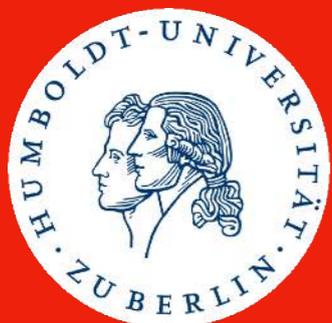


43rd EAIR FORUM 2021

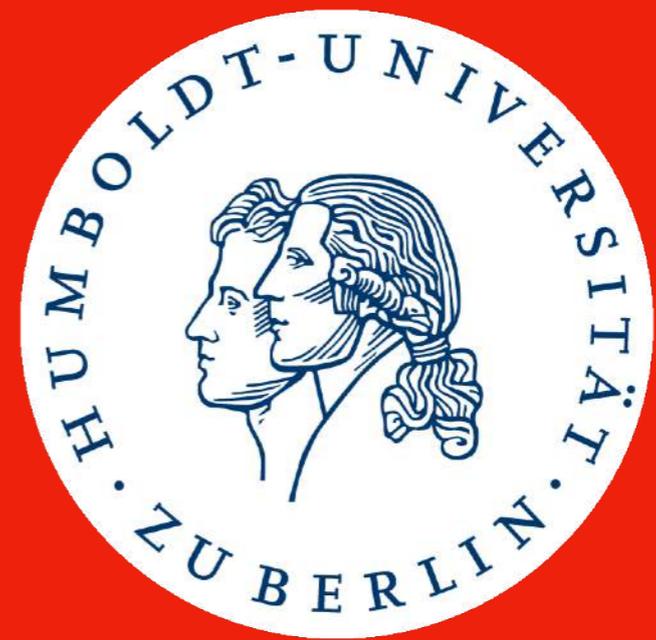
**TRANSFORMATION
FAST AND SLOW:
QUALITY, TRUST AND
DIGITALISATION
IN HIGHER EDUCATION**

Call for Proposals
Call for Networking Spaces



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Call for Proposals Call for Networking Spaces

TRANSFORMATION FAST AND SLOW: QUALITY, TRUST AND DIGITALISATION IN HIGHER EDUCATION

- To submit your proposal, click on: <https://www.eairweb.org/submission-of-proposals-2021>
- The deadline for submission of paper proposals is Wednesday 31 March 2021 (23:59 hrs. CET)
- Visit <https://www.eairweb.org/forum-berlin-2021> regularly for updates about the 2021 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 43rd Annual EAIR Forum 2021, which is to be hosted by Humboldt University of Berlin, Germany. The theme of the 2021 EAIR Berlin Forum is *Transformation Fast and Slow: Quality, Trust and Digitalisation in Higher Education*. The Forum opens on Thursday 9 September 2021 and closes on Saturday 11 September 2021.

While we are presently planning a face-to-face event on site, we will of course keep a close eye on the COVID-19 developments and adapt accordingly. For those who won't be able to attend in person, we will be flexible enough to offer virtual alternatives and will keep you informed by the time registration opens in May. In spite of the given circumstances, we are excited about the potential for this 43rd EAIR Annual Forum and we sincerely hope that you will be in a position to join us.

On behalf of the 2021 EAIR Berlin Forum Program Committee and Executive Committee:

Sandra von Sydow (Forum Co-Chair), Humboldt University of Berlin, Germany

René Krempkow (Forum Co-Chair), Humboldt University of Berlin, Germany

Attila Pausits, Danube University, Austria

Mark O'Hara, Birmingham City University, United Kingdom

Rosalind Pritchard, Ulster University, United Kingdom

Laura Lüchtfeld, EAIR, The Netherlands



LINKING RESEARCH, POLICY AND PRACTICE

FORUM THEME

The year 2020 has sensitised everyone anew to the rapid pace of societal, economic and political transformation processes. A number of events including a global pandemic have accelerated higher education change within Europe and elsewhere. Such change requires political, institutional and individual commitments, structures and tools. Change operates at micro, meso and macro level and is sometimes fast, sometimes slow. Often, in transformation processes, trust has been mentioned as a key component of successful implementation. Nowadays, the notion of trust in higher education has often been translated into accountability, responsibility or even resilience. In recent higher education initiatives, the quality of transformation has been strongly influenced by digitalisation. Digitalisation is an enabler of fast change and also promotes the development of new services and approaches to ensure quality, support trust and ultimately improve higher education.

The effort to build trust can be viewed at different levels. At the micro level, it is an issue pertaining to individual academics, teachers, students and academic support staff. At the meso level it applies to the academic organisation and its sub-units. It is sometimes lacking on the part of State representatives with their detailed control interventions, for example new governance approaches -- even if in recent years institutional autonomy has increased overall (see EUA Autonomy Scorecard). At the macro level, a major concern is society's recognition of the quality and credibility of academe. In recent years, there have indeed been increased initiatives by the higher education community to strengthen its integrity. However, as yet there has been no decrease in the number of cases of academic misconduct caused by greater competitive pressure, dependence on external funding and insecure employment. Another dimension of trust concerns the support of learning processes and assessment of research via Learning Analytics and Performance Measuring; here it is a

question of trust in and responsible handling of Artificial Intelligence with its concomitant risks and opportunities.

Universities are confronted by processes of accelerated digitalisation though these were already underway prior to the corona virus era. As places of education and reflection, higher education institutions feel particularly committed to the responsible design and use of digitalisation for the purpose of quality knowledge production and knowledge distribution. Digitalisation is generally expected to enable institutions to conduct research, teaching and third mission activities on a higher, more professional level. Countries and institutions differ considerably in their expectations of change and in the extent to which they have already implemented change. They vary in the administration and infrastructure used to support research, teaching and administration.

In all these areas, the question arises: how can the relationship between trust and control be balanced so as to ensure an adequate response to changing societal demands in higher education, whilst also preserving the necessary academic freedom? Dealing with the Corona/COVID-19 pandemic has shown that institutions are able to react flexibly and responsibly even under the most difficult of conditions. However, it has also shown that systematic further development of certain processes is necessary. The challenges of digitalisation for example have become so complex and diverse that, in future, individual institutions will find it increasingly difficult to cope alone. Working together, they can test the effectiveness of methods and concepts, including participatory approaches, applied to higher education. Balancing transformation, be it in a slow or fast modality, requires the active participation and dialogue of all groups involved in academe.



FORUM TRACKS

Proposals for Presentations & Posters should be designed to contribute to one of the 7 broad tracks outlined below:

- Track 1. Governance in Higher Education** ♦ **track chairs:** Rosalind Pritchard, Ulster University & Jennifer Murphy, University College Cork
- Track 2. Institutional Research and Efficiency of HEIs** ♦ **track chairs:** Thomas Harboe, University of Copenhagen & Carsten Nico Hjortsø, University of Copenhagen
- Track 3. Quality Management and the Transformational Twist in HE** ♦ **track chairs:** James Williams, Birmingham City University & Sandra von Sydow, Humboldt University of Berlin
- Track 4. Changes in Teaching, Learning and Internationalisation** ♦ **track chairs:** Mátyás Szabó, Yehuda Elkana Center for Higher Education, Central European University & Patrick Thurian, University of Technology Berlin
- Track 5. Digitalisation in Higher Education Administration, Teaching and Research** ♦ **track chairs:** Göran Melin, Technopolis & Maren Lübcke, HIS-Hochschulentwicklung Hannover.
- Track 6. Integrity in Science, Trust and Performance Measuring in Research and 3rd Mission** ♦ **track chairs:** Martin Reinhart, Humboldt University Berlin & Felicitas Hesselmann, Humboldt University of Berlin
- Track 7. Professional and Organisational Development and Transformation in HE** ♦ **track chairs:** Martina Gaisch, University of Applied Science Upper Austria & René Krempkow, Humboldt University of Berlin

FORUM TRACKS INFO

Track 1. Governance in Higher Education

Rosalind Pritchard, Ulster University & Jennifer Murphy, University College Cork

Good governance and decision-making is necessary to ensure the success of higher education institutions (HEIs). However, matters of governance can also be highly political, involving power issues and the struggle for dominance. Recently the pandemic of COVID-19 (CV19) has posed a new kind of challenge: it is a dangerous pathogen not just for the individual but for the HE system.

Higher education is exposed to the market and to competition on many levels and its relationship with the state is evolving. The state may partially withdraw from its funding and steering of HEIs; or it may give the HEIs less direct income from the taxpayer, but more direct control over fees, finance, academic appointments, strategic planning and institutional profiling. Yet the state does not abrogate its former role altogether. It reasserts its power through its demands for accountability and high quality in all academic areas. Naturally, such achievement must give the best possible value for money. It must be efficient and do more with less.

Governance is impacted by the nation state and by global developments, with the result that it is in a constant state of change. It varies according to the political culture within which it is embedded. Much depends upon the version of "the market" that a particular country has developed. In some jurisdictions where the model is that of a social market, the mutual relationship between the state and higher education is cooperative and rewarding. Other jurisdictions believe that "market fundamentalism" is the best path and that markets, when left to operate on their own, can come up with the best solutions to all problems. Relationships can then become suffocating through over-regulation and bureaucracy which, perversely, can weaken HEIs by consuming scarce resources. Values such as academic freedom and the pursuit of knowledge

may become hard to justify: they are subtle, they have no immediate economic payoff, and are therefore difficult to deploy in the struggle to defend HE.

The Governance Track will include qualitative and quantitative research on key challenges for strategic higher education governance. The newest of these is the CV19 pandemic.

1. Papers will be welcomed on the traditional themes of neoliberalism and New Public Management in HE. What are the major internal and external challenges that require the continuous transformation of higher education institutions? What new management approaches, governance solutions, and organisational innovations have emerged? Does public spending take precedence over policy? How have values in your HE system been affected? What kind of leadership is needed for agile institutions?
2. How will CV19 affect HE? Will it lead to changes such as institutional bankruptcies, mergers, takeovers? Or on the contrary, will there be more public spending by states reluctant to see their HEIs fail? Will universities teach for less money than they have been used to? And what of the online, blended, digital learning "forced" by CV19? Will this become an irreversible feature of HE? How might it affect the attractiveness of HE and how it is governed??
3. To what extent are HEIs engaging in transnational collaborative partnerships? What governance challenges are presented by these international cooperations? And what of Brexit? How might this development impact HE globally?

Track 2. Institutional Research and Efficiency of HEIs

Thomas Harboe, University of Copenhagen & Carsten Nico Hjortso, both of the University of Copenhagen

Higher education (HE) has for decades been undergoing significant transformations driven by societal level changes such as globalisation, commercialisation, sustainable development and digitalisation. In addition, recently HE has been forced to respond rapidly to the 'shock' created by the Corona pandemic. In this track, we aim to scrutinise the implications of these transformation processes in HE focusing on institutional and organisational aspects.

Transformation of existing socio-technical regimes in HE can be conceptualised as a consequence of exogenous environmental pressure creating a need for reform and change. Such a window of opportunity is exploited by incremental or disruptive innovations that claim to “fix” the inefficiencies in the dominant regime. These transformation processes may play out in different ways as a consequence of their diverse contexts. The objective of the track is to understand how and with what consequences the transformation of HE organisations and systems takes place, including how transformations affect HE systems’ efficacy, effectiveness and efficiency.

The theoretical discourse on HE transformation has in recent decades focused on the conflict between loosely coupled systems with strong traditions of collegiality on the one hand, and growing New Public Management thinking with accountability and transparency as important values on the other hand. This debate highlights how institutions, i.e., ‘the rules of the game’ shaped by regulative, normative and social-cultural elements, shape different actors’ engagement in transformation processes. This track welcomes contributions to the discussion on management paradigms, but also hopes to go beyond this theme. We invite contributions that engage with qualitative and/or quantitative insights into institutions; those that analyse individual, organisational and societal levels of effectiveness; also combinations hereof.

Proposals based on theoretical studies as well as practical experiences are welcome.

The Corona pandemic has been a strong catalyst for change. The crisis has created a unique research setting which may teach us something new about the nature of innovation and transformation processes in HE. For example, the rapid transition to digital teaching has apparently succeeded – measured by the fact that the teaching was not cancelled. Thus, Corona has revealed a high degree of efficiency regarding HE’s readiness for transition, but at the same time raised a wide range of issues about quality, ownership, trust, cooperation and motivation.

In addition to institutional and organisational effects of the Corona crisis, many other topics are also welcome in this track. In the following list we hope we can inspire you to contribute to it:

1. Socio-institutional implications of fast-tracking digital teaching during the Corona pandemic

2. HE’s institutional and organisational responses to environmental ‘shocks’ (e.g., Corona pandemic)
3. The effect of digitalisation on teachers’ and leaders’ roles and expectations
4. Cultural and cognitive effects of implementing reform in HE
5. Organisational-transformation trajectories and the nature of institutional and organisational drives towards transformation
6. Academic and administrative staff’s response to various transformation strategies
7. Efficiency and effectiveness of various digital transformation strategies
8. The antecedents and processes of fast and slow institutionalisation processes
9. Balancing educational reforms/strategies with the sense of ownership among both teachers and students
10. Combining top-down and bottom-up processes in HE reform.

Track 3. Quality Management and the Transformational Twist in HE

James Williams, Birmingham City University & Sandra von Sydow, Humboldt University of Berlin

During the COVID-19 crisis, a quality-led rationale of gradual and embedded digitalisation to enhance learning and teaching has been supplanted by the exogenous need to implement a rapid and complete shift from face-to-face teaching to online provision. This has had huge implications for higher education in the European Higher Education Area and for the quality of the student (and staff) experience. To traditional dimensions of quality have been added the technical concerns of stability of internet connections and user-friendliness of video software, which have become essential co-determinants of successful learning and teaching. The crisis has been a unique event and, as highlighted by the European Network for Quality Assurance (ENQA), it has already had some procedural impact on QA, such as conducting external visits entirely online. In the post-corona context, pre-corona reflections on digitalisation as a means of enhancing quality will be back on the agenda - but enriched by the lessons learnt in between. Established quality management approaches in higher education are coming into focus here. These aim to support stakeholders and decision makers both in deriving effective measures

systematically in order to maintain and enhance quality and in further developing the strategic goals of higher education institutions in learning and teaching. Attention naturally focuses on the determinants of student success and quality in its different dimensions. In this track, therefore, papers will be exploring the question of whether there has been a genuine transformation towards quality or whether there has been a twist to the story.

All this brings into sharp focus a wide range of questions about quality management that will be at the core of this track:

1. What are the challenges of effective quality management in the COVID-19 context? What are the implications for established tools and practices? How adaptive, flexible and timely have quality management practices proven to be? Which lessons can be derived for post-corona times?
2. What findings emerge from the results of quality assurance activities and research? How have universities, staff and students managed the shift to digital or blended learning? How engaged are students (and staff) with online teaching? What impact does teaching courses online have on students' learning experience and on the well-being of students and staff? How can a sense of belonging, both academic and personal, be instilled amongst all students? How well does online teaching combine with face-to-face teaching? Do they enhance each other? How do institutions address the challenges of equity of access to virtual courses?
3. How can higher education institutions support student success in its different dimensions? What are the most effective contributions of digitalisation? Which role can be played by innovative digital elements of teaching (e.g. flipped classroom)? Are digital courses the answer to the needs of an increasingly diversified student body? What are the benefits and challenges of open educational resources? What do 'Learning Analytics' have to contribute to student success? What are the ethical implications of collecting data from virtual

engagement and in how far do such data help or hinder the development of sensible performance indicators?

4. What quality management tools are suitable to reliably measure effectiveness in regard to the desired quality objectives? How can research and quality management be linked to their mutual benefit? What are current trends in the discussions about quality and quality management in higher education?

5. We welcome a range of papers on these and other underlying questions that address quality management within European higher education and beyond.

Track 4. Changes in Teaching, Learning and Internationalisation

Mátyás Szabó, Yehuda Elkana Center for Higher Education, Central European University, & Patrick Thurian, University of Technology Berlin

There is a common assumption among researchers and policymakers that higher education worldwide is currently facing its greatest crisis since WWII. The pandemic caused complex academic, financial, and operational problems to universities. Changes in teaching and learning might have not been the most painful ones but certainly they were the fastest. Unable to deliver on-campus teaching, universities needed to develop immediate strategies and procedures to ensure the continuity of their teaching. However, most of them were not

prepared for the overnight switch from face-to-face to virtual learning, so in most cases the best they could do was introduce some sort of "emergency" remote teaching.

The transformation brought many challenges: uneven access to technical infrastructure; lack of technical and methodological skills, including some specific to certain fields of study; inadequate experience in delivering online



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

courses and distance education and so on. Yet the forced and rapid shift to online education also represented an opportunity for universities to introduce several new initiatives: design more flexible learning possibilities; expand blended or hybrid learning; combine synchronous learning with asynchronous learning; offer capacity building and professional development training for faculty on designing online classes; invest more in technical infrastructure.

Yet another area of higher education that was seriously impacted by the ongoing crisis has been internationalisation. Due to travel restrictions, student and staff mobility has become practically impossible, foreign exchange and study abroad programs have had to be cancelled, and there is an ongoing fear among universities that they will not have international students to enrol in the new academic year. In this specific context, Track 4 welcomes submissions (theoretical and empirical papers, case studies) that explore some of the following topics.

1. Teaching and learning strategies that respond to the crisis and to the need for longer-term university planning
2. Methods to monitor and guarantee the quality of online or blended, asynchronous teaching and learning
3. Ways of maintaining society's trust in the quality of online teaching and learning
4. The changing role of teachers and students in the digital era
5. Flexible curriculum planning that addresses the high level of complexity and uncertainty of the post-COVID "new normal"
6. Professional development, technical assistance and methodological guidance provided to teachers in order to help them achieve the desired learning outcomes with their courses
7. Teaching and learning methods that compensate for erosion of traditional, on-campus, residential study programs
8. Lessons learnt from transitioning existing curricula to online teaching
9. Ways of implementing internationalisation strategies of universities in concrete teaching and learning contexts
10. Challenges to and opportunities for teaching international cohorts of students in an online format
11. The role of internationalisation-at-home in providing students with the global competencies to promote intercultural, international, and global learning

Track 5. Digitalisation in Higher Education Administration, Teaching and Research

Göran Melin, Technopolis & Maren Lübcke, HIS-Hochschulentwicklung Hannover

Much attention has already been given to digitalisation of teaching and learning in higher education. How the administration at higher education institutions is affected by digitalisation is less discussed and researched. Still, this is of profound importance in providing high-quality teaching and learning as well as research. The development of digital competences of both the administrative and the academic staff takes place through the individual use of digital tools, but also through an in-depth understanding of digital society and its building blocks.

Digitalisation in higher education administration, teaching and research mainly covers two aspects:

- (1) the use of new digital methods and tools for supporting and administering education and learning, and
- (2) the development of competences to meet a digital society.

The use of new digital methods and tools is closely linked to blended learning, which refers to how traditional classroom methods are combined with digital tools to streamline the learning process. This mode of teaching is today very common. Another form of teaching is e-learning, which in contrast to blended learning does not include any physical encounters. Naturally, these changes have a strong impact on administration. As digital tools evolve, the conditions for administering teaching and learning also change, as do the preconditions for conducting research. Artificial Intelligence (AI), for example, has developed rapidly over the past decade, creating preconditions for personalising education.

This track should be directed towards digitalisation and not digitalisation – thus towards changing processes and working methods at higher education institutions as a result of digital tools, and not primarily towards the new digital tools themselves (although the actual use of the tools must certainly also be described).



Relevant questions for presentations and discussions in this track may include the following:

1. Which new processes and work methods are changed as digitalised tools develop?
2. Do new tools and work processes include administrative staff, or are they merely teaching staff developing their own digital skills?
3. How is research affected by the trend towards digitalisation?
4. What is the role of Artificial Intelligence in digitalisation in higher education administration, teaching and research?
5. Which challenges arise with respect to transmitting tacit knowledge and social networks among students?

Track 6. Integrity in Science, Trust and Performance Measuring in Research and 3rd Mission

Martin Reinhart, Humboldt University of Berlin & Felicitas Hesselmann, Humboldt University of Berlin

Issues of integrity, trust, and performance measurement have become more relevant for policy and governance in higher education. Currently, we see the development of a large number of heterogeneous measures, actors and institutions that incentivise, guide, and control research, and increasingly, 3rd mission activities: complaint investigation ("Ombudsman"-systems) at universities, offices of research integrity, algorithmic tools for detecting errors, science communication measures, policies and frameworks for responsible research evaluations and the like. These are increasingly seen as interrelated issues, e.g. when performance measurement is assumed to be driving a publish-or-perish research culture which leads to research misconduct which, in turn, diminishes the public's trust in science. So far, there is not enough evidence on how widespread and how effective these measures actually are and where their unanticipated consequences lie. This track is open to (preferably) empirical research on measures in higher education that aim at performance measurement, trust building and integrity advancement.

In addition, this changing field of trust and control raises a series of more general issues in how knowledge and higher education relate to society. The

role of indicators, algorithms, and evaluation regimes is relevant across sectors, e.g. when social media and performance measurement are linked in altmetrics. Here, the duality of performance measures comes into play: for some, they constitute measures to increase the transparency, accountability and integrity of research institutions and are hence believed to foster public trust in science and academia. As a result, the promotion of performance measurements such as the Journal Impact Factor seems consequential. Even integrity measurements have been proposed, such as the Retraction Index that measures the number of articles retracted from a given journal, or indicators for Responsible Research and Innovation. For others, performance metrics on the contrary are believed to be detrimental to integrity and public trust in science: they are said to create publication pressures and increase competition, which in turn might lead to questionable research practices and "gaming" the afore-mentioned metrics. With both of these approaches, we can see instances of moral entrepreneurship that aim at fostering academic integrity and trust in science, by either creating more metrics or by abolishing metrics altogether.

For this track, we seek contributions that address this tension between performance measurement and safeguarding academic integrity. They may relate to questions such as the following.

1. In which ways do performance measures threaten or promote research integrity and public trust in science?
2. What are the unintended effects of measures that increase the visibility of questionable research and scientific misconduct?
3. What are the goals and strategies of moral entrepreneurs that aim to foster academic integrity?
4. How are questions of integrity and trust discursively addressed with regard to performance metrics and governance measures?
5. What are the effects of algorithmic or automated tools that aim at safeguarding academic integrity, e.g. plagiarism scanners?
6. How can third mission activities foster or undermine trust in science?
7. How can performance metrics be developed and deployed responsibly?

Track 7. Professional and Organisational Development and Transformation in HE

Martina Gaisch, University of Applied Science Upper Austria & René Krempkow, Humboldt University of Berlin

The COVID-19 pandemic brings both challenges and windows of opportunities. For one thing, it causes even greater difficulties, and in part, aggravates the situation of precariously employed persons within higher education. On the other hand, it also allows for a reassessment of current employment schemes and has the potential to initiate changes that would not have been conceivable without the Corona crisis. This track discusses professional development of HE staff and leadership qualities in teaching, research and administration. In doing so, a special focus is also placed on the interrelation between them as well as on additional transformation processes which higher education institutions need to navigate. Personnel development as it is understood in academic literature requires defined personnel structures, career paths and appropriate selection criteria for positions; also provision for the acquisition of agreed-upon skills. In practice, there is a huge variety of staff development at the tertiary level.

This is all the more relevant in Europe where there seems to be a significant range of academic and administrative staff. While some are employed as civil servants, others work as assistants, middle managers and private employees; they may or may not work in tenured environments or have access to a predictable tenure track.

Nevertheless, there are common trends regarding the status of (academic) staff; in particular, the lack of sufficient secure positions for the number of graduates or doctorate holders causes pressure. At the same time, difficulties are encountered in attracting the best candidates in some regions or research fields; or with regard to diversity, be it gender, socio-economic or ethnic (cf. e.g. recent OECD Workshop "Reducing the Precarity of Research Careers").

Furthermore, the relation between staff and organisational development of HEIs is often unclear. Yet, in view of organisational research and due to the increasing complexity and dynamic transformation processes of institutional environments, HEIs have to cope with a growing spectrum of tasks while at the

same time seeking to develop as effective organisations of higher learning. Undoubtedly, universities' transformation into more complex organisations can lead to higher demands on staff development for academic and administrative support personnel, which is where the circle closes. This track welcomes in particular papers related to the following:

1. Career models for doctoral candidates, postdocs and academic support staff
2. Development of models that provide structured opportunities for tenured employment
3. Differences across disciplines in academic career development
4. The academic profession, its metrification and its impact on recruitment and retention
5. The attraction of 'home grown' talent versus internationally recruited faculty - especially in a time of increasing digitalisation and possibilities for flexible working hours
6. Special challenges of leading virtual teams
7. Good practice examples of university leadership and management aimed at increasing participation by underrepresented groups in terms of gender, socio-economic and ethnic backgrounds
8. Specific requirements for personnel development due to organisational change and dynamic transformation
9. The 'new COVID-19 normal' and its impact on hiring processes in higher education
10. Long-term consequences of the design of academic career trajectories

Call for Proposals

TRANSFORMATION FAST AND SLOW: QUALITY, TRUST AND DIGITALISATION IN HIGHER EDUCATION

- To submit your proposal, click on: <https://www.eairweb.org/submission-of-proposals-2021>
- The deadline for submission of paper proposals is **Wednesday 31 March 2021 (23:59hrs. CET)**
- Visit <https://www.eairweb.org/forum-berlin-2021> regularly for updates about the 2021 EAIR Forum
- Please forward this call for proposals to all your colleagues and contacts

TRANSFORMATION FAST AND SLOW: QUALITY, TRUST AND DIGITALISATION IN HIGHER EDUCATION

Call for Proposals – General Information

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 (see own application form!)

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 are 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 number 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.

Please submit your Proposal online:

<https://www.eairweb.org/submission-of-proposals-2021>

Please use the Template for Proposals which can also be found here:

<https://www.eairweb.org/submission-of-proposals-2021>

Please be aware that Speakers have to register and pay the fee for the Forum, too. For young Speaker we are offering a discount.

Submit your proposal by **31 March 2021**.



Call for Networking Spaces

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Call for Networking Spaces

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
- 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.

They can be very broad or thematically narrow. For example: Erasmus+, European Universities, Third Mission of Higher Education, et cetera.

This makes the Networking Space particularly suitable for

- Projects that want to inform about 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 continuously information on a topic, a procedure or an offer and develop it further.

Are you interested in setting up a Networking Space? Then apply now, the number of NetS is limited.

Application deadline: 31 March 2021

The following prerequisites are necessary:

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

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.

Registration is open! ♦ The early bird ends: 17 May 2021

Registration closes: 9 August 2021

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 discount.

Important Dates

Submission closing date for paper proposals	31 March 2021
Paper review period	17 April to 15 May 2021
Notification of acceptance	15 May 2021
Submission closing date for poster proposals	30 May 2021
Registration opens	17 May 2021
Early bird discount registration closes	1 July 2021
Submission closing date for final papers	9 August 2021
Registration closes	9 August 2021

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 are unlikely to be accepted by the Programme Committee.* Please do not hesitate to contact the EAIR Secretariat ear@eairweb.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 2021. 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 2021.

Awards

Outstanding Paper Award
Poster Award
Social Media Award



LINKING RESEARCH, POLICY AND PRACTICE

Language

The Forum language is English.

Important Publication Options: TEAM

Tertiary Education and Management (TEAM) 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.

Interesting and *high-quality full papers* may be considered by 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. If you are interested in submitting your article please do not hesitate to contact the **EAIR Secretariat** for any questions.

EAIR book series

The series Higher Education. Linking Research, Policy and Practice (<https://brill.com/view/serial/EAIR>) investigates and discusses a diverse range of topical themes in the broad field of Higher Education, such as: trends in strategic management and governance, new insights in (digital) teaching and learning methods, sustainable HR policy, research excellence, third mission policy, or renewed approaches to transnational cooperation and internationalisation.

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The books in this series form a unique compilation of selected papers presented at the yearly EAIR Forum which is an international association for higher education

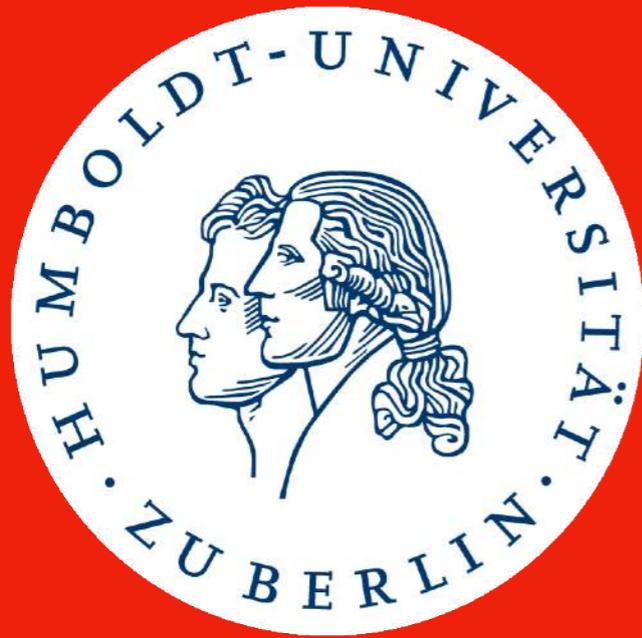
researchers, practitioners, students, managers and policy-makers. Herewith the books not only bring together a range of well-selected topical papers, but also a diversity of perspectives: scientific investigations of reputed scholars, critical evidence-based papers of third space professionals, and/or policymakers' perspectives on the daily practice and management of higher education institutions and systems. In line with the history of EAIR, the series aims to cross boundaries between types of activities and seeks to cater for a mix of contributors.

The first volume of the series was published in July 2020 (<https://brill.com/view/title/58360>), and the second will be published in time for launch at the 2021 Forum.

Authors who deliver papers to the EAIR Forum 2021 are cordially invited to submit them for possible inclusion in the third volume that will be published in July 2022. Chapters will be subjected to a process of double peer-review. Papers can be sent by e-mail to Editor-in-Chief Bruno Broucker ([Bruno.Broucker@kuleuven.be](mailto: Bruno.Broucker@kuleuven.be)) before 15 September 2021. Authors will be notified about the decision of the editorial team no later than 30 September 2021.



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