

# NEWS ALERT

## CALL FOR PROPOSALS

### EAIR 40<sup>TH</sup> ANNUAL FORUM BUDAPEST 2018

26-29 AUGUST 2018

#### COMPETITION, COOPERATION AND COMPLEMENTARITY IN HIGHER EDUCATION

Amsterdam, 18 December 2017

Dear Colleague,

We are delighted to invite you to submit a paper to the 40<sup>th</sup> Annual EAIR Forum, which is to be hosted by the [Central European University](http://www.ceu.hu) Budapest, Hungary. The theme of the 2018 EAIR Budapest Forum is ***“COMPETITION, COOPERATION AND COMPLEMENTARITY IN HIGHER EDUCATION”***. The Forum will be held in the main campus of the Central European University, in the very center of Budapest from 26 till 29 August 2018.

To submit your proposal, click on: <http://www.eairweb.org/forum2018/proposalform/>

The **EXTENDED DEADLINE** for submission is now **Wednesday 15 March 2018 (23:59 hrs. CET)**.

Visit <http://www.eairweb.org/forum2018> regularly for updates about the 2018 EAIR Forum.

We are looking forward to receiving your contribution,

On behalf of the 2018 EAIR Budapest Forum Program Committee:

Liviu Matei (Forum Chair)

Provost and Pro-Rector, Central European University, Budapest

Matyas Szabo (Forum Co-Chair)

Senior manager, Yehuda Elkana Center for Higher Education,  
Central European University, Budapest

Attila Pausits

EAIR Executive Committee, Danube University Krems, Austria

Rosalind Pritchard

EAIR Executive Committee, University of Ulster, Northern Ireland,  
United Kingdom

## FORUM THEME

### COMPETITION, COOPERATION AND COMPLEMENTARITY IN HIGHER EDUCATION

If the world of higher education were one big concert hall, it would be a crowded and boisterous place! Concerts by orchestras of various configurations and performing ambitions would be taking place all the time, some noisier than others, and most often simultaneously. Conductors, musicians and concertgoers would be changing places continually, sometimes in the middle of the performance, without even waiting for an intermission.

As in this metaphor, work in higher education involves many interactions of different natures. Higher education institutions are often, if not permanently, in competition. They compete for students, staff and resources, be they material (financial) or symbolic (prestige). In the age of globalization and knowledge societies, competition is imposed upon universities by external forces, including the markets, regulators and policy makers, funders and ranking agencies. In short, competition is part of their normal state of being.

In spite of the permanent pressure from competition, higher education institutions also cooperate. It might be a special characteristic - speaking to the exceptionalism of universities as organizations – that competition does not exclude cooperation. Cooperation in higher education may be for operational reasons (increase efficiency, reach objectives one could not achieve alone), may have political foundations (as we have seen in Europe under the umbrella of the Lisbon and Europe 2020 strategies) or moral justification (international cooperation and aid).

A particular type of interaction occurs when universities realize they have elements of complementarity. Rather than competing, they can join forces and resources not to cooperate as equal partners in every aspect, but rather because they have differential strengths (or weaknesses) and they can complete each other in achieving individual tasks and objectives.

The forum aims to create a space for presenting, discussing and assessing in a cohesive manner cooperation, competition and complementarity in higher education. It is, in a way, a conference about the complex but beautiful “sound of higher education” when institutions are at work.



## FORUM TRACKS

### COMPETITION, COOPERATION AND COMPLEMENTARITY IN HIGHER EDUCATION

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

**Track 1: Teaching and Learning.** Chairs: Helga Dörner (Central European University) and Rie Troelsen (University of Southern Denmark)

**Track 2: Quality in Higher Education.** Chair: Tatiana Yarkova (Central European University)

**Track 3: Governance and Management.** Chairs: Gergely Kováts (Corvinus University of Budapest) and Rosalind Pritchard (University of Ulster)

**Track 4: Social Dimension of Higher Education.** Chairs: Pusa Nastase (Central European University) and Regina Aichinger (University of Applied Sciences Upper Austria)

**Track 5: Higher Education and Collaborative Technologies.** Chairs: Margaret Bolter (Central European University) and Diane Geraci (Central European University)

**Track 6 Academic Career Development.** Chair: Marvin Lazerson (Central European University)

**Track 7: University Autonomy.** Chair: Kata Orosz (Central European University)

**Track 8: Innovation in Higher Education.** Chair: Jussi Kivistö (University of Tampere)



## **CENTRAL EUROPEAN UNIVERSITY (CEU)**

Central European University is a graduate institution of advanced research and teaching, dedicated to socially and morally responsible intellectual inquiry. CEU's distinctive educational program builds on the research tradition of the great American universities; on the most valuable Central European intellectual traditions; on the international diversity of its faculty and students; on its commitment to social service; and on its own history of academic and policy achievements in transforming the closed communist inheritance.

CEU is committed to promoting the values of open society and self-reflective critical thinking. It aims at excellence in the mastery of established knowledge, courage to pursue the creation of new knowledge in the humanities, the social sciences, law and management, and engagement in promoting applications for each, in particular through their policy implications. CEU is a new model for international education, a center for study of contemporary economic, social and political challenges, and a source of support for building open and democratic societies that respect human rights and human dignity.

CEU is a unique institution in the heart of Europe: its 1,500 masters' and doctoral students come from 117 countries, the university is accredited in Hungary and the United States. The University has earned global recognition for a variety of its academic programs—including political science, philosophy, and sociology—while continuing to invest in exciting new fields such as cognitive science and network science. Within the region, many of its programs enjoy premier status, including business and law.

From the beginning, CEU has tapped the best of U.S. academic tradition and regional intellectualism, resulting in today's unique perspective, which make CEU particularly well equipped to explore the world's diverse ethnic, racial, religious, cultural, historical, and philosophical dimensions.

CEU's international faculty come from over 50 countries and hold degrees from world leading universities. Both renowned senior and talented young scholars are attracted to CEU's scholarly standards, social mission, and the willingness to encourage intellectual risk and the pursuit of new knowledge. CEU has an exceptional student:teacher ratio of 7:1. Almost 200 permanent and 170 visiting professors and instructors help the students to benefit from a rich diversity of ideas, expertise and teaching styles. Professors are encouraged to spend half of their time on research activities, many of which are hosted in the university's own research centers.

“In a world of polarization and division, a world where the status of facts is so deeply contested, the work of universities like ours in bringing men and women together around a shared respect for knowledge is more important than ever. We must remain dedicated to the task of teaching our students that knowledge is the only sure guide to moral choice and public policy. Universities like ours cannot retreat from the world. We must always be doing our part to help understand the problems our societies must solve if we are all to survive and prosper. We must never stop asking: what is incontestable in our understanding? How do we expand the continent of knowledge? If we truly care about knowledge, if we winnow the grain of knowledge from the chaff of ideology, partisanship, rhetoric and lies, we will be doing the university's part to defend free and open societies. Hungarian poet Attila Jozsef was right: *all of this is hard*. But nothing is more important.”

CEU President and Rector Michael Ignatieff



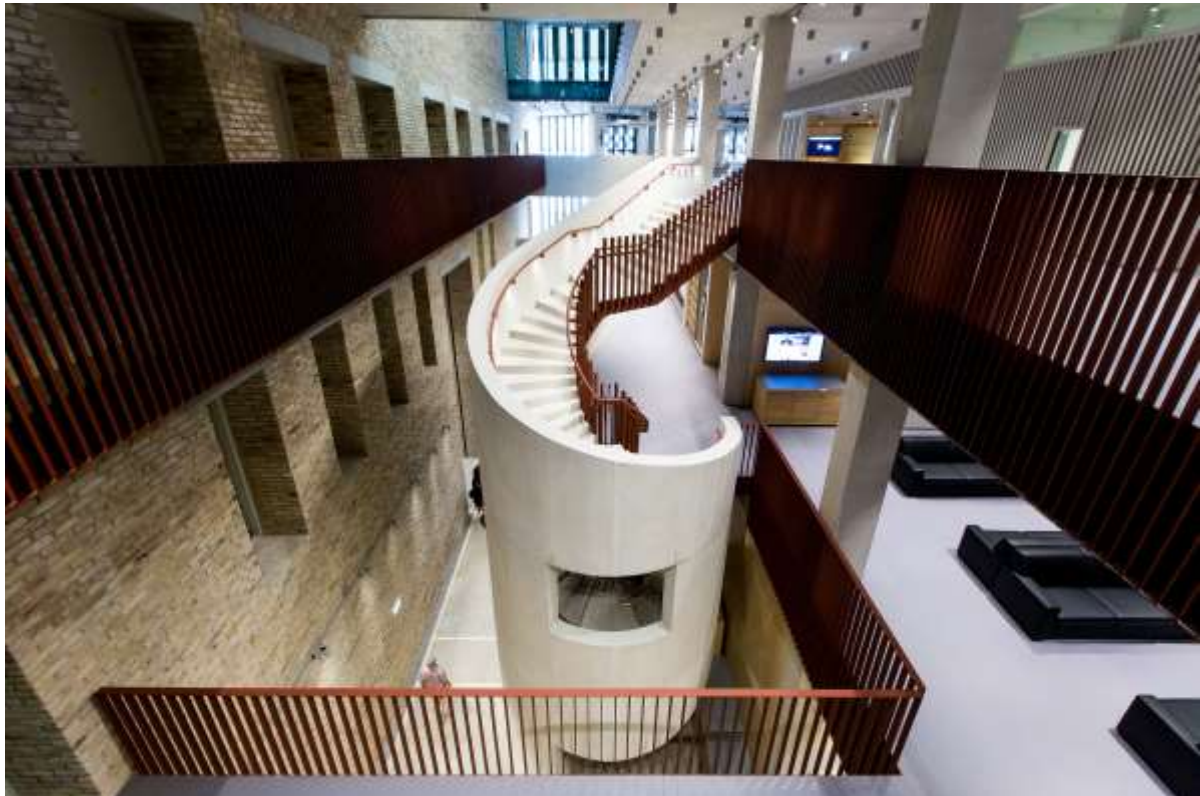


## NEW CAMPUS BUILDINGS

In September 2016 CEU opened two state-of-the-art buildings in downtown Budapest, offering high-tech space for learning, teaching, research, and the exchange of ideas in line with the University's commitment to open debate and community engagement. The two buildings, one of which retains its historic façade and interior elements, and both of which feature green technology, are part of a large campus redevelopment project. Both buildings are part of CEU's campus along Nador street in Budapest's downtown, within a UNESCO World Heritage Site buffer zone.

As CEU President and Rector Michael Ignatieff put it, "The marriage of classic Hungarian elements with ultramodern, energy-efficient features is profoundly meaningful to us as an ambitious graduate education institution with deep Hungarian roots and a global reach, providing innovative learning environment for the leaders of tomorrow."

The new and renovated buildings are acoustically treated to dampen sound in corridors and open spaces and enhance sound quality in the auditorium and classrooms. Classrooms and meeting rooms offer the most advanced connectivity options, allowing professors, guest lecturers and students to share notes, presentations and other media via electronic whiteboards and screens. Two tiered classrooms offer broadcast technology for recording and webinars. The main courtyard features a grand, pitched glass roof over it, making the space open, airy, and ideal for gatherings.



All parts of the buildings are wheelchair accessible and power points are situated lower for the convenience of all University guests. One of the new buildings hosts the CEU Library – which contains the largest English-language holdings in the social sciences and humanities in Central and Eastern Europe - and also features two cafes that serve the daily needs of the university and the local community as well as offer catering for events and conferences.

The new campus design has been granted “Very Good” status by BREEAM standards, the world's leading assessment method for sustainable buildings. CEU is the second higher education institution in continental Europe and the first in Central and Eastern Europe to receive this distinction. Every detail was considered to lessen environmental impact and lower utility usage, from the micro shading technology in glass structures and windows to the natural ventilating system created through the pitched roof design and the communal rooftop garden featuring locally specific bird- and bee-friendly species and rainwater collectors. A smart building management system monitors occupancy and adjusts utilities accordingly to significantly reduce heating and cooling needs and costs.



## THE CITY OF BUDAPEST

Budapest, capital of Hungary, has a population of approximately 1.8 million and is the political, administrative, industrial, and commercial centre of Hungary. The city straddles the Danube (in Hungarian: Duna) River in the magnificent natural setting where the hills of western Hungary meet the plains stretching to the east and south. Although the city's roots date to Roman times and even earlier, modern Budapest is essentially an outgrowth of the 19th-century Austro-Hungarian Empire. The banks of the Danube, the Buda Castle Quarter, and Andrásy Avenue, was designated a UNESCO World Heritage site in 1987.

Budapest consists of two main parts, Buda and Pest, which are situated on opposite sides of the river and connected by a series of bridges. Buda was the kernel of settlement in the Middle Ages, and the cobbled streets and Gothic houses of the castle town have preserved its old layout. Until the late 18th century, Pest remained a tiny enclave, but then its population exploded, leaving Buda far behind. In the latter half of the 20th century, growth has been more evenly distributed between the two parts. Contemporary Budapest covers 525 square kilometres, of which about half is built up. Buda's hilltops, still crowned by trees; the Danube flanked by three lower hills; the bridges; Margit (Margaret) Island; and the riverfront of Pest lend a remarkable visual identity to the city.

Among Budapest's important museums and cultural institutions, the most visited art museum is the Museum of Fine Arts, which is noted for one of the largest collections of all periods of European art and comprises more than 100,000 pieces. Other famous cultural institutions are the Hungarian National Museum, House of Terror, Franz Liszt Academy of Music, Hungarian State Opera House and National Széchényi Library. The central area of the city has many notable monuments, including the Hungarian Parliament, Buda Castle, Fisherman's Bastion, Gresham Palace, the Chain Bridge, and Matthias Church. Other famous landmarks include Andrásy Avenue, St. Stephen's Basilica, Heroes' Square, the Great Market Hall, the Nyugati Railway Station built by the Eiffel Company of Paris in 1877 and the second-oldest metro line in the world, the Millennium Underground Railway. Budapest attracts over 4 million international tourists per year, making it the 25th most popular city in the world and the 6th in Europe.



## Call for Proposals – General Information

You may submit more than one proposal but only one (per *main author*) will be accepted. You will normally have a timeslot of 20 minutes to present the ideas set out in your paper plus 10 minutes for colleagues to comment on the ideas presented. There is a possibility that your presentation will be part of a new and/or different presentation format. For now there are 4 presentation formats for your proposal submission: (1) 30 minutes' presentation, (2) Poster presentation, (3) Other format (workshop/panel/round table). Please indicate the nature of your proposal when submitting online. Poster proposals are also very welcome because they are typically well suited for giving overviews of facts, figures and conclusions drawn from research. They will be displayed in the best position to attract the attention of Forum participants: there will also be a session during the Forum for poster presenters to communicate key ideas and relevance.

## Forum Registration

All Speakers at the EAIR Forum are required to register for the Forum and pay for the Forum registration fee before the 1<sup>st</sup> of July 2018. EAIR members will receive a reduction in the Forum registration fee. For **young professionals and academics (aged 35 and younger** at the time of the Forum) who are working in higher education institutions and other organisations in the higher education fabric (ministries, quality assurance agencies, etc.) EAIR is offering a 50% reduction of the normal Forum registration fee, if the submitted proposal is accepted.

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

## Submission Deadlines

- Proposals: **26 February 2018** (notification of acceptance by **April 2018**).
- Posters: **1 May 2018**.
- Final Papers: **29 July 2018**.

## 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 [eairst@eairst.org](mailto:eairst@eairst.org) if you have any questions.

### Full Paper Information

If the proposal is accepted, you will be invited to write a detailed “full” paper (including the abstract and outline) of 30,000-50,000 characters (approximately 3,000-5,000 words). The paper should be written on the basis of the accepted proposal and according to formatting rules of EAIR. EAIR will publish *all full papers on the Forum website* which is only accessible to the Forum participants and EAIR members. The abstract of the accepted proposal will be published in the Forum Programme. The deadline for submission of these full articles to the EAIR Secretariat is 29 July 2018.

### Paper Presentation and Language

You may submit more than one proposal but only one (per main author) will be accepted. You will normally have a timeslot of 20 minutes to present the ideas set out in your paper plus 10 minutes for colleagues to comment on the ideas presented. There is a possibility that your presentation will be made part of a new and/or different presentation format like a Panel Presentation or Round Table discussion. For now there are 3 presentation formats for your proposal submission: (1) 30 minutes’ presentation, (2) Poster presentation, (3) Other format. Please indicate the nature of your proposal when submitting online. The Forum language is English.

### Important Publication Options

#### EAIR Budapest Forum Proceedings E-book

After the 2018 EAIR Budapest Forum EAIR and the Budapest Programme Committee will publish a Forum Proceedings E-book. This E-book will include all submitted full papers and abstracts that were presented at the 2018 conference.

If your proposal is accepted for the 2018 EAIR Budapest Forum, the EAIR secretariat will ask every author for their permission to publish their final paper and abstract.

### **Official Forum Book Publication**

After the 2012 EAIR Stavanger Forum, the 2014 EAIR Essen Forum, the 2015 EAIR Krems Forum and the 2016 EAIR Birmingham Forum, EAIR has launched an official Forum book publication based on the Forum theme. The official book of the 2017 EAIR Porto Forum is still in progress and will be launched this year at the 2018 EAIR Forum in Budapest.

Also for the 2018 EAIR Budapest Forum EAIR intends to launch an official Forum book publication. Interesting and high-quality full papers may be considered by the Programme Committee for this publication. Authors will receive a notification after the Forum with further details.

### **TEAM**

Interesting and high-quality full papers may also 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.



'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.

The publisher of 'TEAM' is Routledge Taylor & Francis Group **Routledge Taylor & Francis Group**, United Kingdom.

If you are interested in submitting your article please click here

<http://mc.manuscriptcentral.com/rtem>

Please do not hesitate to contact the [EAIR Secretariat](#) for any questions.

To view the contents of the latest volume [go here](#)

## **Track 1: Teaching and Learning**

**Chairs: Helga Dörner (Central European University) and Rie Troelsen (University of Southern Denmark)**

The EAIR forum aims to create a space for presenting, discussing and assessing in a cohesive manner cooperation, competition and complementarity in higher education. When it comes to teaching and learning in higher education, this track provides participants with the possibility to engage in the Scholarship of Teaching and Learning (SoTL). SoTL is all about cooperation and complementarity in the way that teachers systematically analyse their teaching, document their reflections and share their findings with colleagues. SoTL is, in other words, “making transparent how learning has been made possible” (Trigwell, 2012) and this transparency both builds on and builds up cooperation and complementarity. SoTL and the development of teaching and learning is, however, also seen as in competition with the research strand at universities – how can improvements of the teaching and learning experience be recognised and acknowledged in a setting where research intentions and outputs play a vital role? Hence, becoming engaged in SoTL is not just about teachers and students making their learning processes visible, it is also about leaders and managers setting the scene and creating the organisational possibilities for being engaged in SoTL (Mårtensson, Roxå & Olsson, 2011).

Given this overall scope, this track searches for submissions (theoretical papers, literature reviews, empirical papers, case studies) focused on teaching and learning, exploring some of the following topics:

- Policies related to teaching and learning in higher education.
- The place of teaching (in relation to research) in university careers.
- Possibilities and limits for teaching based on the relationship teaching-learning-research.
- Improving teaching and learning through course design.
- Teaching methods for active learning including the use of technology.
- Assessment as a way to improve learning.
- Students as Partners in teaching and learning.
- Internationalising the curriculum.



## **Track 2: Quality in Higher Education**

### **Chair: Tatiana Yarkova (Central European University)**

Achieving and maintaining quality is central to universities' drive to stay ahead of their competitors. As universities compete for students, faculty, staff, and resources, they demonstrate their quality by showcasing their placement in international rankings, their accreditation status from national, regional, or professional agencies, their award-winning faculty and the success of their graduates. At the same time, achieving top quality would not be possible without cooperation – in research, teaching, faculty and student exchanges. Universities cooperate also when it comes to defining, maintaining, and measuring quality – from benchmarking of key performance indicators, to peer review of research and teaching, program and institutional evaluation, cooperation with accreditation agencies, and scholarly research into multiple dimensions of quality in higher education. Yet, the relationship between numerous stakeholders involved in higher education goes beyond the competition-cooperation matrix to a complex web of partially competing and partially complimentary values, goals, and priorities. Public regulation of universities intends to control quality, albeit through 'steering at a distance', while universities vie for institutional autonomy. University leadership defines excellence by faculty publications and external research funding, while accrediting agencies emphasize assessment of student learning outcomes as the key indicator of quality. Students are concerned about transferable skills and marketability of their degrees, while faculty members remain largely rooted in their disciplines and traditional teaching models. On the one hand, there appears to be a conceptual consensus about general trends and approaches to quality in higher education. Scholars of teaching and learning agree on the importance of the shift from teacher-centred to learner-centred environments, from passive knowledge reception to deep, active, technology-enhanced and independent learning. In turn, scholars of quality management agree on the importance of the shift from input to outcome-based approaches to quality assessment, and from static factual measurements to process-oriented continuous self-improvement. On the other hand, there is a potential mismatch between various understandings of quality and excellence by different stakeholders, and a mismatch between 'espoused' philosophies of quality and their practical applications by higher education institutions, accrediting agencies, and faculty members.

For this track, we welcome submissions that address questions in the following areas:

- How do prevalent quality paradigms translate into real-life quality systems? Do they live up to the expectations, and if not, what are the root causes for the mismatch?
- How does public regulation of quality in higher education shape and affect institutional quality priorities? How can we achieve a meaningful balance between regulation and autonomy that truly enhances quality?
- How can key stakeholders enhance cooperation to arrive at shared understandings of quality? Can the epistemological rift between accrediting agencies and faculty be repaired? What role can universities play in bridging this gap?
- How successful are institutional attempts to 'embed' quality culture? Is there evidence of faculty ownership? How can institutions re-shape their quality systems to remain compliant with regulations while ensuring a meaningful buy-in from their internal constituencies?
- How can prevalent quality management approaches be improved to help institutional quality initiatives find their ways into the classroom?

### **Track 3: Governance and Management**

**Chairs: Gergely Kováts (Corvinus University of Budapest) and Rosalind Pritchard (University of Ulster)**

In the age of increased competition, permanent reforms and continuous funding pressures, higher education institutions need to be innovative so that they can quickly adapt to new challenges and opportunities. They need a culture which fosters creativity, experimentation and an entrepreneurial spirit; their governance structure has to support the changing needs of staff, students and clients.

However, institutions that are constantly redesigned, reengineered and “under construction” are hardly efficient. Although universities, as some of the oldest institutions in modern history, are experienced in mastering the ever present paradox of tradition and innovation, it remains a challenge to develop responsive organizations.

In this track, presenters are invited to discuss how the contradictory expectations of flexibility and stability are impacting on governance structures and leadership roles. We welcome papers addressing questions such as:

- What are the major internal and external challenges that require the continuous transformation of higher education institutions?
- To what extent are the established traditions and organizational practices blessings or curses?
- What can we learn from the history of universities about resilience and change?
- What new management approaches, governance solutions, and organizational innovations have emerged recently?
- What kind of leadership roles are needed for agile institutions?
- How do new governance and management solutions relate to the notions of academic community, freedom and autonomy?

## **Track 4: Social Dimension of Higher Education**

**Chairs: Pusa Nastase (Central European University) and Regina Aichinger (University of Applied Sciences Upper Austria)**

The social dimension of higher education features prominently on most higher education strategies at European and national levels, particularly in relation to important topics such as employability of graduates and access to higher education. The social dimension is seen as a factor in increasing the attractiveness of the European Higher Education Area (EHEA) as outlined by the Education Ministers in the Yerevan Communiqué (2015): “Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes.”

Moreover, inclusive policies in education are seen as tools for economic development and social cohesion in EHEA countries and beyond. An educated workforce is essential for the knowledge society and the higher education sector plays a crucial role in providing students throughout their life with opportunities for improving their employability and competitiveness.

The social dimension of higher education is a broad concept referring to the following issues:

- Widening participation in higher education to include all groups represented in the society, with a special attention being paid to previously underrepresented groups.
- Removal of barriers to completion of university studies for both national and international students.
- Mobility programs for students and teachers.
- Institutional focus on student centered learning for all types of learners, including lifelong learning.

This track accepts papers related to:

- Policies for reducing inequalities and increasing access to higher education.
- Programs aimed at integrating refugees into higher education.
- Lifelong learning programs, policies and practices in higher education institutions.
- Institutional support for students including student services, counselling and career guidance.
- Student centered policies aimed at improving completion rates, flexible learning paths, and alternative access routes.
- Policies and practices aimed at increasing students’ employability on the job market.
- Regional/local cooperation aimed at spreading the resources available in higher education institutions.
- The continuous development of competences and strengthening of knowledge alliances.

## **Track 5: Higher Education and Collaborative Technologies**

**Chairs: Margaret Bolter (Central European University) and Diane Geraci (Central European University)**

In a world where technology is rapidly changing, the role of technology within higher education is a complex question. Technologies are dynamic tools used by faculty to support teaching and learning, by students in their study and collaboration, by researchers to conduct their research, and by institutions in the format of their programming (e.g. online or distance courses) and in their cooperation with other institutions – to name a few examples.

In parallel, higher education institutions face significant funding constraints, pressure to reach more students of all ages, and competition amongst themselves for students, faculty, grants, staff, and rankings. Institutions also collaborate in fundamental ways by sharing infrastructural resources, developing joint programs, and making joint appointments, while researchers from different institutions collaborate on research projects. Technology is often presented as a panacea to addressing these challenges and enabling these collaborations. But what does this mean in practice? What does it mean for new approaches in pedagogy? What does it mean for those managing strategic planning and investments?

For this track, we focus on the ways that new technologies are enabling new ways of engagement in the classroom across institutional boundaries. We make three assumptions. One, collaboration across universities in developing curricula and in networked teaching and learning will strengthen our respective missions to educate the next generation of global citizens. Two, collaboration in the “global classroom” will drive innovation at our own universities. Three, higher education needs to be re-envisioned with a goal of examining how we can be stronger together.

For this track, we welcome case studies, interactive presentations, empirical papers, or theoretical papers. Possible topics include:

- Case studies demonstrating technology supported collaborative teaching and learning models across institutions and the lessons learned.
- Support or disproof of the above assumptions about the benefits of cross institution collaboration for teaching and learning.
- Investigations of the challenges of harnessing the effective use of collaboration technologies for pedagogical purposes.
- Impact on budgets, infrastructure, and governance of the global networked classroom.
- Viability of the University in the future if we maintain the status quo in the classroom.



## **Track 6 Academic Career Development**

### **Chair: Marvin Lazerson (Central European University)**

The massification of higher education in Europe and beyond, the internationalization of many higher education institutions as well as the changes in the universities' missions have led to a more complex organisation of both academic markets and careers. In Europe there is significant variety in the organization of academic work (whereby faculty may be civil servants or private employees, may or may not work in tenured- environments and may or may not have mandatory retirement from their academic position). Nevertheless, there are also common trends and worries regarding the status of the academic profession and the pressures faculty have to withstand. Issues such as the limited number of entry level positions compared to the number of graduates of doctoral programs, the increased casualization of academic work as well as the increased pressure put on faculty to conduct high quality research (essential in the race for rankings and individual prestige), teach and engage in third mission activities are relevant across the profession and regardless of the national context.

Research shows that academics often struggle at all points of their careers. At the entry level, the employment options for doctoral graduates are limited and the post-doctoral positions are difficult to translate into stable employment. Alternatives to academic careers are discussed more and more but universities have difficulties offering doctoral education that prepares graduates to work outside academia. Those who manage to secure academic employment struggle with the balance between research needed for promotion and teaching and service. They may also struggle with advancing through university management and leadership particularly if they are women, minorities or work in places where external stakeholders are allocated larger leadership roles than previously. In such volatile environments, universities may have difficulties retaining faculty.

This track accepts papers related to:

- Post-doctoral positions: their availability and impact on career trajectories.
- Career expectations of and options for doctorate candidates.
- Development of alternative models that provide structured opportunities for tenured employment.
- Recruitment and promotion of academic staff.
- Home grown talent versus internationally recruited faculty.
- Impact of appointive autonomy on academic careers.
- Good-practices in university leadership and management aimed at increasing participation of underrepresented categories.
- Academic markets and careers in comparative perspective.
- Status of the academic profession and its impact on recruitment and retention.
- Academic work reward systems.
- Part time vs. full time academic work, the casualization of academic work.
- Differences across disciplines in academic career development.

## **Track 7: University Autonomy**

### **Chair: Kata Orosz (Central European University)**

University autonomy is a concept that is difficult to pin down, as its meaning tends to vary across national contexts and over time. Some define university autonomy as the power of the institution to manage its internal affairs without undue external influence. Others consider institutional autonomy to be a dimension of academic freedom, which they describe as the power of faculty and students to teach, research, and contribute to the governance of the university. Yet others define university autonomy as a concept that characterizes both the relationship between the university and external actors, as well as the activities that are carried out by university faculty and students. Some studies differentiate between “substantive” and “procedural” autonomy, that is, the ability of universities to set goals from themselves, versus the ability to decide how universities will pursue said goals.

While it may not be possible to provide a single definition of university autonomy, there appears to be a consensus that university autonomy is a multi-dimensional concept, although the numbers and names of autonomy dimensions vary greatly across published studies. Anecdotal evidence suggests that some dimensions of university autonomy may be relatively more important than others, and that various dimensions of university autonomy may be interconnected.

This track welcomes both theoretical-conceptual and empirical papers (including comparative studies and single-case studies) that address questions such as:

- What does university autonomy mean for European universities? How do definitions of university autonomy differ within Europe, and between Europe and other regions?
- What does university autonomy mean for different social actors in Europe? How is the concept of university autonomy different from the concept of academic freedom in the European context?
- What are the relevant dimensions of university autonomy in the European context? Are some dimensions of university autonomy relatively more important than others? Are different dimensions of university autonomy interconnected? If so, what are the implications of these for policy makers at institutional, national, and supra-national levels?
- Has the level of university autonomy in Europe changed over time? If so, what social, political, and economic processes explain this change?

## **Track 8: Innovation in Higher Education**

### **Chair: Jussi Kivistö (University of Tampere)**

Building and maintaining effective links between education, research, and innovation – the three sides of the ‘knowledge triangle’ – are considered as crucial drivers of economic growth and technological development. Being a crucial part of this triangle, higher education institutions worldwide seek actively innovative forms of delivering learning and new knowledge. This takes place in a societal context which has been for a long time characterized by shifts from regulation to deregulation, from steering to market, from closed to open innovation, and from administration to management.

The core activities of higher education institutions are built around processes creation and transmission of knowledge. Innovativeness in these processes requires that higher education institutions possess capable institutional management, maintain institutional culture open to changes, and enjoy necessary level of autonomy and academic freedom. Similarly, constant and effective interaction with environment (economic, social, cultural, technological), are believed to be an essential boundary condition for innovation in higher education. At the same time, seeking new and effective forms of entrepreneurialism has seemingly become the ‘new normal’ as a dominant mode of operation in higher education institutions.

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 innovation-driven development processes, including (but not limited to) the following themes:

- The role of universities in innovation networks and systems.
- Innovative approaches in teaching and learning.
- University-based research & development as a source of innovation.
- Innovation in university leadership and management.
- Entrepreneurial universities as sources of innovation.
- Public policies stimulating university-based innovation.
- Criticisms of innovation-centered approaches in higher education.