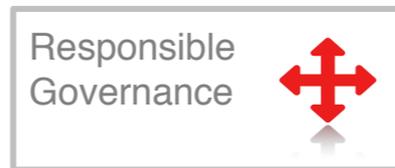
**Track 9 Responsibility for Continuing Professional Development** ♦ track chairs: Maarten van de Ven (Leiden University) & Maria José Sá (CIPES)

**Track 10 Responsibility for an Innovative Future** ♦ track chairs: Marcus Specht (Technical University Delft) & Karl Ledermüller (Vienna University of Economics and Business)

# FORUM TRACKS INFO

## Track 1: Governance and the Responsible University

**Track chairs: Frans de Vijlder (HAN University of Applied Sciences) & Rosalind Pritchard (University of Ulster)**



The greatest recent revolution in higher education (HE) has been the application of a neoliberal model to universities. This is a profound challenge to its traditional values, but also a call to responsibility if standards ever slip, academics become out-of-touch, students grow complacent or management is brutal. The idea of responsibility touches every aspect of university functioning, pointing up tensions that inhere in the institutions. One person's "freedom" can become another person's servitude.

- How can the idea of academic freedom be reconciled with the economic demand for HEIs to be financially viable; to climb the league tables; to construct course programmes that are useful to employers; to produce useful research? How can academics ensure that students are academically challenged, and not over-indulged in the interests of making them "feel good" (e.g. the so-called "snowflake generation")? What about liberty of speech? How far should universities go to support unpopular platforms that may contain racist or sexist viewpoints? Is there a stage at which "widening access" policies become irresponsible?
- The concept of the private value of HE has been used to justify some countries in passing on tuition costs to students and their parents, but what of the public value of HE to society? Does it now need advocacy? How can universities best exercise public responsibility towards their host "body politic"? And in what ways might they show lack of public responsibility, or even become straightforwardly *irresponsible* -- this being the opposite of "responsible"? Are there examples of perversities or even corruption within the system? Are private HEIs, perhaps including "for profit" ones, as "responsible" as public HEIs?

- Responsibility needs to be exercised at all levels, none being exempt from it. This implies sharing responsibility among the key constituencies of HE—administration, faculty, staff, and students. What forms of strategy and governance are best for promoting such shared responsibility? How can competition and cooperation be reconciled at academic, managerial or even institutional levels? Is the rush towards merger a principled, responsible decision or a fashionable fad? How can management style strike a balance between efficiency and humanity? How does responsible governance connect with notions of academic community and collaboration? How does the pressure to be globally competitive affect responsibility in leadership roles and job descriptions?

## Track 2: Responsible Management

**Track chairs: Maarja Beerkens (Leiden University) & Göran Melin (Technopolis)**



An interest in efficient and effective management of Higher Education Institutions (HEIs) in Europe has been increasing rapidly. Changing governance structures, financial pressures, growing (international) competition, and increasing organisational complexity are some of the explanations. However, next to efficiency and effectiveness goals, the notion of responsible management is now gaining prominence. Incidences of risky financial investments, unreasonable expansion decisions, or lowering academic standards to reduce costs, have inspired the question of whether HEIs are forgetting their societal mission. HEIs are expected to be responsive to the needs of all their stakeholders including students, staff, society at large and future generations. Furthermore, social responsibility is becoming a matter of 'standards' to large organisations, either public or private. HEIs are major economic and social actors, they are often a major employer and an economic engine of their region, and social responsibility standards apply also to them. Whether it's awareness about diversity issues or their environmental footprint, leadership and management of HEIs ought to reflect this role as well as high academic and societal ambitions.

This track welcomes papers that discuss management topics with a special focus on responsible management, broadly defined. The track is open to

conceptual as well as empirical papers. Papers on the following topics are particularly encouraged:

- Managing organisational change
- Leadership in higher education institutions
- Diversity management
- 'Corporate Social Responsibility' and higher education institutions
- Financial management, accountability and ethics
- Professionalisation of university management; development of management skills
- Stakeholder management and accountability
- Accountability mechanisms in HEI governance
- Marketing and ethics
- Management on different levels in HEIs

## Track 3 Quality Management for Responsible Higher Education

**Track chairs: Roeland Smits (Netherlands Association of Universities of Applied Sciences) & Joke Hageman (Avans University of Applied Sciences)**

This track is about having trust in, being accountable for and taking responsibility for the quality of higher education.

There is great pressure from governments and society on public institutions to be permanently accountable and transparent. However even though institutions, including higher education institutions, are in general certainly prepared to give account, the constant pressure is often perceived as a major bureaucratic and administrative burden.

At the same time, there is an increasing need for professionals working within those same higher education institutions, to be able to focus more on *future quality improvement* rather than on *accounting for the past*. The bureaucracy entailed in the latter for example risks distracting practitioners and policy makers from the core tasks of education and research. All this takes place in a context in which universities of all types are expected to do more and perform better with the same (or, in some cases, decreasing) resources. At the same time in a parallel development, students are increasingly critical in their choice of study, and maybe increasingly guided by the performance of institutions in the field of education quality. Within this complex field

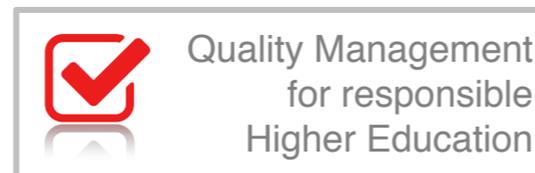
of influences therefore, higher education must shape its quality management in a responsive and proactive way.

All this has led to a number of clearly visible trends in several (European) countries. Examples include: the shift from quality assurance from the *level of education* to the *institutional level*, a shift from *control* to *earned trust* and from *accountability afterwards* to *development and improvement in advance*. In addition, there are lively discussions about whether (educational) quality assurance and enhancement already leads to improvements by identifying future risks and preventing them, or whether more is needed.

In this way, 'quality' has also become an element with which universities and colleges can profile themselves. At the same time, cooperation is also important to guarantee a high quality of education, and top quality of research, or for facilities for students. Universities and colleges therefore work together in all kinds of fields - from defining, maintaining and measuring (educational) quality to peer review in education and research. They work together among themselves, with accreditation institutions, with inspectorates and with stakeholders with the aim of guaranteeing the highest possible quality of both education and research.

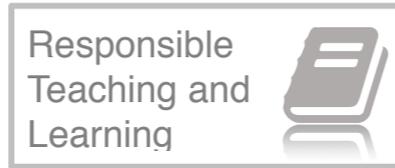
In the "Quality Management for Responsible Higher Education" track, therefore, the question is how responsible higher education institutions position themselves optimally within the 'trilemma' of taking responsibility, being accountable and asking for trust. From this perspective, we welcome contributions that address questions such as:

- What experiences have been gained in Europe (or outside) with institutional accreditation? Is institutional accreditation a response to the contradiction between the need for professional space and the need for accountability?
- Does society have sufficient confidence in the quality of higher education and the final qualifications of the students, when there is an evolution from external supervision to internal quality assessment? Is accreditation at institutional level necessary?
- What experiences are there with an internal quality system at educational level to supplement institutional accreditation?
- What experiences are there with cooperation in the field of quality assurance?
- What methods are there to reduce or even prevent bureaucracy and administrative nuisance during accreditation?
- How decisive for the design of educational programs are the views of accreditation institutions on educational quality?
- What experiences are there with (positive and negative aspects of) a risk-based approach to quality assurance and enhancement.
- Is earned trust a guarantee for the future?



## Track 4 Responsible Teaching & Learning

**Track chairs: Don Westerheijden (CHEPS - Twente University) & Thomas Harboe (University of Copenhagen)**



What do we teach and how do we teach it? How does that affect our students now and in their future lives in work, social relations and civic engagement? These and similar questions drive the track 'Responsible teaching & learning'.

What Higher education is responsible for is seen differently across countries and by different stakeholders, yet the Council of Europe (2007) formulated a broad consensus on the aspects involved: personal development, sustainable employment and active citizenship. The EU Reference Framework (2018) specifies eight key competences that HEIs are expected to deliver to meet the qualifications framework: literacy, multilingual skills, STEM and digital competences, as well as personal, learning to learn and social competences, citizenship, entrepreneurship, and cultural awareness and expression. All this may be seen as 21st century formulations of 19th century ideals of Bildung—though with significant differences. If not in content, then in context.

In this track, we are especially interested in the knowledge, skills, and competencies taught and/or learnt that go beyond the core of academic canons and that might be referred to as 'responsible teaching and learning': e.g. social competences, interdisciplinary learning, professional skills, and/or critical thinking.

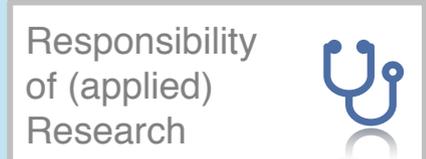
Given this overall scope, we invite submissions in the form of theoretical papers, literature reviews, historical studies, empirical papers, case studies etc. exploring some of the following topics.

- Innovative educational approaches to responsible teaching & learning: How do we support and develop new forms of responsible teaching and learning, e.g. within digitalization, feedback, portfolio and internationalization, in order to enhance quality?
- Pedagogical development and quality enhancement: What are structural and organizational drivers for innovative responsible teaching & learning? Can we identify 'best practices' within pedagogical development and/or quality enhancement regarding responsible teaching & learning?

- Data-informed approaches to responsible teaching & learning: Do we get 'better' graduates, making society and the economy 'better'? How do we know what students actually learn from teaching for responsibility? How do we connect data to innovative teaching and learning development?

## Track 5 Responsibility of (Applied) Research

**Track chairs: Roeland van der Rijst (Leiden University) & Regina Aichinger (University of Applied Sciences Upper Austria)**



Current changes in modern societies directly and indirectly influence research networks, processes and systems. Globalisation and new communication technologies amongst other factors, have led to critical reflections on research dissemination and the nature of research. Scholars as well as society in general demand more open access publication of research, transparency of ethics in research, use of larger data sets, and innovative ways to collaborate internationally. Research is not anymore the sole province of scholars at universities – there is a vital claim for concrete advantages and contributions to solve complex problems. Researchers are called upon to take up their responsibilities in knowledge infrastructures and in the knowledge society at large.

Although (applied) research is one of the core activities of higher education institutions, it is the most under-researched side of the 'knowledge triangle'. The changing nature of academic work, knowledge, and knowledge development within certain 'helix'-constellations are central to the changing role of higher education institutions in our society. A deep understanding of the responsibility of research, researchers and their institutions is therefore, vital to understanding Higher Education at large.

This track welcomes contributions that aim to develop sustained reflection, investigation as well as scholarly critique and that critically identify new agendas for research. Under this broad thematic scope, this track searches for submissions (theoretical papers, literature reviews, empirical papers, case studies) that address the diversity of challenges faced by universities and other Higher Education institutions engaged in (applied) research, including (but not limited to) the following themes:

- The role of universities in research networks and systems.

- Responsibility of research to the labour market and to society or economy.
- University-based research & applied research.
- Responsibility and limits of applied research
- Research leadership, policy, and management.
- Dissemination & valorisation of research.
- Quality and accountability of research.
- Research productivity & output.
- Research funding.
- Equity and access to research.
- Public opinions about research.
- Research activities in teaching and learning.
- Doctoral study, research supervision, and examination.
- Criticisms on current research approaches.
- Responsibility of HEI's in transdisciplinary research projects.

## Track 6 Institutional Research for Responsibility

**Track chairs: Mark Neijssel (Leiden University) & Nynke Jo Smit (Erasmus University Rotterdam)**

Higher education institutions have important responsibilities: performing research, teaching students and transferring knowledge, technology and ideas to society at large. IR can help higher education institutes to more clearly define these responsibilities and also to check that they meet their objectives in this respect. Collecting and analysing data can provide useful information for policy decisions, on teaching and learning, but also on profiling and positioning the institutions themselves.

We welcome all contributions focusing on the what, how and why of IR for responsibility: theoretical contributions as well as empirical and practical contributions by Higher Education professionals and students. Although the usual contribution at EAIR is the single-slot paper, we are also looking forward to other proposals like roundtable or panel discussions, or workshops. Posters are also welcome because they are typically well suited to give overviews of facts and figures and the conclusions drawn from research.

Examples of issues that could be addressed in your contribution, are:

WHAT:

- Which information on our responsibilities do we need for decision making in higher education institutions?



- Which indicators and measuring systems do we need?

WHY:

- Why do we collect and store large amounts of data?
- Why are we selecting some data ahead of other data?

HOW:

- How do we collect and analyse our data using new and innovative ways of measuring?
- How do we translate data and analysis into practice?
- How are the new European guidelines for privacy and data-management influencing the work of those involved in IR?

## Track 7 Responsibility of Higher Education for Society and Labour Market



Responsibility of  
Higher Education  
for Society and  
Labour market

**Track chairs: Marc Vermeulen (Tilburg University) & Saskia Ulrich (CHE Centre for Higher Education)**

Universities represent a vital part of any society. More recently, universities are

moving toward matters such as valorization, macro-efficiency, and corporatization, which calls for them to be a 'good corporate citizen'. The best approach for universities to achieve that is by adapting the concept of social responsibility. This social responsibility is guided by:

- the pursuit of excellence in teaching, training, research and institutional performance;
- the relevance of services offered by higher education institutions to the perceived priority needs of their respective societies;
- the quest for balance between short-term pertinence and service and long-range quality, between basic and applied research and between professional training and general education.

Over the last decades, research transfer, contract research, serving societal demands and employability, as well as the adequate qualification and professional development of young academics have increasingly turned into functions of Higher Education Institutions. HEIs provide institutional objectives

and institution-wide consensus on subject-related, personal or professional competencies that respond to societal demands. HEIs create transparency. Due to changes in governance paradigms (new public management) HEIs have also moved from supply to demand driven organizational forms. This also includes more competitiveness amongst institutes whilst increasing responsiveness has also undermined cooperation and coordination at a system level.

This track elaborates on the issue of how HEI's respond to societal demands, how they perform their strategies to sensitize governmental and state influences on the social function of Higher Education and about its impact on labour markets at the national, regional and international levels. We encourage policymakers, administrators and researchers to come up with experiences, examples, or research results and look forward to receive proposals which address questions like:

- How can curricula accommodate and capitalize labour market requirements?
- What are the effects of the mass expansion of higher education on society and labour market?
- What is the universities' responsibility for societal sustainability?

Or which deal with topics like:

- State-of-the-art studies on academic freedom and its ensuing responsibilities within the framework of the social function of higher education;
- Connectivity and responsibility of learning outcomes;
- Creating more transparency on curricula and degree holders' profiles;
- Academic freedom versus social responsibility;
- Scientific integrity and codes of ethics/behaviour;
- The tensions between competition and collaboration
- HE-networks and the pathways between them

## Track 8 Responsibility for Internationalisation

**Track chairs: Marieke te Booij (Leiden University) & Renata Suter (Kiron Open Higher Education)**

Internationalisation of Higher Education is a relatively new and broad concept. Over the last 30 years European programmes for research and education, in particular the ERASMUS



programme, the Marie Curie Fellowships, but also the Bologna process, have fostered a broader and more strategic approach to internationalisation across the EU and have been an example for parallel strategies in other parts of the world. Common goals and objectives of internationalisation strategies have been and are still the competition for talented students and scholars; mobility; an increased importance of international reputation, visibility and competitiveness; as well as economic gains.

In this track, we will consider what responsibilities higher education institutions have in pursuing internationalisation strategies that focus on the responsibility to address global issues in an increasingly connected world. Our themes will include; whether higher education institutions should train staff and students with regard to international working spaces and international co-working? Whether they should be better prepared for a changing world (e.g. Brexit, refugee crises, academic freedom issues) and if and how higher education institutions can foster intentional strategies that make meaningful contributions to society?

This track welcomes submissions (theoretical papers, literature reviews, empirical papers, case studies) addressing issues such as:

- How do institutions define 'responsibility for internationalisation', and how does it fit into the institution's overall strategy?
- How do institutions use digitalisation to increase internationalisation?
- What are the aims or ambitions for 'responsible internationalisation' within institutions? Are they linked to a global responsibility strategy (e.g. climate change, diversity/inclusion)?
- How do institutions bring (responsible) internationalisation into practice and what are the challenges?
- How do institutions organise their internationalisation activities? To mainstream or not to mainstream?
- How can institutions ensure that their internationalisation strategy is more inclusive?



## Track 9 Responsibility for Continuing Professional Development

**Track chairs: Maarten van de Ven (Leiden University) & Maria José Sá (CIPES)**

Continuing professional development (CPD) is a requirement for all professionals in the current fast-changing world and a key attitude in keeping them staying interested and interesting. CPD refers to the process of tracking and documenting the skills, knowledge and experience gained in formal and informal study and work processes as well as featuring systematic, on-going and self-directed learning. These processes vary from structured continuing education programs to non-structured, self-directed methods of development. In the specific arena of Higher Education, CPD encompasses all those activities that help faculty members to improve their capacity to become more effective teachers and to carry out other parts of their multifaceted roles, such as conducting research, contributing to administrative activities and writing publishable materials. The quality of non-academic staff is an equally important factor in the quality of Higher Education. This Track is concerned too therefore programs in HEIs that pay attention to the CPD of professional and technical services teams. The experiences and the effects of these programs are also potentially highly influential in improving the student experience.

This track aims to focus on the responsibility for continuing professional development of all higher education actors, including non-academic staff and academic staff but also, students. HEIs should raise their students' awareness of the centrality of CPD, although this aspect is sometimes overlooked by academic leaders in higher education institutions (HEIs). It is important for students to get the chance to acquire a development-oriented attitude towards their own professional development. This attitude starts during their studies, with questions such as: what is the student's (societal) responsibility for his/her academic success? To what extent is student satisfaction an indicator for student co-determination to discuss the quality of education from the sense of responsibility? Where and how does that happen? How can students participate in the co-creation of professional development programs?

To fulfil these ambitions, we invite policymakers, researchers and students to submit contributions (such as research papers, reviews, theoretical papers,

Responsibility  
for Continuing  
Professional  
Development



essays, opinions or reasoned comments) from several approaches, such as sociological, psychological, managerial and/or human resources management.

This track accepts proposals related to items such as:

- Is there a link between student satisfaction and success and CPD?
- What is the role of the students' experience in higher education in their subsequent attitudes towards CPD as professionals?
- What kind of policies are practice for academic and non-academic staff development?
- Are HEIs academic and non-academic staff internalising the needs for CPD?
- What are the responsibilities of HEIs in the career expectations of and options for doctoral candidates?
- What is the role of continuing professional development and responsibility in tenured employment?
- How can we bear responsibility between home grown talent versus internationally recruited faculty?
- What can we learn from examples of (inter)national programs focused on innovative educational leadership programs?
- What are the effects of teacher programs (like basis qualification and/or senior qualification)?
- How can we shape an attitude for lifelong learning for students and HEI-employees?
- What kind of formal and informal programs for CPD are carried out in HEIs?

## Track 10 Responsibility for an Innovative Future

**Track chairs: Marcus Specht (Technical University Delft) & Karl Ledermüller (Vienna University of Economics and Business)**

Responsibility  
for an innovative  
Future



HEIs provide education, original research outputs and interact as an institution with society. Thus, HEIs for centuries have played a crucial role in setting up environments where innovations can prosper. However, this influential position comes with great responsibility. Schumpeter's idea of creative destruction describes how innovation necessitates continuous reconfiguration. The debate as to whether HEIs should take up greater responsibility concerning their impact on people, ideas and technology is still

ongoing. Therefore, this Forum Track addresses the following aspects relating to 'Responsibility for an innovative future' in the institutional context:

*HEIs as providers of education have an impact on students.*

- What does it mean to help students to become responsible and critical people with integrity?
- Why should HEIs also focus on responsibility/integrity of their students/graduates?
- How can students be taught to become responsible members of society in order to succeed in the future?
- How can HEIs create resilient systems of innovations in which students play an important role?

*HEIs as providers of research have an impact on theories, methods, technology and the way knowledge is being generated.*

- What does it imply that HEIs are responsible and innovative?
- Is there a need for a debate of responsibility and vs. innovation?
- How can responsibility and innovation dimensions be addressed in research (e.g. in research ethics, usage of technologies...)?

*HEIs as a provider of applied research outcome have an impact on industrial developments (Third Mission)*

- What role do HEIs play in causing prosperity in a particular economic area?
- Why should HEIs focus on the responsibility and innovation dimension when transforming industries and technologies?
- How can universities take responsibility for industrial and technological developments?
- How can HEIs keep their unique quality by balancing industrial needs and societal impact and scientific quality?

*HEIs have an impact on political systems (e.g. through their alumni, professors, university-city cooperations...)*

- What role do HEIs have when it comes to the question of responsibility and future developments?
- Why should HEIs contribute to creating a responsible and innovative future?
- How can universities help to transform political systems into more responsible and innovative system?

*HEIs as providers of career opportunities have an impact on creating societies characterized by equal opportunities (social [in]equality)*

- What is the role of HEIs with regard to the social dimension?
- Why should HEIs focus on that dimension?
- How can universities strengthen their impact on social equality?

*HEIs as organizations (Infrastructure, Organizational Development)*

- What HEI strategies focus on aspects of responsibility and/or innovation?
- Why should HEIs as organizations focus on responsibility and innovation for future generations?
- How can an HEI Infrastructure be responsible and innovative at once?
- How can staff and faculty take part in the creation of responsible future innovations?

## Call for Proposals

# RESPONSIBILITY OF HIGHER EDUCATION SYSTEMS. WHAT? WHY? HOW?

- **Submit your proposal on:**  
[http://eairweb.org/  
forum2019/proposalform](http://eairweb.org/forum2019/proposalform)
- **Deadline for submission of proposals is Monday 18 February 2019 (23:59hrs. CET)**
- **Visit [http://www.eairweb.org/  
forum2019](http://www.eairweb.org/forum2019) regularly for updates about the 2019 EAIR Forum.**
- **Please forward this call for proposals to all your colleagues and contacts.**

# Call for Proposals – General Information

We offer 4 presentation formats for your proposal submission:

- (1) Paper presentation,
- (2) Poster presentation,
- (3) Other format (workshop/panel/round table).
- (4) Open Space

Please indicate the nature of your proposal when submitting online.

Paper presentation gives you the opportunity to present your ideas based on research, policy or practice in a time slot of 20 minutes. Normally, there is about 10 minutes for colleagues to comment on the ideas and to have a short discussion. You may submit more than one proposal.

Depending on the amount of proposals it is possible that we have to make a selection of one paper per main author.

Poster proposals are very welcome because they are typically well suited for giving overviews 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 the 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- or round table discussions. We want to try to make this Forum as interactive as possible. For that purpose we also stimulate the format of the “Open Space”. The aim of the open space is to bring people together based on questions & answers. We therefore invite you to submit your themes of knowledge to the database. And we invite you to raise your questions in the run-up to the Forum. During the spring semester of 2019 we will create space for this on the website.

## 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 in the Forum registration fee.

## Young professionals and academics

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.

## Important Dates

Submission closing date for paper proposals:	<b>18 February 2019</b>
Paper review period	<b>10 March - 10 April</b>
Notification of acceptance	<b>14 April 2019</b>
Submission closing date for poster proposals:	<b>1 May 2019</b>
Registration opens:	<b>1 April 2019</b>
Early bird discount registration closes	<b>1 July 2019</b>
Final Papers:	<b>31 July 2019</b>

## 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 decide which presentations they want to attend, we would like to ask you to indicate the character of your proposal by ticking one or more categories on your proposal submission form. We would like to know whether your submission is **research**, about **curriculum development** or an **opinion piece**. Please check the appropriate ‘radio buttons’. In addition, we would also like to know which one of the four categories your submission fits best: **Academic** or a **Case study of practice** or **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](mailto: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. A selection of the best papers will be used for the Forum-book 2019. 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 2019.

## Language

The Forum language is English.

## Important Publication Options for TEAM

Interesting and *high-quality full papers* may be considered the Programme Committee 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.

‘Tertiary Education and Management’ - TEAM for short - is the journal of EAIR. TEAM has been published since Spring 1995. It is published four times a year and exclusively only for EAIR members at no extra charges. The articles submitted will be evaluated by independent reviewers, the best articles will be selected for publication in TEAM.

From the 1st of Januari 2019 onwards the new publisher of ‘TEAM’ is **Springer**, based in the Netherlands. If you are interested in submitting your article please do not hesitate to contact the **EAIR Secretariat** for any questions.



LINKING RESEARCH, POLICY AND PRACTICE

EAIR Forum 2019 in

# THE CITY OF LEIDEN

- Historical centre
- Museums
- Art & Culture
- Monuments
- The oldest university of the Netherlands

## Discover Leiden !

(<https://www.visitleiden.nl/en>).

In Leiden you can take a walk surrounded by 800 years of visible history. The City of Discoveries is home to the oldest university of the Netherlands. In addition the city is famous for its rich history and old city centre, with its canals, city gates, bridges, windmills, a castle, an observatory, the botanical gardens, weavers' homes, almshouses, two large late gothic churches and several historical edifices.

### Treasure hunt through the centuries

Stroll along the canals and on the narrow streets of the old city centre and allow history to come alive through the stories told by a guide or actor. Tread in the footsteps of Rembrandt and get to know his Leiden or discover the pillars of medical history of the Netherlands in the Hortus botanicus, the Academy building, the workplaces of Professor Boerhaave and an anatomic theatre from the 16<sup>th</sup> century.

Spread across the city centre, 35 almshouses are waiting to be discovered, seemingly frozen in time. Enter these almshouses, a collection of small dwellings built around a communal garden, often walled and accessible only by 1 or 2 access ways. Find these idyllic spots or follow experienced tour guides who can tell you all about the special customs in these courtyard communities.

Discover what Marilyn Monroe and President Obama have in common and get acquainted with the history of the Pilgrims in Leiden. The Pilgrims were refugees from England who were persecuted for their faith around 1600. They chose the city of Leiden, an affluent city famous for its tolerant environment and freedom of religion. But why did they eventually leave Leiden after all, receiving official permission from the British crown to settle in the New World?

On foot or by boat, by bicycle or accompanied by an experienced city guide, you will get a lovely view of this historical city dating back centuries!

**Walking** - Walking around Leiden, the city's glorious history seems to come to life. Get to know the town by way of a walking tour. A wide choice of themes are available with an English instruction. Buy one of the Leiden city walks at the Leiden Tourist Information Centre. [More about Walking](#)

**Art and Culture** - Leiden is a lively city that offers a wide variety of parties and festivals. But it also has plenty to choose from in music, dance and theatre entertainment. [More about Art and culture](#)



**Discover Leiden from the water** - Apart from Amsterdam, the city of Leiden has the largest number of city canals in the Netherlands. The city is also amidst an area of beautiful lakes and pools, with only a short distance from Leiden to the coast. Leiden looks very different travelling by boat. [More about Water tourism](#)

**Food and drink** - Leiden has hundreds of restaurants, cafés and bars. Every cuisine imaginable can be found here, and there is something available in every price range. [More about Food and drink](#)

**Staying overnight** - To get to know Leiden well, you really need to stay longer than just a day. And that's something you can easily do. Leiden and the surrounding area offers a wide choice of attractive and comfortable hotels in all price classes. Leiden offers hotels in all companies, such as Holiday Inn, Golden Tulip, Ibis, Hilton, Van der Valk, as well as a lot of special Boutique hotels. Price classes vary from €70 to €130 p.p.n. All hotels are located in a range of maximum 4 km to the venue. Travelling to the venue won't take you more than 1 minute up to a maximum of 15 minutes. [More about Hotels](#)

**Museums** - With as many as four National Museums and many other museums, Leiden is the capital city of museums. Paintings by Rembrandt, dinosaur bones, an Egypt temple and treasures from Japan. Leiden has something for everyone. [More about Museums](#)

**Monuments** - The city itself is one large open-air museum. Leiden is the home of as many as 2800 monuments. From almshouses to windmills and churches to city gates. Located within such a short distance from one another, a walk along the canals to view the most conspicuous monuments hardly takes any effort and is well worth the time! [More about Monuments](#)

**Shopping** - Leiden is also a city for some wonderful shopping. All major retail chains are represented with an outlet in the city centre, of course. But what Leiden really makes a city for shopping with a difference are the many little boutiques and specialist shops, which are hidden in the narrow backstreets and alleyways. [More about Shopping](#)

**Events** - There is plenty to do in Leiden throughout the whole year. There are various annual events. For example, every year on 2 and 3 October the city shakes on its foundations. This is when Leiden commemorates the siege of the city during the Eighty Years War and its relief on 3 October 1574. [More about Events](#) or have a look at the [Events-Calendar](#).



*The venue of the 41st EAIR Forum at Leiden University will take place at the Leiden Law School which is located in a beautifully renovated national monument in the historic heart of Leiden: The Kamerlingh Onnes Building - Steenschuur 25 - 2311 ES Leiden*

## Accessibility

Leiden is ideally located within a short travelling distance of major centres such as The Hague and Amsterdam. The city can also be reached easily by international visitors, with **Schiphol Amsterdam Airport just 20 minutes away** and Rotterdam's smaller airport at 25 minutes distance by train. Every 6 minutes there's a train which brings you comfortable in 20 minutes to Leiden

Central Station, which is located on walking distance from the historic centre.  
[More about Accessibility](#)



Universiteit  
Leiden



**WE LOOK FORWARD TO WELCOME YOU IN LEIDEN**