



EUR 100 JAAR
YEARS IMPACT
1913 - 2013



35th Annual EAIR Forum 2013
Rotterdam, the Netherlands
28 – 31 August 2013

The Impact of Higher Education
Addressing the challenges of the 21st century





Direction
Metro



Aula, Examenkamers,
Senaatszaal
Bushalte
Fietsenstalling
Ingang campus
Ingang gebouw
(Rolstoel)ingang gebouw

A Aula, Examinations rooms,
Senaatszaal
Bus stop
Cycle shed
Campus entrance
Building entrance
(Wheelchair) building entrance

Parkeerbetaalautomaat
Parkeerterrein
Pin
Slagboom
Tennisbaan
Tramhalte
Voetpad / fietspad

P Parking pay station
P1 Parking area
PIN ATM
Parking barrier
Tennis court
Tram stop
Footpath / cycle path

Metro



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www.eur.nl/wegwijzer

Please check the most recent version
www.eur.nl/guide

WELCOME TO ROTTERDAM

As your Forum Chair for the 35th Annual Forum in 2013 I welcome you to the Netherlands and in particular to the Erasmus University Rotterdam (EUR). The theme of the Forum is The Impact of Higher Education with the subtitle “Addressing the challenges of the 21st century”. We are honoured with your presence.

Hundred years young: Erasmus University Rotterdam is in 2013 one of the youngest universities in our country. Having started in 1913 with 55 students in a single discipline (Commerce), who were provisionally accommodated in two classrooms in the former stock exchange or Beurs, today, the university has around 25,000 students enrolled in around 20 bachelor and 50 master programmes. A quarter of these students come from abroad. The two classrooms have made way for two campuses, built brick by brick in the last few years. The new Woudestein campus will soon be festively opened again in our centennial year. You are one of the first international groups to see the results of a reconstruction and building process that started in 2009.

Thinking power combined with acting power; this is embedded in our university’s DNA. Developing and sharing knowledge to solve the issues of today and tomorrow: in Rotterdam, our testing ground and laboratory - and worldwide. Our pillars are health, prosperity, management and culture.

At home in the world is our motto whose essence we have borrowed from our patron Desiderius Erasmus, the famous Renaissance thinker, who was born in Rotterdam. The whole earth is my fatherland. This, too, is embedded in our DNA – no wonder in a world port city like Rotterdam. Where merchants and business men once established a (private) graduate school, for years now we have had a campus that has become an international classroom for students and researchers from all over the globe.

We take pride in the fact that that approach has been rewarded and that our knowledge has been effective. We have therefore chosen, ‘100 years of impact’ for our centennial theme, and we will be explicitly and implicitly expressing this in our lustrum programme.

Impact comes from a centre of knowledge in the form of high expertise, crucial networks and the application of knowledge. This is something we do. Impact comes from our core values, connected to our influence and significance, not only by reputation but by proof.

Professor Dr Henk Schmidt

Forum Chair



This 2013 EAIR Rotterdam Forum would not have been possible without the kind contributions of the Dutch Ministry of Education, Culture and Science (OCW), the Erasmus University Trust Fund and the Erasmus University Rotterdam.

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Erasmus Expo- en Congrescentrum “M-Building / Gebouw M”



FORUM HOSTS



EAIR - the European Higher Education Society became an independent membership organisation in 1989. Over the years it has expanded considerably and currently has nearly 500 members from 50 different countries all over the world including Africa, South America, Asia and Australasia. EAIR is a unique association for professionals in the area of higher education management and for academics researching that area. These professionals and academics are working in universities, polytechnics and other higher education institutions, primarily but not exclusively in Europe, both in university administration and in academic departments with particular research interests in management issues. EAIR is also of relevance to policy makers in government ministries and policy units.

EAIR holds its annual forum in August or September and organises seminars on specific topics that are of current interest. EAIR publishes the journal *Tertiary Education and Management (TEAM)* and the Monograph Series *Research, Policy and Practice in Higher Education*. The EAIR Secretariat is located in Amsterdam, the Netherlands.

For more information: www.eair.nl



Welcome to the Erasmus University Rotterdam

Erasmus University Rotterdam

The Erasmus University Rotterdam has about 21,000 students of which more than 5,000 are international students. There is about a total of 2,600 administration, faculty and service staff.

The Erasmus University Rotterdam was established in 1913 and named after Desiderius Erasmus (1466 or 1467-1536), philosopher, theologian and humanist. In 2013 the Erasmus University Rotterdam celebrates its centennial. Exactly 100 years ago a group of entrepreneurs founded the Netherlands School of Commerce, the predecessor of the current Erasmus University.

The Erasmus University has a world wide reputation in the areas of economics, business administration and health, strengthened by law, social sciences, history and arts, and philosophy. Students from all over the world follow Dutch and English-language bachelor's programmes as the basis for leading international master's specialisations at the interface of economics, health and society.

For more information: www.eur.nl/english

PRACTICAL FORUM INFORMATION

Location: Erasmus University Rotterdam – University Campus, T-Building & M-Building – Rotterdam

Forum Venue

The EAIR Forum Rotterdam 2013 will take place in the **T-Building** and **M-Building** on the Campus of the Erasmus University Rotterdam.

All the Forum parallel paper presentation sessions on Thursday 29 August, Friday 30 August and Saturday 31 August will take place in the T-Building.

The Opening and Closing Plenary and all the Keynote addresses will take place in the **Sorbonne Auditorium (M2-03)** located on the second floor of the **M-Building**.

University Assistants

Assistants from the Erasmus University Rotterdam will be at the service of the participants and will try to help you with any kind of questions you might have.

Locations of key events

Forum Information/Registration desk
EAIR Forum Office
Opening/Closing Plenary/Keynotes
Welcome Reception Wednesday 28 August
Newcomers' Welcome Reception Wednesday 28 August
EAIR Annual General Meeting Friday 30 August
Lunches
Coffee/Tea breaks
Poster Presentations Thursday 29 & Friday 30 August
Sessions Track 1
Sessions Track 1.2 (only Saturday 31 August)
Sessions Track 2
Sessions Track 2.1 (only Friday 30 August)
Sessions Track 3
Sessions Track 4
Sessions Track 5
Sessions Track 6
Sessions Track 7
Sessions Track 8
SIG Meeting 'Leadership in HEI's' Wednesday 28 August
SIG Meeting 'HE in South East Europe' Wednesday 28 August
SIG Meeting 'Data Repositories' Wednesday 28 August
SIG Meeting 'Young Researchers' Wednesday 28 August
SIG Meeting 'The Student Experience' Wednesday 28 August
SIG Meeting 'Quality in HE' Wednesday 28 August
Workshop Session – Marjolein van Griethuysen (Netherlands)
Pre-Forum Rotterdam PC meeting Wednesday 28 August
Pre-Forum Essen PC meeting Wednesday 28 August
EAIR Annual General Meeting Friday 30 August (17:30 - 18:15)
EAIR Social Dinner on Thursday 29 August (20:00 - 23:30)
EAIR Forum Banquet on Friday 30 August (20:00 - 23:30)

M-Building **Main Entrance Hall**
M-Building – **Luxemburg** (M3-06)
M-Building – **Sorbonne** (M2-03)
Expo Torino (MB-04) ground floor
Expo Torino (MB-04) ground floor
M-Building – **Forum** (M3-15)
Expo Torino (MB-04) ground floor
Expo Torino (MB-04) ground floor
Expo Torino (MB-04) Lunch Area
T-Building – Room **T3-20**, 3rd floor
T-Building – Room **T3-35**, 3rd floor
T-Building – Room **T3-21**, 3rd floor
T-Building – Room **T3-06**, 3rd floor
T-Building – Room **T3-31**, 3rd floor
T-Building – Room **T3-35**, 3rd floor
T-Building – Room **T3-39**, 3rd floor
T-Building – Room **T3-06**, 3rd floor
T-Building – Room **T3-25**, 3rd floor
T-Building – Room **T3-31**, 3rd floor
M-Building – **Forum** (M3-15)
T-Building – Room **T3-14**, 3rd floor
T-Building – Room **T3-13**, 3rd floor
T-Building – Room **T3-31**, 3rd floor
T-Building – Room **T3-39**, 3rd floor
M-Building – **Forum** (M3-15)
T-Building – Room **T3-13**, 3rd floor
M-Building – **Praag** (M3-05)
M-Building – **Praag** (M3-05)
M-Building – **Forum** (M3-15)
Hal 4.1, Watertorenweg 200
Laurence Church, Grotekerklein

The Forum exhibitors and Forum sponsors and also the Forum message boards are all located in the Main Hall area of the M-Building on the Ground Floor.

TIMETABLE

Tuesday 27 August

16:00 - 20:00 Registration hours (M-Building, Main Entrance Hall) and EAIR Forum office hours (M-Building, Room Luxemburg M3-06)

Wednesday 28 August

08:00 – 18:00 Registration (M-Building, Main Hall) and EAIR Forum office (Luxemburg, M3-06)
09:30 – 10:30 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
10:30 – 12:30 Pre-Forum meeting SIG ‘Leadership in HEI’s, **M-Building – Room FORUM (M3-15)**
10:30 – 12:30 Pre-Forum meeting SIG ‘HE in South East Europe’ **T-Building – Room T3-14**
10:30 – 12:30 Pre-Forum meeting SIG ‘Exploiting Data Repositories’, **T-Building – Room T3-13**
10:00 – 12:30 Pre-Forum Rotterdam 2013 PC meeting, **M-Building - Praag (M3-05)**
12:30 – 14:00 Lunch, M-Building – Expo Torino (MB-04) ground floor
14:00 – 16:00 Pre-Forum Essen 2014 PC meeting, **M-Building - Praag (M3-05)**
14:00 – 16:00 Pre-Forum meeting SIG ‘Young Researchers’, **T-Building – Room T3-31**
14:00 – 16:00 Pre-Forum meeting SIG ‘The Student Experience’, **T-Building – Room T3-39**
14:00 – 16:00 Pre-Forum meeting SIG ‘Quality in HE’, **M-Building – Room FORUM (M3-15)**
14:30 – 16:00 Pre-Forum Workshop by Marjolein van Griethuysen (Netherlands)
T-Building – Room T3-13, 3rd floor
16:00 – 16:45 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
16:15 – 16:45 Newcomers Reception (on invitation only), Expo Torino (MB-04) closed off area
17:00 – 17:30 Welcome and Official Opening Plenary, **Auditorium Sorbonne (M2-03) 2nd floor**
17:30 – 18:15 Plenary Opening Address Sijbolt Noorda, **Auditorium Sorbonne (M2-03) 2nd floor**
18:30 – 21:00 **Welcome Reception, M-Building – Expo Torino (MB-04) ground floor**

Thursday 29 August

08:00 – 18:00 Registration (M-Building, Main Hall) and EAIR Forum office (Luxemburg, M3-06)
09:00 – 09:45 Plenary Keynote Address Sarah Guri-Rosenblit, **Auditorium Sorbonne (M2-03)**
10:00 – 10:15 Parallel sessions/Introductions in all Track Rooms by Track Chairs
10:15 – 10:45 Parallel sessions 1
10:45 – 11:15 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
11:15 – 11:45 Parallel sessions 2
12:00 – 12:30 Parallel sessions 3
12:30 – 14:00 Lunch, M-Building – Expo Torino (MB-04) ground floor
13:30 – 14:00 Poster Presentation session, M-Building – Expo Torino (MB-04) Lunch Area
14:15 – 15:15 Parallel sessions 4, 5 & 6 – 1 Hour Panel Presentation/Discussion in all Tracks
15:15 – 15:45 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
15:45 – 16:15 Parallel sessions 7
16:30 – 17:00 Parallel sessions 8
17:15 – 17:45 Parallel sessions 9
20:00 – 23:30 **EAIR Forum Social Dinner – Location: HAL 4.1 (Address: Watertorenweg 200, Rotterdam) - Meet at 19:30 entry M-Building**

Friday 30 August

08:00 – 18:00 Registration (M-Building, Main Hall) and EAIR Forum office (Luxemburg, M3-06)
09:00 – 09:45 Plenary Keynote Address Ivo Arnold, **Auditorium Sorbonne** (M2-03) 2nd floor
10:00 – 10:30 Parallel sessions 10
10:30 – 11:00 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
11:00 – 11:30 Parallel sessions 11
11:45 – 12:15 Parallel Sessions 12
12:15 – 13:45 Lunch, M-Building – Expo Torino (MB-04) ground floor
13:15 – 13:45 Poster Presentation session, M-Building – Expo Torino (MB-04) Lunch Area
14:00 – 15:00 Parallel sessions 13, 14 & 15 – 1 Hour Panel Presentation/Discussion
15:00 – 15:30 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
15:30 – 16:00 Parallel sessions 16
16:15 – 16:45 Parallel sessions 17
17:00 – 17:30 Parallel sessions 18
17:30 – 18:15 EAIR Annual General Meeting, **M-Building Auditorium Forum** (M3-15) 3rd floor
20:00 – 23:30 **EAIR Forum Banquet – Location: Laurence Church, Grotekerkplein 27, Rotterdam**

Saturday 31 August

08:00 – 13:00 Registration (M-Building, Main Hall) and EAIR Forum office (Luxemburg, M3-06)
08:00 – 08:45 Meeting EAIR EC Board & Forum Chair, **M-Building - Praag** (M3-05)
09:00 – 09:45 Plenary Keynote Address Simon Buckingham Shum, **Auditorium Sorbonne** (M2-03)
10:00 – 10:30 Parallel sessions 19
10:30 – 11:00 Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
10:30 – 11:30 **1 hour Guided Campus Tour; Meet 10:30 outside by M-Building entrance**
11:00 – 11:30 Parallel sessions 20
11:45 – 12:15 Parallel sessions 21
12:30 – 13:00 Parallel sessions 22
13:00 – 13:15 Short Coffee/tea break, M-Building – Expo Torino (MB-04) ground floor
13:15 – 13:45 Concluding Plenary, **Auditorium Sorbonne** (M2-03) 2nd floor
13:45 – 15:00 Forum Farewell lunch, M-Building – Expo Torino (MB-04) ground floor

Desiderius Erasmus



Erasmus

Posters can be put up on Tuesday 27 August from 16:00 till 19:00 and Wednesday 28 August from 08:00 - 17:00 on the designated Poster boards located in the M-Building, Expo Torino (MB-04) ground floor.

The official welcome and opening plenary on Wednesday 28 August and all daily plenary keynote addresses and the concluding plenary on Saturday 31 August are being held in the **Auditorium Sorbonne (M2-03) located in the M-building** on the 2nd floor.

Forum Information and Registration Desk

Location: M-Building – Main Entrance Hall

For registration, information on practical issues concerning the Forum or local information you can contact the Forum Information and Registration Desk. The Desk will be open at the following times:

- Tuesday 27 August • 16:00 - 20:00
- Wednesday 28 August • 08:00 - 18:00
- Thursday 29 August • 08:00 - 18:00
- Friday 30 August • 08:00 - 18:00
- Saturday 31 August • 08:00 - 13:00

EAIR Forum Office

Location: M-Building – Room Luxemburg (M3-06) 3rd floor

Phone: +31 618 69 46 25 (this number will only be available during the Forum).

For information on the Forum programme, EAIR membership and general information on the Forum or EAIR, please contact the EAIR Forum Office. For opening hours, see the timetable. The EAIR Forum Office will be open at the same times as the Forum Information and Registration Desk.

Name Badges

You will find your (and your companion's) name badges in the Forum bag which will be given to you at the Forum registration table.

Please note you will need to wear and show your name badge at all times in order to gain access to the Forum venue, all sessions, the pre-Forum activities, the lunches and the social events such as the Social Dinner and the Forum Banquet.

You are therefore kindly requested to wear it visibly throughout the Forum at all times.

To cut down on wastage and to help protect the environment, please return your plastic badge sleeve at the end of the Forum so it can be re-used.

Name badges for all participants

To facilitate networking and making contact easier, colleagues who attend the Forum for the first time will find 'This is my first Forum' on the bottom of their name badge. Other participants are encouraged to welcome these new Forum attendees and make them feel at home.

Members of the EAIR Executive Committee and past EAIR Executive Committee members, the EAIR Chair, EAIR distinguished members, EAIR president and past EAIR presidents, the Forum Chair, Keynote Speakers can be recognised by their special EAIR name badge. They will be very happy to answer all your questions about EAIR or the Forum. Make use of this opportunity to make sure you know what EAIR is about.

Lunches, Coffee and Tea Breaks

All lunches during the 'academic' days of the Forum are included in the registration fee.

Location for all lunches: M-Building – Expo Torino (MB-04) ground floor

During lunches, please note that there will be a separate buffet for people with a special diet.

Location for all coffee & tea breaks: M-Building – Expo Torino (MB-04) ground floor

All refreshments are included in the Forum registration fee.

Message Boards

Location: M-Building – Main Entrance Hall, in the registration/information area

Sponsors

Location: M-Building – Main Entrance Hall

You will find the following sponsors present:

- Main EAIR Sponsor: Electric Paper Ltd. – United Kingdom
- EAIR Forum Sponsor: eXplorance Inc. – Canada
- EAIR Supportive Forum Sponsor: QS Intelligence Unit – United Kingdom

Exhibitors

Location: M-Building – Main Entrance Hall

You will find the following exhibitors present:

- Routledge Journals, Taylor & Francis Publishing Group – United Kingdom
- Springer Publishing – The Netherlands
- Erasmus Mundus Association
- European Science Foundation – France (only Forum bag inserts)

Do visit all sponsors and exhibitors and talk to them about their work and/or latest publications.

Computer Facilities

A wireless network connection will be available for all Forum participants during the Forum.

Login name: EAIR2013@congress.guests

Password: zshg4786

Other Facilities

If you need to have something photocopied or to send a fax, please do ask the staff at the Registration Desk or the EAIR Forum Office. Maybe a small fee will be charged.



SOCIAL EVENTS – 2013 EAIR ROTTERDAM FORUM “THE IMPACT OF HIGHER EDUCATION”

Those participants who have registered for the Forum social activities will find this listed on the official Forum badge that is in their personal envelope upon registration. The Forum badge will be your entrance ticket, so you need to wear and show your Forum badge at all times when entering the venues.

If you have not registered and would like to participate after all, you maybe still could register for these activities (depending on availability) through the EAIR Forum Office on Wednesday 28 August. We regret not being able to do any refunds.

Welcome Reception

Wednesday 28 August • 18:30 – 21:00

The Welcome and Opening Plenary is followed by a Welcome Reception, hosted by the Erasmus University Rotterdam. The Welcome Reception is free for both Forum delegates and ‘registered’ accompanying persons.

Location: M-Building – Expo Torino (MB-04) ground floor

EAIR Newcomers’ Welcome Reception

Wednesday 28 August • 16:15 – 16:45

Admission to the Newcomers’ Welcome Reception is by invitation only with your Forum badge.

Location: M-Building – Expo Torino (MB-04) ground floor, closed off area

If you are participating in the Forum for the first time, and you want to know more about EAIR and at the same time meet your fellow ‘newcomers’, this is the place to be.

Forum Social Dinner

Thursday 29 August • 20:00 – 23:30

The Social Dinner is included in the Forum registration fee. Accompanying guests pay € 60. For admission you do need to wear and show your Forum badge by entrance of the Social Dinner.

Location: HAL 4.1 (Address: Watertorenweg 200, Rotterdam) – Meet at 19:30 entry M-Building

The EAIR Forum Social Dinner will take place in **HAL 4.1** which is located only a short walk away from the M-Building. You can meet up by the **entry of the M-Building at 19:30** from where we will walk you directly to the location **HAL 4.1**.

If you are coming with Public Transport you will need to take the Tramline nr. 21 from Rotterdam Central Station in the direction "Esch" and get off at the stop "Lage Filterweg" and you will see HAL 4.1 on the left side of the water tower.

A Route Map on how to get to the EAIR Forum Social Dinner is published on the Forum website on: <http://www.eair.nl/forum/rotterdam/socialevents.asp>

Forum Banquet

Friday 30 August • 20:00 – 23:30

The Forum Banquet is not included in the Forum registration fee and needs to be paid for separately. For admission you do need to wear and show your Forum badge on entrance.

Location: St. Laurence Church, Grotekerkplein 27, Rotterdam city centre

A Route Map on how to get to the EAIR Forum Banquet is published on the Forum website on: <http://www.eair.nl/forum/rotterdam/socialevents.asp>

People who registered for the Forum Banquet with a special diet will receive a coloured card at the entrance or in their personal envelope. Please place this card next to your plate during the Forum Banquet. The card will help the waiters to identify people having requested a special diet.

Pre-Forum Activities

If you have not (pre)registered and would like to participate after all, contact the EAIR Forum Office for availability.

Pre-Forum meeting Special Interest Group on ‘Leadership and Professions in the changing operational environment of HE institutions’

Wednesday 28 August • 10:30 – 12:30

Location: **M-Building – Room FORUM (M3-15) 3rd floor**

Chairs: Timo Aarveaara • University of Helsinki • Helsinki – Finland
Jouni Kekäle • University of Eastern Finland • Joensuu – Finland

The SIG is intended especially for early stage researchers and PhD students. The session will start with a presentation by professors Timo Aarveaara and Jouni Kekäle. The topic is crucial for HE institutions in the era of major change of higher education and management. The Special Interest Group will provide the early stage researchers present with a view and understanding on this highly important topic, which will only become more central in the coming years.

Pre-Forum meeting Special Interest Group on ‘Higher Education in South East Europe and the Bologna process’

Wednesday 28 August • 10:30 – 12:30

Location: **T-Building – Room T3-14 3rd floor**

Chair: Alejtin Berisha • Universum University College • Prishtina – Kosovo

Higher education is one of the highest growing sectors in South East Europe and according to UNESCO (2009) the growth in both institutions of higher education and student numbers is one of the highest in the world. Coming from a communist legacy, all seven countries of South East Europe (Albania, Bosnia and Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, and Serbia) are transforming and reforming their educational systems and Bologna process is the key driver in this process.

The aim of this Special Interest Group is to discuss issues related to higher education reform and cooperation in South East Europe in the light of Bologna process in an informal setting and create a platform for further collaboration in research and development between scholars from SEE and those interested in higher education in South East Europe.

Pre-Forum meeting Special Interest Group on ‘Exploiting Data Repositories’

Wednesday 28 August • 10:30 – 12:30

Location: **T-Building – Room T3-13 3rd floor**

Chairs: Helena Lim • Higher Education Academy • York – United Kingdom
Urs Hugentobler • ETH Zürich • Zürich – Switzerland

In these challenging times, IR is increasingly called upon to provide answers to resolve questions that institutions face. Built on earlier meetings of the Exploiting Data Repositories SIG, this SIG broadens the discussions on exploiting data repositories and information sources to produce strategic indicators. The focus remains on supporting university management and governance decision making through the institutional research but extends the discussions to include tools, methods, products/outputs and impact.

The meeting will begin with a plenary presentation. This will be followed by a roundtable discussion with all participants. The format will be interactive and highly participatory with opportunities for colleagues to share experiences and good practice from their own institutions and higher education systems. It is hoped that this SIG will provide a lively forum for the exchange of ideas and peer support.

Pre-Forum meeting Special Interest Group on ‘Young Researchers and the Practice of Institutional Research’

Wednesday 28 August • 14:00 – 16:00

Location: **T-Building – Room T3-31 3rd floor**

Chairs: Dawn Geronimo Terkla • Tufts University • Medford – USA
Yuraisha Chetty • University of South Africa • Pretoria – South Africa
Helena Lim • Higher Education Academy • York – United Kingdom
Urs Hugentobler • ETH Zürich • Zürich – Switzerland
Charles Mathies • University of Jyväskylä • Jyväskylä – Finland
Peter Hoekstra • University of Amsterdam • the Netherlands

In Europe and Africa institutional research started some decennia ago. In the US the first steps were taken directly after WWI, and some claim: even before WWII. In all these years the question “What is Institutional Research exactly” never got a permanent answer. Or maybe one should say this question was answered in many ways: it was answered in a never ending theoretical debate and it was answered in the practice of IR, in the daily work of many colleagues.

The SIG aims to give an overview and offer a look into different national and institutional settings, identify similarities and dissimilarities and discuss advantages and disadvantages of national and institutional situations of institutional research. The SIG could be of interest for people who are new in the field of institutional research and attending EAIR conference for the first time.

Pre-Forum meeting Special Interest Group on ‘The Student Experience’

Wednesday 28 August • 14:00 – 16:00

Location: **T-Building – Room T3-39 3rd floor**

Chair: James Williams • Birmingham City University • Birmingham – United Kingdom

The notion that students can or should be partners in higher education is increasingly familiar in contemporary higher education and it is one that needs exploration. Indeed, for some in the sector, the notion of students as partners provides an antidote to the consumerist model of higher education is a ‘partnership model’.

Participants are warmly invited to join in this special interest group to learn from new approaches from each other and to share their own experience with colleagues from around the world. There will be opportunities for colleagues to share examples of projects from their own institutions or national sectors where students are engaged in a meaningful way in the development of aspects of their institutions.

Pre-Forum meeting Special Interest Group on ‘Quality in Higher Education’

Wednesday 28 August • 14:00 – 16:00

Location: **M-Building – Room FORUM (M3-15) 3rd floor**

Chair: Alan Davidson • Robert Gordon University • Aberdeen – United Kingdom

This will be an informal opportunity to network and share ideas with fellow participants who have an interest in quality in higher education. The scope will be “quality” in the widest sense, considering assurance and enhancement / improvement. You will have an opportunity to share ideas on what is topical or challenging in your country / institution. So come prepared to contribute and/or simply to listen. See it as an opportunity to find out what is going on in quality at an international level, and to network and make connections at the start of the Forum.

Pre-Forum Workshop session titled ‘The impact of scholars in the process of policy making under Horizon 2020’

Wednesday 28 August • 14:30 – 16:00

Location: **T-Building – Room T3-13 3rd floor**

Presenter: Drs. Marjolein van Griethuysen • Erasmus University Rotterdam • the Netherlands

This workshop explores the engagement of scholars in research policy making in the European Union (EU). It argues that this is a relevant subject for universities in adjusting governance towards adaptation in the EU policy building process. Although experts are being invited to participate in the policy-making, the contributions of academic experts are indistinct. The workshop investigates the inner circle of EU policy making and scholarly engagement under Horizon 2020. The impression is that scholars contributing in the making of new policy instruments create advantages. It offers the opportunity of developing capabilities and by this foster adaptation and responsiveness towards new modes of governance in EU and as such prepossesses NIS. This workshop aims at opening up insight in the scholarly participation in EU policy making through analyzing the dynamics and by understanding the different policy modes in use.

Official Welcome and Opening Plenary

Wednesday 28 August • 17:00 – 18:15

The Opening Ceremony is free for all delegates and guests

Location: **M-Building – Auditorium Sorbonne (M2-03) 2nd floor**

On Wednesday 28 August the Erasmus University Rotterdam and EAIR together with the honourable Mrs Korrie Louwes, the city of Rotterdam Vice Mayor of Labour Market, Higher Education, Innovation and Participation shall welcome all participants of the 35th Annual EAIR Forum during the Opening Plenary which will be followed by the Opening Plenary Keynote.



Opening Plenary Keynote Address

Wednesday 28 August • 17:30 – 18:15

Location: **M-Building – Auditorium Sorbonne** (M2-03) 2nd floor

**Dr. Sijbolt
NOORDA**



Dr. Sijbolt Noorda will present the opening keynote address at the 2013 EAIR Rotterdam Forum.

For most of his career Sijbolt Noorda has been in leadership positions in Higher Education. In the 1980s he was vice-president for Teaching & Learning, ICT and Finance at Vrije Universiteit Amsterdam. Between 1990 and 2006 he was first deputy-president, later president of Universiteit van Amsterdam. And from 2006 to 2013 he was President of the Dutch Association of Research Universities VSNU. In addition to that he served on a wide variety of Dutch or European boards and committees in Higher Education, ICT, Public Media, Health Care, Museums and the Performing Arts. He now is President of ACA and an advisor to universities in Austria, Germany, Romania, The Netherlands and Turkey.

Keynote Address

Thursday 29 August • 09:00 – 09:45

Location: **M-Building – Auditorium Sorbonne** (M2-03) 2nd floor

**Prof. Sarah
GURI-ROSENBLIT**



Prof. Sarah Guri-Rosenblit will give the Thursday morning Forum keynote address.

Sarah Guri-Rosenblit is Dean of Development and Technology at the Open University of Israel and a member of the Higher Education Bologna Experts Committee at the Israeli Council for Higher Education. She got her PhD from Stanford University in 1984 in education and political science. Her areas of expertise are focused on comparative research of higher education systems, distance education and e-learning. She published books and dozens of articles in these fields. She was selected in 2005/6 as one of the 30 New Century Scholars in the Fulbright Program on: 'Higher Education in the 21st Century: Global Challenge and National Response'. From 2003 until 2009 she was a member of the Scientific Committee of Europe and North America in the UNESCO Forum of Higher Education, Research and Knowledge. She is currently a member the expert evaluation panels of HESC (Higher Education and Social Change) under the auspices of the European Science Foundation and the Bellagio Conference Center of the Rockefeller Foundation.

Keynote Address

Friday 30 August • 09:00 – 09:45

Location: **M-Building – Auditorium Sorbonne** (M2-03) 2nd floor

**Prof. Dr. Ivo
ARNOLD**



Prof. Dr. Ivo Arnold is the third keynote speaker at the 2013 EAIR Rotterdam Forum.

Ivo Arnold is an economist with more than 20 years of experience in academia. His main research areas are monetary economics, financial markets & institutions and economic education. He has many years of experience in administration as program director and vice dean at Erasmus School of Economics and was responsible for the design and implementation of a major educational reform the school. He also is an active blogger and regular commentator on economic and financial issues in the Dutch media. Ivo Arnold received eleven outstanding teaching awards as Professor of Economics at Nyenrode Business Universiteit.

Keynote Address

Saturday 31 August • 09:00 – 09:45

Location: **M-Building – Auditorium Sorbonne** (M2-03) 2nd floor

**Prof. Dr. Simon
BUCKINGHAM
SHUM**



On the last day of the Forum, **Prof. Dr. Simon Buckingham Shum** will give the final keynote address of the 2013 EAIR Rotterdam Forum.

Simon Buckingham Shum is Professor of Learning Informatics at the Open University's advanced R&D knowledge technologies lab, the Knowledge Media Institute. Simon researches, teaches and consults on Learning Analytics, Collective Intelligence and Argument Visualization, with a particular interest in sensemaking and contested knowledge. He was Programme Co-Chair for the 2012 Learning Analytics conference, a co-founder of the Society for Learning Analytics Research, and is a regular invited speaker on the topic. He serves on the Advisory Groups for a variety of learning analytics initiatives in education and enterprise, and is also a Visiting Fellow at University of Bristol.

Concluding Plenary

Saturday 31 August • 13:15 – 13:45

Location: **M-Building – Auditorium Sorbonne** (M2-03) 2nd floor

In the last plenary session of the Forum Henk Schmidt, the 2013 EAIR Rotterdam Forum Chair will summarise the theme of the Forum.

EAIR Outstanding Paper Award and EAIR Best Poster Award

At the 2013 EAIR Rotterdam Forum Social Dinner on Thursday evening 29 August 2013 the winners of the **2013 EAIR Outstanding Paper Award** and **2013 EAIR Best Poster Award** will be announced. EAIR initiated the Outstanding Paper Award to stimulate young (35 and younger) colleagues to join discussions and speak at the Forum. EAIR initiated the Best Poster Award to give more recognition and visibility to Poster presenters. The winners will receive a free subscription from the Routledge education list for one year.



PARALLEL SESSIONS – LOCATION T-BUILDING

The 2013 EAIR Forum in Rotterdam will be nearly three days of information exchange, networking, and listening to each other. The Forum is constructed around a daily plenary and parallel sessions organised in eight tracks with 130 presentations and nineteen poster presentations, all connected to the main theme of the Forum. All sessions will take place on the University Campus 'Woudenstein' in **the T-Building** of the Erasmus University Rotterdam.

TRACK 1

Governance: impact follows strategy?



Track Chair: Adriaan Hofman – Erasmus University Rotterdam – the Netherlands

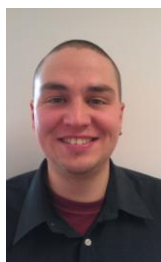
All sessions in **Track 1** are in **Room T3-20, T-Building 3rd floor**

On **Saturday 31 August** there are additional sessions in **Track 1.2** in **Room T3-35, T-Building 3rd floor**

'Governance', that is, the organisation and management of higher education institutions, is an increasingly prominent issue in a context of growing sectoral complexity. Governance in the European context is particularly influenced by the push towards harmonisation, but also by notions of new public management and its neo-liberal economic undertones. The European experience is influenced by broader global changes, such as the marketization of higher education, growing concerns for the democratisation of governance, and concerns for greater accountability. This track offers an opportunity for presenters to discuss the impact of such changes on governance of institutions and the resulting impacts on the core activities of higher education: research, learning and teaching.

TRACK 2

Student learning and the student experience



Track Chair: Paul Gorman • Aston University • Birmingham • United Kingdom

All sessions in **Track 2** are in **Room T3-21, T-Building 3rd floor**

On **Friday 30 August** there are additional sessions in **Track 2.1** in **Room T3-06, T-Building 3rd floor**

There is not a higher education institution (HEI) in the world that does not claim to offer a student experience of the highest quality, but what defines this promise? What do digitally equipped modern students expect when they commence higher education? Are these expectations realised? As the sector enters an era of increased scrutiny and raised expectations, HEIs are under more pressure than ever to establish themselves as providers of a quality learning experience. Any university

website or prospectus will claim to offer quality teaching and support, employable graduates, quality learning resources and an experience that will mould, shape and equip students to be global citizens. But do the visions of educational providers, governments and society as a whole represent the best interests of students? How we define, understand and enhance the student experience when faced with such a diverse set of values and expectations will provide real challenges for the future. This track aims to explore how we can meet such challenges and address the fundamental questions that lie at the heart of student learning and the student experience.

TRACK 3

Institutional research: how to measure impact?



Track Chair: Helena Lim • Higher Education Academy • York • United Kingdom

All sessions in **Track 3** are in **Room T3-31, T-Building 3rd floor**

Issues of quality and impact are increasingly important in many higher education systems around the world. In the context of increasing internal and external demands for accountability, performance indicators are now familiar concepts but remain highly contentious. Understanding an institution's performance is central to institutional research, helping higher education institutions to understand overall activity or to focus on specific areas such as education and research performance.

Track 4

Quality Management in higher education



Track Chair: Maria J. Rosa • CIPES - University of Aveiro • Matosinhos • Portugal

Track Co Chair: Cláudia Sarrico • CIPES & ISEG - Technical University of Lisbon • Portugal

All sessions in **Track 4** are in **Room T3-35, T-Building 3rd floor**

Quality in higher education is a perennial concern. In this track, participants will discuss how quality management (QM) can help higher education to cope with some of the challenges that it faces today. Topics will include the contribution of QM to the institutions' fulfillment of their core functions: teaching and learning, research and scholarship and Third Mission. The improvement of national and European higher education systems will also be addressed. Other relevant topics encompass student experience, staff development, and relationship with external stakeholders, performance data, development of a quality culture, and the general contribution to improving society. Finally, the consequences of the current financial constraints in a number of European countries, and their impact on QM of higher education institutions and systems, are particularly pressing and worth discussing.

TRACK 5

Ranking: excellence and reputation management



Track Chair: Matthias Klumpp • FOM University of Applied Sciences Essen and University of Duisburg-Essen • Germany

All sessions in **Track 5** are in **Room T3-39, T-Building 3rd floor**

Ranking systems have developed into a major force in the global higher education environment. Though they carry advantages and disadvantages, the main task for researchers and higher education managers alike is to understand, evaluate and react to them - whether it be by deciding to neglect them, suggesting improvements, co-operating and communicating or actively working with them in order to improve the common comparative information basis for all universities.

Due to the wide topical variety of abstract submissions the track will be organised in five thematic workshops with the following topics:

- Ranking Interests and Objectives (Thursday Morning)
- Ranking Systems (Thursday Afternoon)
- Strategy and University Impact (Friday Morning)
- Funding and Efficiency (Friday Afternoon)
- Teaching and Research Excellence (Saturday Morning)

TRACK 6

Access to higher education



Track Chair: Sabine Severiens • Erasmus University Rotterdam • the Netherlands

Co-Track Chair: Wâtte Zijlstra • ECHO Center for Diversity Policy - Utrecht • the Netherlands

All sessions in **Track 6** are in **Room T3-06, T-Building 3rd floor**

Access to higher education (HE) may involve outreach activities in underprivileged communities. It also involves study choice as well as the transition process. Many first-year students switch programs (thereby losing valuable study time) or even drop out of HE because they choose the wrong programme or experience difficulties during their transition to HE.

Therefore, papers in this track describe innovative ways 1) to increase access, 2) to support study choice processes, and 3) to support smooth transitions from secondary to higher education, or from one academic program to the next.

TRACK 7

The impact of higher education on the economy



Track Chair: Christian Ganseuer • University of Duisburg-Essen • Germany

All sessions in **Track 7** are in **Room T3-25, T-Building 3rd floor**

European higher education systems have undergone enormous change in recent years. Especially the Bologna process is likely to affect the economy through its impact on life-long-learning, the implementation of quality assurance systems and the stronger focus on questions of employability and competence-orientated learning outcomes. But how can the impact be described and measured?

Papers in this Track will address some of the following questions:

- What is the impact of higher education on the economy?
- How do HEIs respond to the fast changing job market?
- How does the higher education system affect employability?
- How could the interface with societal stakeholders be reinvented?
- How does the economic impact of HE differ in European countries and what are the consequences for European policy?
- How has the Bologna process impacted upon the economy?
- How do the academic perspectives of life-long-learning relate to labour market developments?

TRACK 8

Staff development and staff experience



Track Chair: Helena Lim • Higher Education Academy • York • United Kingdom

All sessions in **Track 8** are in **Room T3-31, T-Building 3rd floor**

Within higher education, it is common place to talk about the student experience, but what about the staff experience? Professor Eric Thomas, president of Universities UK has referred to higher education being a system "built around people". This is echoed by Matthew Knight, UHR chair and HR director, University of Leeds that "universities are people enterprises. The quality of the people working in the sector, the way they work with each other and what they achieve, will over time, mean the difference between institutional success and failure." However in a climate of increasing financial pressures, how can universities keep their staff motivated in order to achieve institutional ambitions? From professional development to management and career progression, this track considers various aspects of the staff experience.

Track Parallel Sessions Introduction Schedule

Thursday 29 August: 10:00 – 10:15 in the T-Building

Introduction of all Tracks by each Track Chair

Track 1: Adriaan Hofman in **Room T3-20, T-Building 3rd floor**

Track 2: Paul Gorman in **Room T3-21, T-Building 3rd floor**

Track 3: Helena Lim in **Room T3-31, T-Building 3rd floor**

Track 4: Maria J. Rosa & Cláudia Sarrico in **Room T3-35, T-Building 3rd floor**

Track 5: Matthias Klumpp in **Room T3-39, T-Building 3rd floor**

Track 6: Sabine Severiens & Wátte Zijlstra in **Room T3-06, T-Building 3rd floor**

Track 7: Christian Ganseuer in **Room T3-25, T-Building 3rd floor**

Friday 30 August: 10:55 – 11:00

Introduction Track 8

Track 8: Helena Lim in **Room T3-31, T-Building 3rd floor**



THURSDAY 29 AUGUST 2013

09:00 - 09:45	DAILY PLENARY KEYNOTE ADDRESS IN ROOM SORBONNE (M2-03) M-BUILDING, SECOND FLOOR Prof. Dr. Sarah Guri-Rosenblit • Israel							
10:00 - 10:15	Track Introduction by Adriaan Hofman	Track Introduction by Paul Gorman	Track Introduction by Helena Lim	Track Introduction by Maria J. Rosa & Cláudia Sarrico	Track Introduction by Matthias Klumpp	Track Introduction by Sabine Severiens & Wätje Zijlstra	Track Introduction by Christian Ganseuer	
Session 1 10:15 - 10:45	Nicoline Frølich	Martyn Stewart	Suchita Bali	Thune / Selmer-Anderssen	Sakari Ahola	Nynke Jo Smit	P. Ilieva-Trichkova	x
	page 27	page 27	page 27	page 28	page 28	page 28	page 28	
10:45 - 11:15	COFFEE/TEA BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
Session 2 11:15 - 11:45	Davide Donina	Marion Gut	Lydia Snover	Sara Karlsson	Isaac Ntshoe	Ad Scheepers	Maria Hinfelaar	x
	page 29	page 29	page 29	page 30	page 30	page 30	page 30	
Session 3 12:00 - 12:30	S. In der Smitten	James Williams	Steve May	T. Blanc de la Terre	Ute Steffi-Wais	Anna Spexard	Lars Melin	x
	page 31	page 31	page 31	page 32	page 32	page 32	page 32	
12:30 - 14:00	LUNCH BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
13:30 - 14:00	POSTER SESSIONS - EXPO TORINO (MB-04) - M-BUILDING / LUNCH AREA (SEPARATE SPACE)							
Session 4,5 & 6 - Panel Presentation 14:15 - 15:15	Puusa/Kekäle Romulo Pinheiro Sonia Pavlenko	Clare Milsom Florian Reisky	Marc Dolman Rod Bally	Didi Griffioen	Ben Jongbloed	Fonseca/Justino Kathi Ketcheson	de Lourdes/Cabrito Zareen Naqvi J. Wiers-Jenssen	x
	page 33	page 33 & 34	page 34	page 35	page 35	page 35	page 36	
15:15 - 15:45	COFFEE/TEA BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
Session 7 15:45 - 16:15	Johanna Witte	Ellis Hennessy	Trudy Banta	Lydia Hartwig	Atila Pausits	Hetty Grunefeld	Charisse Reyes	x
	page 37	page 37	page 37	page 37	page 38	page 38	page 38	
Session 8 16:30 - 17:00	Rimantas Vaitkus	Manja Klemencic	Yuraisha Chetty	Ana Torres	C. O'Connell	Helen White	Isak Froumin	x
	page 39	page 39	page 39	page 40	page 40	page 40	page 40	
Session 9 17:15 - 17:45	x	x	x	Reidun Aamboe (* from Track 2)	Darren Deering	x	x	x
				page 41	page 41			
20:00	FORUM SOCIAL DINNER							

29 AUGUST

TIMETABLE EAIR FORUM ROTTERDAM 2013

FRIDAY 30 AUGUST 2013

Time/Track	TRACK 1	TRACK 2	TRACK 3	TRACK 4	TRACK 5	TRACK 2.1	TRACK 7	TRACK 8
	Governance: impact follows strategy?	Student learning and the student experience	Institutional research: how to measure impact?	Quality management in higher education	Ranking: excellence and reputation management	Student learning and the student experience	The impact of higher education on the economy	Staff development and staff experience
T-BUILDING TRACK ROOMS	ROOM T3-20 T-BUILDING (3rd floor)	ROOM T3-21 T-BUILDING (3rd floor)	ROOM T3-31 T-BUILDING (3rd floor)	ROOM T3-35 T-BUILDING (3rd floor)	ROOM T3-39 T-BUILDING (3rd floor)	ROOM T3-06 T-BUILDING (3rd floor)	ROOM T3-25 T-BUILDING (3rd floor)	ROOM T3-31 T-BUILDING (3rd floor)
09:00 - 09:45	DAILY PLENARY KEYNOTE ADDRESS IN ROOM SORBONNE (M2-03) M-BUILDING, SECOND FLOOR Prof. Dr. Ivo Arnold • The Netherlands							
Session 10 10:00 - 10:30	Tatiana Fumasoli page 47	Mary Dankbaar page 47	Eric Richters page 47	Marie Magnell page 47	Bjørn Stensaker page 48	Diana Dias page 48	John F. Lock page 48	
10:30 - 11:00	COFFEE/TEA BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
Session 11 11:00 - 11:30	D. Antonowicz page 48	M. Landmann page 49	x	Järplid Linde von Ravensberg Köhlmark page 49	Marina Tomas page 49	Sooji Kim page 49	Patrick Cashell page 50	M. Monnapula-Mappesela page 50
Session 12 11:45 - 12:15	Lise Degn page 50	Susan Kahn page 50	x	Kristina Hauschildt page 51	Torre/Pérez-Esparrells/Casani page 51	O. Stenvinkel Nilsson page 51	Josep M. Vilalta page 51	Richard Brabner page 51
12:15 - 13:45	LUNCH BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
13:15 - 13:45	POSTER SESSIONS - EXPO TORINO (MB-04) - M-BUILDING / LUNCH AREA (SEPARATE SPACE)							
Session 13,14 & 15 - Panel Presentation 14:00 - 15:00	Martin Galevski Sara Diogo Marta Rószkiewicz page 52	Kurt De Wit Mark Adriaans Sharon Feeney page 52 & 53	x	Cláudia Sarrico Theodor Leiber page 53	Marc Cuypers Sait Baskaya Golnaz Maleki page 54	K. Sonnenschein Bélanger/McCartney Diana Wernisch page 54 & 55	x	x
15:00 - 15:30	COFFEE/TEA BREAK - EXPO TORINO (MB-04) - M-BUILDING / GROUND FLOOR							
Session 16 15:30 - 16:00	Victor Borden page 55	Neels Fourie page 55	x	Lex Sijtsma page 56	Rohlinger/Olejniczak page 56	Arti Saraswat page 56	Cunha/Fernandes page 56	Jürgen Deeg page 57
Session 17 16:15 - 16:45	Charles Mathies page 57	Ann Ooms page 57	x	Pascal Brenders page 57	John Muffo page 58	Robert Cowin page 58	Alfantookh/Bakry page 58	Reidar Johan Mykletun page 58
Session 18 17:00 - 17:30	Sofia Brückmann page 59	Virginie Servant page 59	x	Samuel Henry (* from Track 1) page 59	Aslaug M. Lunde (* from Track 2) page 59	x	Virginia Ferrer & Olga Cabrera page 60	x
17:30 - 18:15	EAIR ANNUAL GENERAL MEETING - M BUILDING, AUDITORIUM FORUM							
20:00	FORUM BANQUET							

30 AUGUST

TIMETABLE EAIR FORUM ROTTERDAM 2013

SATURDAY 31 AUGUST 2013

Time/Track	TRACK 1	TRACK 2	TRACK 3	TRACK 1.2	TRACK 5	TRACK 6	TRACK 7	TRACK 8
	Governance: impact follows strategy?	Student learning and the student experience	Institutional research: how to measure impact?	Governance: impact follows strategy?	Ranking: excellence and reputation management	Access to higher education	The impact of higher education on the economy	Staff development and staff experience
T-BUILDING TRACK ROOMS	ROOM T3-20 T-BUILDING (3rd floor)	ROOM T3-21 T-BUILDING (3rd floor)		ROOM T3-35 T-BUILDING (3rd floor)	ROOM T3-39 T-BUILDING (3rd floor)	ROOM T3-06 T-BUILDING (3rd floor)	ROOM T3-25 T-BUILDING (3rd	ROOM T3-31 T-BUILDING (3rd floor)

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31 AUGUST

THURSDAY 29 AUGUST: PARALLEL SESSIONS 1 FROM 10:15 – 10:45

Increasing competition for students and their choice of where and what to study

Nicoline Frølich – NIFU (Norway)

Track 1 – Room T3-20, T-Building 3rd floor

Broader global changes, such as the marketization of higher education, growing concerns for the democratization of governance, and concerns for greater accountability, influences the European higher education experience. The general policy move in Europe the last few decades has been to transfer more decision-making autonomy from the State to the higher education institutions and in return expect the higher education institutions to function as strategic actors. Leaving aside the large body of literature discussing the organizational conditions and transformation of the above mentioned policy move, the paper addresses student recruitment strategies seen from the perspective of the students, and thereby offers an opportunity to discuss the impact of strategic governance of institutions from the perspective of “the costumers”. The paper report and discuss the findings from a small survey among students at four Norwegian higher education institutions.

Attribution or retribution? Exploring use of language in student experience surveys

Martyn Stewart – Liverpool John Moores University (United Kingdom)

Track 2 – Room T3-21, T-Building 3rd floor

The language of student evaluation comments in institutional satisfaction surveys can be highly complex, a mix of reflections directed ‘externally’ at institutional services or offering ‘internalised’ insight into how provision impacts upon the individual. Comments can vary from cautious hedging to zealous venting of praise or frustration, and from considered opinion to wild exaggeration to assert a point. The grammatical devices used to express thoughts and experiences can tell us much about students’ attitudes and moods and this can enhance interpretations of evaluative commentary. This presentation will report on an investigation that examines use of language in two experience surveys. Using statistical profiling and drawing on recent research in linguistics, the analysis will highlight the different functions of language used and describe a framework to aid interpretation of complex student evaluative feedback.

How Canadian universities use social media to brand themselves

Suchita Bali – Laurentian University (Canada)

Track 3 – Room T3-31, T-Building 3rd floor

This paper explores social media marketing strategies applied by Canadian universities as a tool for institutional branding, recruitment and engagement of home and international students. The target sample for this study involves the total population of Canadian university-status institutions (N = 106). Qualitative data were collected from two major social media websites, Facebook and Twitter, over the span of six months to provide a more comprehensive picture. Along with qualitative data, student enrolment data were also compiled with the purpose of associating social media implementation with fluctuations of student enrolment. Results reveal that the Twitter platform is generally much more popular to carry conversations but that Facebook remains the preferred website for university-initiated postings; most of these university-led postings, whether on Twitter or Facebook relate to campus/students news and events. The overarching conclusion points to the undeniable realization that institutions are only one of the many message givers while students and a host of third parties have become the dominant ones.

Ideologies of quality – analyzing quality as ongoing meaning production

Henriette Thune & Stig Selmer-Anderssen – University of Stavanger (Norway)

Track 4 – Room T3-35, T-Building 3rd floor

Vast amounts of effort go into understanding Quality in Higher Education (QHE), much of it based on an implicit understanding of QHE as a relatively stable phenomenon. This paper suggests that such efforts might be more productively invested if a perspective on meaning production as an ongoing, unfinalized, dialogic process were applied. The paper aims to discuss whether an adapted version of Henriette Thune's model for aesthetic analysis (2012) based on Mikhail Bakhtin's concept of the aesthetic object (ca. 1924), permits us to better understand how quality conceived of as meaning is always produced and dynamically exists in a meeting between different ideologically situated positions and must thus be analyzed and made sense of in accordance with this.

University rankings: producing order – but whose order?

Sakari Ahola – University of Turku (Finland)

Track 5 – Room T3-39, T-Building 3rd floor

Around the expanding field – and market – of university rankings there is a growing discussion and literature on the phenomenon itself, dwelling on the rationale, methodology, uses, and outcomes of ranking. The critical wing mostly condemns the whole undertaking referring to the general problems of measuring quality, to the specific methodological problems in each ranking, and to the negative or perverted effects on universities and their functioning. On the other hand there seems to be a widely shared conviction that 'rankings are here to stay'. Evaluation, quality assessment and productivity analysis are considered natural functions of modern university, and ranking methodologies are developed as much as other methodologies of evaluation and assessment. This presentation analyses ranking discourses and, by using two empirical examples, makes an account on what kind of order rankings produce and/or impose on the field of higher education.

Students should succeed

Nynke Jo Smit – Erasmus University Rotterdam (the Netherlands)

Track 6 – Room T3-06, T-Building 3rd floor

The International Institute of Social Studies has a Master of Arts programme in Development Studies with more than 95% international students. As students choose this programme very consciously and they have to make a great effort to study for 15.5 months in the Netherlands, the success rate is high. Factors that contribute to this success are the meticulous screening of applicants, as well as the careful organisation of the programme, including a lot of measures that the Erasmus University Rotterdam, to which ISS belongs, summarizes as "Nominal is Normal". Nevertheless there are some 5% of the students who do not fulfil the requirements for the degree, and there are some 5% who only succeed with a narrow pass mark. As every failing student is one too many, we want to know if we could have prevented this. More specifically we want to know if we have made mistakes in our application procedure. As we have a new database system we are now able to check this, and we want to present our results at the EAIR Forum.

Does expansion and greater equity in higher education mean worse employability?

Petya Ilieva-Trichkova – Adam Mickiewicz University (Poland)

Track 7– Room T3-25, T-Building 3rd floor

The paper aims at studying the interconnectivity between some recent trends in European higher education, namely expansion and growing emphasis on equity and inequalities in access to higher education, and graduates' employability. The analysis refers to Bulgaria, Poland, Hungary, Slovakia, Slovenia, and Estonia. The study utilises data from European Social Survey (2002-2010) and uses

descriptive statistics and regressions. Our findings suggest that in the context of educational expansion the greater equity and lower inequalities in access to higher education do not always yield positive changes in graduates' employability, but the expansion itself does not automatically translate into worsening of employability.

THURSDAY 29 AUGUST: PARALLEL SESSIONS 2 FROM 11:15 – 11:45

The new institutional governance of Italian state university: Organisational isomorphism

Davide Donina – University of Bergamo (Italy)

Track 1 – Room T3-20, T-Building 3rd floor

A comprehensive reform ('Gelmini Reform', Law 240/2010) changed the institutional governance of Italian state universities, forcing all institutions to revise their own statutes in compliance with the new regulation. Though the reform proclaims autonomy and accountability as basic principles, it also governs attributions, organisation, duties and powers of governing bodies and internal organisation structures. This paper, basing on the Cornforth's (2003) analysis on the role of governing bodies in public and non-profit organisations, analyses how the Italian state universities revised their own statutes and whether the new institutional constitutional rules mirror and incorporate the purposes of the policy-makers.

The emergence of student involvement in German higher education: Changing the relationship between students and their university

Marion Gut – INCHER Kassel - University of Kassel (Germany)

Track 2 – Room T3-21, T-Building 3rd floor

The study experience of students at German universities is traditionally a mainly academic one. Students attend universities to acquire academic knowledge. Outside the classroom activities fostering personal development are considered private and not affiliated to the university. In contrast, the paper analyses two study programs which showed a high level of student involvement: students spent a lot of their freetime at the university engaged in a wide range of different academic and non-academic activities. The paper examines which mechanisms have enabled the emergence of student involvement on two levels – the organisational level and the level of the higher education system.

Assessing the outcomes and impact of doctoral programs: Two institutional approaches

Lydia Snover – Massachusetts Institute of Technology (USA)

Track 3 – Room T3-31, T-Building 3rd floor

Many constituents have a stake in the outcomes of doctoral programmes—from government accreditors to boards of trustees to the disciplinary programmes. This paper will describe the approaches of two schools, one a private institution (MIT) and one public (Georgia Tech), in documenting the learning outcomes and career paths of their doctoral alumni. Both have implemented surveys and collection of direct measures to assess graduate programmes. The paper will describe various approaches taken to measure the impact of their educational programmes on students, the different audiences that demand and consume the data, and some insights gained from their evaluation efforts.

Not just another evaluation – A comparative study of four educational quality projects at Swedish universities

Sara Karlsson – NOKUT (Norway)

Track 4 – Room T3-35, T-Building 3rd floor

In this study, four recent self-initiated educational quality projects at Swedish universities are compared and analysed. The aim is to contribute to an increased understanding of quality management in contemporary higher education. The projects are found to be built on similar rationales linked to accountability, reputation building and strategic management, and on similar ambitions regarding raising the status of education. Although there are links to the shared external policy context, the projects differ considerably in their actual design and implementation. This is interpreted as an active adaptation to the unique internal academic norms and cultures that exist in each university.

The politics of institutional ranking in differentiated and diversified systems

Isaac Ntshoe – Central University of Technology, Free State (South Africa)

Track 5 – Room T3-39, T-Building 3rd floor

Irrespective of whether it is explicitly recognized as a credible tool to establish the existence or absence of excellence, quality and reputation of institutions to categorise institutions as is the case in South Africa, institutional rankings impact on differentiation and diversification policy on institutions in terms of their mission, purposes and specialisations of knowledge they produce and distribute. My paper takes issue with the politics of the widely accepted practice of global institutional ranking drawing examples from South Africa. It examines impacts of ranking on missions and purposes of institutional types in differentiated and diversified systems and implications for policy and practice. Issues forming part of the thrust include how ranking might undermine differentiation and diversification of institutions in terms of purposes and missions, and how it might subtly encourage mission drift.

Guided reflection and academic performance

Ad Scheepers – Erasmus University Rotterdam (the Netherlands)

Track 6 – Room T3-06, T-Building 3rd floor

Guided reflection on study choice and goals has a significant impact on student performance and retention. Guiding prospective students in an active and critical reflection on characteristics of a study programme, practical ways of working and requirements in the programme, and experiencing risk factors, helps students to substantiate their choice and prepare them for actual study activities. Combining this with a goal setting programme where the students, during a first year course, are led through a series of steps to facilitate setting specific goals and strategies for achievement, enhances their performance significantly. A RSM research project on these interventions, before and during the first year of the bachelor Business Administration programme, shows significant performance and retention improvement. Moreover, results show that through these interventions, some persistent performance differences between subgroups of students (gender, ethnic background) diminish or disappear.

Tying multiple knots: The close relationships between Irish Institutes of Technology and industry partners

Maria Hinfelaar – Limerick Institute of Technology (Ireland)

Track 7– Room T3-25, T-Building 3rd floor

Under Irish legislation, the remit of the institutes of technology (IOTs) is to provide education, training and research that supports and drives the economic and social development of their region.

This mission translates into programme provision at honours degree, sub-degree and postgraduate qualification levels with a focus on employability and deep involvement of industry in programme design, delivery and assessment. Enterprise incubation centres, co-located within campuses, facilitate the creation of spun-in or spun-out start-up businesses. Policies to support applied research in the sector incentivise industry-led projects through targeted funding. The Irish national higher education strategy seeks to refine institutional profiles which will measure industry engagement, with metrics still under development.

THURSDAY 29 AUGUST: PARALLEL SESSIONS 3 FROM 12:00 – 12:30

Ministries of science as strategic actors in governance of higher education

Susanne In der Smitten – HIS Hochschul-Informationssystem GmbH (Germany)

Track 1 – Room T3-20, T-Building 3rd floor

The presentation examines the role of ministries of science in the German Länder as strategic actors in governance of higher education. It enhances the conceptual framework of political strategy-making by Raschke & Tils (2007) with additional considerations and qualitative data of two projects at the HIS-Institute for Higher Education Research. One of the projects dealt with target agreements between the Länder governments and higher education institutions. The other project directly focused on strategy-making in ministries of science. On that basis, several approaches of strategy-making can be distinguished which go along with different governance constellations.

The experiences of taught postgraduates: Are they different from those of undergraduates?

James Williams – Birmingham City University (United Kingdom)

Track 2 – Room T3-21, T-Building 3rd floor

Recent discussions at policy level in the UK have begun to explore the issue of whether this group of students needs to be included in a version of the National Student Survey and whether a set of key information, like that introduced for undergraduates, is necessary. This raises the question of whether the needs and concerns of taught postgraduate students are similar to those of undergraduates. Using a collection of historical student feedback data from a range of UK institutions, this is a comparative study of the experiences of taught postgraduate and undergraduate students. Comparisons were made between undergraduates and taught postgraduates, as well as between institutions. The evidence indicates that the concerns of these groups are not noticeably different but that taught postgraduates have particular needs that are heightened in comparison with those of undergraduates.

The impact of pre-entry English test results on postgraduate success

Steve May – Kingston University (United Kingdom)

Track 3 – Room T3-31, T-Building 3rd floor

This research investigates the attainment of international postgraduate students against the four elements (reading, writing, listening and speaking) of their pre-entry International English Language Testing System (IELTS) scores. A significant association was found between test score and degree classification, with reading being the most closely correlated element; but a low correlation between all elements and degree attainment suggests that other factors had a greater impact on success. Attendance at academic skills centres was found have the greatest benefit to those with higher IELTS entry scores. The paper goes on to advise caution in the use of IELTS score thresholds as entry criteria.

European certificate for quality in internationalisation of higher education

Thomas Blanc de la Carrere – Nederlands-Vlaamse Accreditatieorganisatie (the Netherlands)

Track 4 – Room T3-35, T-Building 3rd floor

This presentation addresses the latest developments in the field of quality assessment of internationalisation at institutional and programme levels in the light of an EU funded project aiming to establish a European Certificate for Quality in Internationalisation (CeQuInt). The project is currently carried out by fourteen partners within the framework of the European Consortium for Accreditation (ECA). The challenge of this project is to develop set international standards for the quality of internationalisation that can be used to assess internationalisation all over Europe and beyond. The attendees will get insight into the standards, the methodology to test these standards in assessment procedures, the benefits for stakeholders and the way the certificate will be implemented in the future.

WU student rankings: a different form of rankings

Ute Steffl-Wais – WU Vienna University of Economics & Business (Austria)

Track 5 – Room T3-39, T-Building 3rd floor

Rankings are a controversially discussed but powerful instrument in the Higher Education Sector. Vienna University of Economics and Business (WU) developed with its student rankings a very special ranking tool motivated by the university's specific situation in the context of the Austrian Higher Education system. The article presents the ideas behind the student rankings, their development, the criteria the rankings are based on and some selected results. It examines in how far the student rankings comply with the Berlin principles of good practice for rankings in Higher Education Institutions and discusses the consequences for WU that are brought about these findings.

Flexible learning provisions as key for widening access to higher education

Anna Spexard – Humboldt-University Berlin (Germany)

Track 6 – Room T3-06, T-Building 3rd floor

Flexible learning provisions have proven to be a valuable tool in widening access to higher education, especially for adult learners. This paper presents three selected case examples with innovative strategies for facilitating access into higher education for diverse types of adult learners. Flexibility is highlighted as a key concept which enhances access to higher education. The positive effect depends strongly on facilitating contextual factors at European, national and institutional level. The paper aims at providing recommendations for political actors and higher education institutions on how to shape conditions to open higher education for adult learners and thereby improving access possibilities.

Humboldt v.3.0. Redefining “Bildung” in modern higher education

Lars Melin – Aarhus University (Denmark)

Track 7– Room T3-25, T-Building 3rd floor

The concept of Education and General Education (German Bildung) is central in the educational tradition of Northern Europe, primarily based on the thoughts of Wilhelm von Humboldt. Bildung is a term that characterises the ideals behind and the process of developing a student into a virtuous and responsible citizen and a useful member of the workforce. In this article we argue that the Bildung ideal is undergoing a thorough change from a focus on first knowledge and then knowledge and skills to a primary focus on skills and competences; specifically, entrepreneurial and innovative skills. We call this new paradigm Humboldt v. 3.0. We discuss the consequences of the paradigm for Higher Education based on Danish experiences.

Track 1 – Room T3-20, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

Changing operational environment of universities and identity work during a merger

Jouni Kekäle & Anu Puusa – University of Eastern Finland (Finland)

Presentation (1)

In this article we describe some of the main prevailing international trends in the Higher Education in Western Europe and their impact on universities. We will then proceed on to a case study analyzing the concrete outcomes of such changes – exemplified by a full merger - to university faculty, especially from the point of view of identity work. It appears, that the change process may have somewhat broadened the “us and them” -gap between the university leadership and faculty. The integration process between different campuses is still not complete, either. Scholars to some extent need and want to consolidate and build a joint identity at the university. Three main points defining an identity came up: 1. various key fields of study, 2. Size of the institution, and 3. its location. The paper and the empirical parts of it show how slow and hard major changes in practical level are and that psychological realities tend to differ on unit and institutional levels.

Mergers in higher education and beyond: Stocktaking and assessment

Romulo Pinheiro – University of Agder & Agder Research (Norway)

Presentation (2)

In (Northern) Europe, there has been growing interest in mergers involving higher education institutions, despite the fact that the topic is not a novel one. This paper takes stock of the existing literature on mergers by looking at earlier investigations across the private, public and higher education sectors, with a particular emphasis on the Nordic region, where the authors are based. The paper provides an overall assessment of the scholarly approaches surrounding the topic, and, in doing so, identifies and suggests avenues for future research inquiries.

The race for university leadership: a case-study on Romanian rectoral candidates and the international echo's in their programmes

Sonia Pavlenko – Babes-Bolyai University (Romania)

Presentation (3)

In 2012 the term in office of the vast majority of the Rectors of Romanian public universities came to an end, and universities had to choose who would be entrusted with a new term in office. For the first time in the last two decades, the candidates also had (by law) to make their programmes public, which offers a generous source of data. The paper will offer an analysis of these programmes in terms of how each candidate sees him/herself in relation to the academic institution s/he wants to lead, starting from traditional roles associated with university leadership and also looking at potential patterns for development.

Track 2 – Room T3-21, T-Building 3rd floor: Two Paper Presentations – 60 minutes session

The price of expectation: are we getting it right?

Clare Milsom – Liverpool John Moores University (United Kingdom)

Presentation (1)

At a time of significant change in the funding structure of English universities it is crucial to understand the impact of the shift from direct funding for teaching to increased fees. Prior to the change in the funding regime a generally held assumption was that higher fees would result in

student higher expectations, however the relationship is not linear. This presentation will report on outcomes of the longitudinal analysis of student comments left in institutional and national satisfaction surveys. The preliminary results show that increased fees are associated with expectations of more varied learning opportunities, increased contact hours, development of more practical skills and better articulation of market value of the degree. The findings could inform marketing strategies and teaching and learning related policies of the UK universities and European HEIs.

Expectation driven curriculum development in international education – Embedding the prospective students’ view

Florian Reisky – Danube University Krems (Austria)

Presentation (2)

Universities need new mechanisms that allow them to collaborate and interact more effectively and efficiently with their stakeholders. A possible response to this new mode of knowledge production is integrating a market needs analysis into the curriculum development process in order to create and support market-oriented programmes. The paper describes a theoretical framework and experiences from the Erasmus Mundus Masters Course “Research and Innovation in Higher Education” (MARIHE) as an example seeking to meet such challenges. Applicants were required to submit an essay about relevant higher education topics and important future developments from their point of view. The initial purpose of this task was to evaluate the applications and to select the “right students” for the programme. The driving idea is now to increase the use of this data for programme development, too.

Track 3 – Room T3-31, T-Building 3rd floor: Two Paper Presentations – 60 minutes session

“Be Informed”, a management information system at the UM: a case study

Marc Dolman – Maastricht University (the Netherlands)

Presentation (1)

Maastricht University sees the realisation of a management information system as a crucial initiative in the support of Institutional Research. Management reports were developed in successive projects using the business intelligence system SAP-BW/BO. Despite the investments, the results were not as desired. In 2011 the project “Be Informed” was initiated and succeeded in improving the quality and impact of the system in a relatively short period. A BI-framework and management reports were realised as a solid basis for a widely accepted management information system. This paper is a case study about the project, the result and why it was so successful.

Driving strategy through directed institutional research at University of Fort Hare, South Africa: internal and national impacts

Rod Bally – University of Fort Hare (South Africa)

Presentation (2)

The University of Fort Hare, a small institution historically serving a disadvantaged and mostly rural population in South Africa, has experienced many dramatic trials in its 97 years. In 1999, a government commission proposed its closure; this was averted but new university managers needed a system for monitoring and guiding university operations and strategies. The Kaplan & Norton Balanced Scorecard was adopted and implemented over a number of years. This paper explores its implementation and how, fuelled by information from institutional research, it impacted on the university’s recovery. It also shows how the university’s new trajectory affected its position within the South African public university system.

Track 4 – Room T3-35, T-Building 3rd floor: One Paper Presentation – 60 minutes session

Criteria for research quality: international perspectives

Didi Griffioen – University of Applied Sciences Amsterdam (the Netherlands)

Presentation (1)

Evaluation or assessment of research quality is an integral part of universities and funding agencies. So far, there has been little discussion about how well criteria used in this context match the quality criteria of researchers. We present the results of three studies on academics' criteria for good research including lecturers at traditional universities and at institutes of higher professional education in the Netherlands, humanities scholars from 10 European countries as well as scholars of media and communication sciences in Belgium. This session intends to stimulate the discussion on more inclusive and comprehensive approaches to the assessment of research quality.

Track 5 – Room T3-39, T-Building 3rd floor: One Paper Presentation – 60 minutes session

U-Map and U-Multirank: profiling and ranking tools for higher education institutions

Ben Jongbloed – University of Twente (the Netherlands)

Presentation (1)

U-Map and U-Multirank are web-based transparency instruments, showing institutional diversity in higher education. Both tools are multidimensional, web-based and user-driven, and make use of indicators relating to individual higher education institutions (HEIs). U-Map shows what a HEI is doing and how that compares to other institutions worldwide. U-Multirank visualises how well HEIs are performing relative to others. The advantages of both instruments over other classifications and rankings include the multi-dimensional approach and their user-driven character. We will discuss the distinctive features of both instruments, the choice of indicators employed and address some of the criticism.

Track 6 – Room T3-06, T-Building 3rd floor: Two Paper Presentations – 60 minutes session

Emergent ambiguities in a shrinking higher education system: Portugal, figures & policies

Elsa Justino – University of Trás-os-Montes e Alto Douro & Madelena Fonseca – A3ES & University of Porto (Portugal)

Presentation (1)

The higher education system in Portugal has witnessed in recent years a greater polarization of public universities and of both Lisbon and Porto metropolitan areas. This restructuring was mainly due to the decline in demand for places in higher education as a result of a set of factors, including, among others, demographic decline and changes in the access to some areas of education with higher quality requirements in the entrance exams. In a time of financial crisis, it is thus necessary to understand the fundamental changes at play in a system where social and territorial equity have been, direct or indirectly, benchmarks of higher education policies in Portugal.

Pathways to degree completion: A study of factors leading to successful transfer and baccalaureate attainment

Kathi A. Ketcheson – Portland State University (USA)

Presentation (2)

This research expands on a previous study of community college student transfer and baccalaureate attainment in one metropolitan region of the U.S. Research shows that over half of all students entering postsecondary education for the first time begin their education at community colleges. For

these students, the national transfer rate is only 22% (Suarez, 2003) and baccalaureate attainment is lower than for those who begin their studies in four-year institutions. The previous study focused on a cohort of students who entered community college in 1999-2000 and followed them for six years, mapping both successful and unsuccessful to degree completion. Four additional student cohorts have been added to the data base and analyzed to determine how changes in policy or practice in recent years, or other external factors, may have affected the likelihood of student success. The research contributes to the body of literature on what influences student transfer success.

Track 7 – Room T3-25, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

The impact of higher education on employability of Portuguese students

Maria de Lourdes Machado-Taylor – CIPES (Centre for Research in Higher Education Policies) & Belmiro Gil Cabrito – University of Lisbon (Portugal)

Presentation (1)

The relationship between higher education and labour market is in the centre of the debate about the role, nature and development of higher education. The importance of this analysis is indispensable, both for defining societies' development and for higher education students searching a job in the future. The discussion is transversal to all researchers and theories, such as Human Capital Theory, Signal Theories or Radical Theories. In Portugal, unemployment rates for higher education undergraduates are increasing along the last decade. However, each subject of study has its own unemployment rate. The objective of this presentation is to discuss employability of different subject of study in the scope of the labour market theories and higher education students' decisions.

Labour market impact of DACSO graduates in British Columbia

Zareen Naqvi – Simon Fraser University (Canada)

Presentation (2)

This research focuses on labour market module of the Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey of British Columbia (BC). Our research quantifies job market outcomes of recent graduates who typically get a job-oriented and career-focused credential from post-secondary institutions in B.C. We find that DACSO graduates make a significant contribution to the economy in B.C. but are also impacted by the overall economic conditions in the province. Differences exist in labour market outcomes by program areas, of men and women, between economic regions, and by age groups.

Labour market match and mismatch of HE graduates; impacts of acquired vs. ascribed characteristics

Jannecke Wiers-Jenssen – NIFU (Norway)

Presentation (3)

This paper investigates the extent to which ascribed and acquired characteristics are decisive for labour market opportunities of HE graduates. More specifically, we look at the impact of sociodemographic variables, such social origin, ethnicity and gender, compared to human capital variables such as grades, field of study and previous contact with working life. Two indicators of labour market mismatch are investigated; unemployment and overeducation. Analyses are based on the Norwegian Graduate Survey 2011, containing information about the transition from HE to work 6 months after graduation. Binomial and logistic regression analyses are applied. Results show that immigrant background increases the risk of mismatch significantly, while other sociodemographic variables have small effects.

Student participation in the governance of tuition fees: Comparing solutions from Bavarian universities

Johanna Witte – Bavarian State Institute for HE Research & Planning (Germany)

Track 1 – Room T3-20, T-Building 3rd floor

Since summer semester 2007, students at Bavarian higher education institutions have to pay tuition fees of 500 € per semester. Following student protests, the Bavarian parliament ruled that from winter semester 2009/2010 onwards, students have the right to 50 % of the seats in institutions' governing bodies concerning the level of the fees and the spending of the fee income. This paper compares how the nine Bavarian universities translated this requirement into their internal governance procedures. Based on an analysis of the different legal regulations that each institution set for itself, the paper identifies different governance models and asks what the elements of effective student participation in this area are. This analysis is embedded in a discussion of the general state of tuition fees and the surrounding debates in German higher education.

Bridging the gap between theory and practice in creativity education

Eilis Hennessy – University College Dublin (Ireland)

Track 2 – Room T3-21, T-Building 3rd floor

This paper presents the findings of an inter-disciplinary literature review that seeks to provide an evidence-base from which discipline specific and cross-disciplinary modules aimed at nurturing and developing creativity can be developed. The review focuses on identifying theoretical frameworks guiding the pedagogy of creativity as well as on the environmental conditions that are associated with greater levels of creativity in student learning. The paper will present an overview of key theoretical frameworks (e.g. investment theory and design thinking) as well as an evaluation of the empirical research on the environmental factors that have been demonstrated as influencing student creative development. Amongst these are tolerance of and exposure to: risk, cycles of divergent and convergent thinking, and an active learner-centred approach to education, rewarding originality, learning from failure and experimentation and an acceptance of diversity.

New nails in the coffin of standardised tests as comparators of institutional quality

Trudy Banta – Indiana University-Purdue University Indianapolis (USA)

Track 3 – Room T3-31, T-Building 3rd floor

Interest of policy makers in using standardised test scores to determine the quality of elementary and secondary schools has spread to higher education. This proposal's author participated in selecting three standardised tests of writing, critical thinking and analytic reasoning for the Voluntary System of Accountability (VSA) institutional reporting template in the U.S. Several recent studies have revealed significant problems with using these tests to compare the quality of colleges and universities. Accordingly, developers of the VSA have modified the testing requirements for institutional reporting.

Quality assurance in doctoral education

Lydia Hartwig – Bavarian State Institute for HE Research & Planning (Germany)

Track 4 – Room T3-35, T-Building 3rd floor

Quality assurance is not only a matter of teaching and learning but also of qualification at doctoral level, as designated in the third cycle of the Bologna process. The presentation depicts new structures of doctoral education in universities and research institutes outside the university sector that play an important role for the quality assurance in this sector. It presents the results of a survey

among all German universities on behalf of university-wide graduate schools and graduate colleges and shows how the traditional master-apprenticeship-model moves on to more cooperative forms of supervision PhD-students. The results are embedded in the international trends of doctoral education and supervision.

Social contract and third mission perspective in rankings - critical analysis and improvements

Attila Pausits – Danube University Krems (Austria)

Track 5 – Room T3-39, T-Building 3rd floor

A further opening of universities towards social stakeholder groups is a part of the modernization agenda in the European Higher Education Area. This ambition is often overwritten with the concept of "third mission". Here, the term encompasses more than that: The Third Mission bundles all activities outside the academic environment and promotes interaction with other target groups. Typical areas of the third mission are continuing education, technology transfer and innovation, and the social engagement of the university as an institution. This article considers third mission as an extension of teaching and research, introduces possible activities and calls for a strategic and systematic examination of the subject as well as for an integration into rankings. Furthermore the article aims to stimulate critical reflection on third mission indicators, so that third mission becomes a more relevant part of the social contract as well as rankings.

Policy and activities supporting appropriate study choice at Utrecht University

Hetty Grunefeld – Utrecht University (the Netherlands)

Track 6 – Room T3-06, T-Building 3rd floor

After several pilot projects, Utrecht University has introduced a university wide policy called 'matching', aimed at supporting prospective students who have chosen a programme to validate their choice before they really start their studies. The main elements of matching are completing a questionnaire and participating in study activities before the programme starts. These activities are representative of the real study programme and consist of lectures, seminars, assignments, self study and examinations with feedback. After these matching activities students should be able to evaluate if the study programme fits their expectations and capacities and it is envisioned that drop out during the first year (now about 25-30%) thus will diminish. Supporting the process of study choice in this way would then be beneficial for both the student and the University. At the conference we will explain the policy and how it was developed and we will share our first experiences.

Government frames: role of Finnish universities in the economy

Charisse Reyes – University of Tampere (Finland)

Track 7– Room T3-25, T-Building 3rd floor

In recent years, Finland has been active in pursuing economic strategies at the regional and national levels with its universities being specifically mentioned in most policy documents as one of the major contributors towards its objectives. This study applies frame analysis in examining the government's interpretations on how universities can influence economic performance. Two important frames can be drawn from Finland's case: the first one relates to regional development and the second presents national innovation system. The frames of the government convey how economic priorities are related to reforming the university sector.

Funding of universities by “student basket” model in Lithuania: achievements and fails

Rimantas Vaitkus – Ministry of Education & Science (Lithuania)

Track 1 – Room T3-20, T-Building 3rd floor

The model “money follows student” is well known and transparent tool of funding of universities. This model has been used in Lithuania since year 2000. Central – right coalition has changed this model in 2009 making it more liberal: state allocates money for several fields of studies and universities compete for students to be admitted. This model totally deregulates needs of the state. This paper discusses various mechanisms of improvement the funding model for Lithuanian universities.

Engaging students in institutional research and reconstruction of phenomenology of student experience

Manja Klemencic – Harvard Graduate School of Education (USA)

Track 2 – Room T3-21, T-Building 3rd floor

While student engagement in higher education has become a much studied topic, the existing studies focus primarily on its relation to learning and personal development (Pascarella and Terenzini 1991, Kuh 2003) and the influence of institutional structures on student engagement (Porter 2006). The counter relationship, i.e. the influence of student engagement on institutional structures has been much less explored. The vast majority of studies in this area focus on student participation in governing bodies of universities. What is strikingly missing from this body of literature is how students are or could be engaged in institutional research. Institutional research increasingly concerned with student experience and relies heavily on data obtained through student surveys of learning/study experience and students’ ‘satisfaction’. The paper first aims to discuss the advantages, the challenges and the concrete areas and mechanisms of engaging students in the ‘traditional’ institutional research. Second, the paper suggests that allowing for student (and other stakeholder) participation opens up avenues for further innovation and experimentation in institutional research.

Infusing a quality culture into institutional research: Coordination, quality standards and ethics

Yuraisha Chetty – University of South Africa (South Africa)

Track 3 – Room T3-31, T-Building 3rd floor

The globalised higher education context is preoccupied with quality assurance discourse with particular reference to the core functions of teaching and learning, research and community engagement. Quality assurance is one of the key mechanisms employed for regulating the higher education sector. Institutional research is a particular field of research within the higher education context with the mandate of supporting planning, decision-making and management through evidence-based research and analyses. Given its central and strategic role, it would be remiss not to apply the same quality lens to its functions and operations. This paper will discuss initiatives and best practice within an open distance learning university to a) address the coordination of institutional research, b) apply rigorous methods and practices during the research process, c) develop standards for improving efficiency in delivery, and d) adhere to ethical principles and practices. The intended outcome is to share ideas and practice for prioritising quality.

Degree programmes internal benchmarking

Ana Torres – Universidade Técnica de Lisboa (Portugal)

Track 4 – Room T3-35, T-Building 3rd floor

As a response to the continuous challenges in Higher Education, Instituto Superior Técnico (IST) developed an Integrated Quality System, which focuses on monitoring the Quality of the institution's Course Units (QUC) and assessing its programmes through the Annual Self-Assessment Reports (R3A). Since 2007 QUC has used benchmark information to set standards for the teaching and learning quality. For the R3A is currently in development the definition of boundary values from which the programme functioning needs intervention. The purpose of this paper is to present and discuss how QUC benchmarking experience can be used to implement something similar in R3A.

Examination of the Heuristic Value of Rankings: the UK Higher Education Policy Context

Catherine O'Connell – Lancaster University (United Kingdom)

Track 5 – Room T3-39, T-Building 3rd floor

Since their appearance a decade ago, global university rankings (GURs) have become a prominent fixture in the landscape of higher education internationally. There is a growing orthodoxy among the academic, research and policy communities that 'rankings are here to stay' which implies a passive acceptance of this new form of third party evaluation and obscures the active practices within the higher education community which sustain this interest in rankings. This study applies a relational research perspective to explore the interplay between rankings in a particular context of use. It examines the use of global rankings by four 'mission groups' within the UK higher education sector to influence government policy in the period surrounding the UK general election in 2010.

Ten years on: have widening participation healthcare summer schools raised higher education aspirations?

Helen White – St George's, University of London (United Kingdom)

Track 6 – Room T3-06, T-Building 3rd floor

There is a lack of research that evaluates the longitudinal impact of outreach activities designed to improve access to HE for under-represented communities. Following a 10 year history of delivering healthcare specific Summer Schools at one HE institution, it is imperative to measure the impact and effectiveness in order to examine whether the continued investment in this type of outreach activity is justified. An on-line survey was used to contact past participants of whom 245/690 responded. The findings show that participant aspirations to go to university remained constant (89.5% vs 90.4%, $p>.05$), but applications to healthcare courses increased significantly post event (61.1% vs. 72.2%, $p<0.01$), and motivated participants to study harder. This study is the first to demonstrate the longitudinal impact of subject specific Summer Schools and is indicative of the need to consider this type of outreach activity to effectively focus resources and maximise participant outcome.

How failing higher education institutions justify their existence?

Isak Froumin – Higher School of Economics / National Research University (Russia)

Track 7– Room T3-25, T-Building 3rd floor

Growing movement for public universities' accountability reveals the differences between the vision of the government which represents public interests and the view of the universities of the impact and the role of higher education institutions. The paper aims to contribute into the discussion on these distinctions by analysis of the criteria used by higher education institutions and the government to measure universities' impact. The paper is based on the analysis of the recent monitoring research conducted by the Ministry of Education and Science of Russian Federation in order to reveal the low-quality universities in 2012. As a result a number of universities were

classified as ineffective. The government decided to examine each of these universities and to consider whether the fact that they got shortlisted was a signal for closure or other administrative measures toward these universities.

THURSDAY 29 AUGUST: PARALLEL SESSIONS 9 FROM 17:45 – 18:15

The academic shock for Chinese students at western universities: how to improve communication

Reidun Aamboe – Volda University College (Norway)

Track 4 – Room T3-35, T-Building 3rd floor

To study and sit for exams abroad is confusing for a student when academic traditions are different from one's home country. Expectations concerning students' and teachers' roles in China differ greatly from those of western universities. We want students to succeed. To western educators and lecturers it is therefore important to know about differences as to roles, teaching methods and learning strategies in order to understand and meet the Chinese students' expectations and needs.

Reconsidering Governance Structures for Responsibility Centre Budgeting and Responsibility Centre Management Institutions

Darren Deering – University of Toronto (Canada)

Track 5 – Room T3-39, T-Building 3rd floor

We posit that decentralized budgeting and managements systems, such as Responsibility Centre Budgeting and Responsibility Centre Management, will present challenges to strategic goal and mission attainment for those higher education institutions that employ a centralized governance structure. These challenges hinder the institution's attainment of organizational excellence through the achievement of institutional mission and strategic goals. We argue that a change of governance structure, from centralized to multi-level, is essential to the achievement of organizational excellence for institutions employing decentralized budgeting and management structures.



2013 EAIR ROTTERDAM FORUM – POSTER PRESENTATIONS

THURSDAY 29 AUGUST FROM 13:30 – 14:00 & FRIDAY 30 AUGUST FROM 13:15 – 13:45

19 Poster Presentations for the 2013 EAIR Best Poster Award

Location: M-Building – Expo Torino (MB-04) – Ground floor (Lunch Area)

Dimensions of the higher education system and the intellectual capital of the region, based on selected European countries

Malgorzata Rószkiewicz – Warsaw School of Economics (Poland)

Track 1 – Governance: impact follows strategy?

This paper encloses an analysis of the relation between intellectual capital and development of the system of higher education. The measurement was executed for the set of 16 UE countries, including Poland. Applied approach into the measurement of intellectual capital was regarded as the extension of the proposals presented by author in the Report of Intellectual Capital of Poland (www.innowacyjnosc.gpw.pl/kip). The paper focuses on crucial features of the higher education system which had been extracted in the procedure of principal components. The multiple regression model estimated on base of these regularities allowed assess the extent of the impact of dimensions of HES on the level of national intellectual capital.

Governance reform in Ethiopian higher education system: its impact on institutional autonomy

Yohannes Mehari – University of Tampere (Finland)

Track 1 – Governance: impact follows strategy?

This paper is set to examine the relationship between the State and universities in Ethiopia by analysing governance reforms and their impact on institutional autonomy. It specifically aimed to show the reform process and reactions of universities towards these reforms. A qualitative case study methodology was employed. The findings of the study revealed that all reforms followed a top down approach. Their implementations are more of window dressing than real fundamental and radical changes.

Network strategy of the online journal in the practice-oriented higher education

Mervi Friman – HAMK University of Applied Sciences & Mauri Kantola – Turku University of Applied Sciences & Linnéa Linko – University of Turku (Finland)

Track 1 – Governance: impact follows strategy?

This article discusses the studies on the networking activities of the online UAS Journal. The purpose is to analyze, in the framework of action research, how the development activities of the e-Journal have supported the actions of the UAS journal network itself. The aim of the networking behind the UAS Journal is to facilitate sharing knowledge, experiences, and educational practices. A network's strategic planning takes into account all network members and aims at the future with defined strategic choices. The strategic plans of electronic environments describe the direction and scope of the future.

Hungarian reform of the governance of higher education

Eszter Rékasi – Corvinus University of Budapest (Hungary)

Track 1 – Governance: impact follows strategy?

The paper is a case study of an ongoing Hungarian higher education reform comparing it to relevant European trends. I intend to reveal institutional consequences of the reform which has lasted since 2011. I focus on how this alteration of the higher education governance might affect the incentives of

relevant higher education actors; in terms of economic efficiency and further social interests. The current reform is mainly based on resource extraction and centralization. Thus its actual outlines seemingly go against general European trends such as marketization and diversification of higher education or an extended access to it. I apply a new institutional economics approach and a comparative capitalism studies approach alongside.

How do HEIs leaders deal with multi-dexterity?

Regina Aichinger – University of Applied Sciences Upper Austria (Austria)

Track 1 – Governance: impact follows strategy?

By implementing new business oriented managerial standards, European Higher Education Institutions (HEIs) had to experience fundamental changes within the past 15 years. Since there are various requirements imposed on HEIs (e.g. innovation competencies, efficiency), they require a multifaceted organisational capability, which we introduce, referring to “organisational ambidexterity”, as the concept of Higher Educational Multi-Dexterity. Our qualitative research study examines experiences of HEI leaders of University of Applied Sciences Upper Austria and Johannes Kepler University who act in the context of those phenomena, especially focused on current leadership tendencies.

Integrating doctoral training and strategic research direction at UAS - an implementation oriented concept

Anna Tschaut – University of Applied Sciences & Arts North Western Switzerland (Switzerland)

Track 1 – Governance: impact follows strategy?

During the last decade, more and more Universities of Applied Sciences (UAS) in German speaking countries have started to conduct applied research. As a consequence, they are increasingly engaged in qualifying scientific staff by providing opportunities for doctoral candidates (DCs) to receive a PhD at a university while working at the UAS. However, until now most UAS are still lacking a structured system in which their junior research staff is supported during the PhD. While some disciplines are only marginally affected by these changes in the higher education (HE) systems, psychology as a poly-paradigmatic discipline is especially challenged. In this paper, the case of a school of applied psychology is focussed.

Faculty leadership at Indonesian universities: deans as lions or lambs?

Jenny Ngo – University of Twente (the Netherlands)

Track 1 – Governance: impact follows strategy?

Using the theory of reasoned action and the reasoned action approach, in combination with the competing values framework, this paper examines how deans at Indonesian universities run their faculties. Based on a large-scale survey in universities from Sumatera to Papua, four specific deanship styles were identified: the Competitive Consultant, the Focused Team Captain, the Consensual Goal-Setter, and the Informed Trust-Builder style. Furthermore, the research indicates that attitudes are the primary determinant of these styles. It also suggests that faculty culture is important to take into consideration if we want to gain further understanding of the deanship styles.

Investing corruption in Macedonian higher education

Ali Pajaziti – South East European University (FYR of Macedonia)

Track 2 – Student learning and the student experience

Corruption (lat. corruptio, corrumpere, i.e., to distort, pervert) as phenomenon very present in transitional countries, is abuse of public power for personal interests that have negative impact on whole social dynamics. It is a well-known issue that is present from political parties, police, judiciary,

public officials, to education, on global basis. There are no societies that are immune, even countries with the high level of well-being (Norway-religious bodies, Denmark-private sector). Long-lasting transition countries suffer more from this cancerous social fact: According Transparency International, the global coalition against corruption, in Macedonia (FYROM) in 2011 corruptive issues increased for 46 %, in Bosnia 59 %, Croatia 57 %. The empirical part of this research, done in April 2012, is based on semi-structured interviews (21 basic questions) with 25 alumni of different private and state universities in Macedonia, which answered our questions on their experience on corruption throughout their higher education cycle.

What is 'Irish Politics'? Using students' freehand drawings to provide an answer

Sharon Feeney – Dublin Institute of Technology (Ireland)

Track 2 – Student learning and the student experience

This paper focuses upon the interpretation of drawings produced by first year students in an introductory module to Irish Politics. The drawings, which contain a rich tapestry of understandings that we seek to interpret here, were produced in response to the question: 'What is Irish Politics?' We have found that by sidestepping the cognitive verbal processing routes, through the use of freehand drawing, students present an understanding of Irish politics from their own unique perspectives. We feel that the drawings provide startling insights into how young people see their society and their place within that society, after five years of economic stagnation.

A classification of the application of research indicators

Joost Kosten – Leiden University (the Netherlands)

Track 3 – Institutional research: how to measure impact?

During the past few decades the literature on research indicators grew enormously. Production and use of scientometric indicators is now widespread. There is much debate on the influence of such indicators on research cultures. A number of comparative studies have been done. There is, however, as yet no recent comprehensive enumeration of the actual types of use of research indicators, let alone a systematic study of effects. This study tries to find an answer to the question how the use of such indicators can be classified on the basis of papers published between 2003 and 2013 in the journal *Scientometrics*.

Developing effective data systems

Charles Mathies – University of Jyväskylä (Finland)

Track 3 – Institutional research: how to measure impact?

Higher education institutions need accurate, timely, and usable data to operate efficiently and strategically particularly in times of budgetary tightness and recent policy reforms. Evidence-based decision-making provides a logical, effective, and efficient way to govern an institution. While much of the emphasis has been on developing indicators of performance, attention and care is needed to the development of good data and its management the data and information informing the indicators. This study examines various methods, frameworks, and definitions for effective data collection, its management and building secure and quality data warehouse systems.

Students' perceptions of service quality in Croatian higher education

Ines Duzevic – University of Zagreb (Croatia)

Track 4 – Quality management in higher education

In the service industry quality is usually defined as a customer satisfaction. In higher education system the role of student as a customer is more complex than in other services. Students are not just customers, who receive the service. They are active participants in the service provision process

and process results depend on their activities. Therefore, it is important to measure their perceptions and expectations in order to achieve success and quality of the educational process. The aim of this paper is to analyse how students in Croatian higher education system perceive institutional service quality. The research questionnaire is based on HEDPERF instrument. Research results provided insight into status of institutional quality management system and indicated the need to improve certain quality dimensions that got lowest score.

A procedural manual for mapping processes in tertiary education institutions

Aleš Nosek – Ministry of Education, Youth & Sports (Czech Republic)

Track 4 – Quality management in higher education

Due to the continuing reduction of funds, management must find ways to ensure quality operation of tertiary institutions at an optimal cost. This objective can only be achieved by quality control. Its requirements are part of EN ISO 9001:2008. Among them is the determination processes for quality management system. First, a map must be made of processes in institution. To this end a practical manual applicable to all types of tertiary institutions can be used described in this paper. The paper suggests how to procedurally fulfil this purpose and provides a general tool for mapping processes in tertiary institutions.

Poland's business/economics graduates' perceptions and evaluation of study programmes

Piotr Bielecki – Warsaw School of Economics (Poland)

Track 4 – Quality management in higher education

The purpose of the poster presentation is to highlight the significance of sociological approach, namely HE graduates' perceptions survey as a one of mechanisms to collect and use graduate feedback facilitating the study programmes' evaluation in European comparative perspective, and in turn, enlarging our knowledge on the enhancement of HE quality, the improvement of graduate employability, and effective ways of smoothing the transition from education to work. The case of Poland's business/economics programmes' graduates serves as an exemplification. We address this issue exclusively, as presented in three Europe-wide and large-scale research projects: REFLEX, HEGESCO (primary - raw data) and DEHEMS (secondary - processed data). The poster comprises three parts.

Kids on Campus: An evaluation of an early college access program

Chenoa Woods – University of California, Irvine (USA)

Track 5 – Access to higher education

In recent decades, college attendance has become a goal for nearly every student. Planning for college can begin early and early college aspirations are indicative of later college attendance. Nevertheless there is little information on the roles elementary school teachers play in the college choice and preparation process. This study examines Kids on Campus, an in-class early college outreach curriculum that provided teachers with eight college- and career-related lessons. Eight sixth-grade teachers in two schools implanted the curriculum in their classrooms (treatment) and six teachers in one school did not receive the curriculum (control).

Access as process and as the exercise of agency

Adriana del Pilar Díaz Manrique – Universidad de los Andes (Colombia)

Track 6 – Access to higher education

Guarantee for everyone the right to higher education (HE) has been one of the pressing social issues in the last century. Persisting disparities in access suggest that existing approaches have being insufficient and some authors identified certain discontinuities in the research agenda. This work

suggests other kind of discontinuity associated with different conceptualization of access. Four different conceptualizations were identified but this work proposed a new conceptualization of access that integrated them. This conceptualization considers access as a process and aims to shift the primary focus of access research from indicators, obstacles and determinant factors to a focus on the internal dynamics of HE systems, where free agency of people and their “modus vivendi” are key elements to study if access is or not denied during the process.

Dual studies in Germany – the concept of the Baden-Wuerttemberg Cooperative State University

Tobias Nolting – Baden-Wuerttemberg Cooperative State University Mannheim (Germany)

Track 7 – The impact of higher education on the economy

The paper presents the concept of the Baden-Wuerttemberg Cooperative State University (DHBW) as a new way of integrating theory and practical experience in a close partnership between universities and businesses. The DHBW provides a new and, in Germany to date, unique organizational structure in the tertiary education sector. It offers an innovative study model, which is based on the actual conditions and requirements of the labour market. The strength of this way of studying lies in the fact that the curriculum changes with the needs of the economy; the degree programs reflect the current market conditions. The entrepreneurial approach of the DHBW consists particularly of the close connection between scientific studies and professional experience.

How can social entrepreneurship developed by University of Barcelona impact to learnings?

Olga Elena Cabrera & Virginia Ferrer – University of Barcelona (Spain)

Track 7 – The impact of higher education on the economy

This paper is developed to confirm the importance of social entrepreneurship learning's to be introduced into the careers of University of Barcelona as a strategic focus to impact to the local economy and to the students' future professional opportunities. The most recent report of employability data is done by the University Quality Evaluations Agent (AQU) in 2011. This study was done enquiring students from the promotion of 2007. In this report the index of employability of students that finish studies at University of Barcelona in social Education was 85,37%, regionally, in Catalonia, was 89,85 %. But now under a situation of deep crisis context, we are really blind about what is happening with our recent promotions of students.

Collaborative professional development for enhancing communicative language teaching: Facilitator or peer support?

Anto Arkato Gendole – University of Twente (the Netherlands)

Track 8 – Staff development and staff experience

This study investigated effects of a collaborative professional development program (CPDP) on 6 facilitator-supported (FSTs) and 6 peer-supported teachers' (PSTs) learning and implementation of communicative language teaching (CLT) and their student learning outcomes. A case study design using teacher groups as unit of analysis and mixed methods of data analysis was applied. The study indicated promising effects of CPDP on teachers' CLT knowledge, beliefs, classroom teaching and student learning. PSTs had significantly better gains in general CLT practice than FSTs. The teacher groups did not show any clear differences in their CLT knowledge and belief gains and their student learning experiences. Facilitators and peers accomplished their supportive roles in much similar ways. The study suggested Ethiopian higher education to focus on using practice-oriented collaborative professional development arrangement and peer support strategy for in-service professional learning of its academics to address academic challenges of the 21st century.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 10 FROM 10:00 – 10:30

The role of organizational routines in academic recruitment: strategic devices or institutional constraints?

Tatiana Fumasoli – University of Oslo (Norway)

Track 1 – Room T3-20, T-Building 3rd floor

Policy makers and institutional leadership have attempted to change the university through reforms and strategies. To a great extent, these attempts at modifying structures and processes have not impacted university functioning directly and have produced (also) unexpected outcomes. This paper argues that university distinctive dynamics are at play and interfere with change by design. Organizational routines, as codified practices within the university, play a distinctive role: on the one hand they are the object of intentional change; on the other hand they partially live their own life and affect reforms and strategies. Academic recruitment as a major organizational routine in higher education is investigated in five departments at University of Oslo between 2000 and 2012.

Gaming as a training tool for cognitive skills in emergency medicine: how effective is it?

Mary Dankbaar – Erasmus University Rotterdam (the Netherlands)

Track 2 – Room T3-21, T-Building 3rd floor

Training in emergency medicine is an essential part of academic medical education for doctors. In addition, increasing demands on the necessary competences of doctors, decreased available time and increasing healthcare costs have accentuated the need for cost-effective training in hospitals. Erasmus MC has developed an educational simulation game, as a preparation for the face-to-face training, in order to make the training more (cost) effective and improve patient safety. This 'abcdeSIM' provides a realistic online emergency department environment where doctors can train their ABCDE skills and are challenged to care for the sickest patients.

Data gathering on internationalisation: Nuffic's "Mapping Mobility" and beyond

Eric Richters – NUFFIC (the Netherlands)

Track 3 – Room T3-31, T-Building 3rd floor

International mobility is an important driver of internationalisation. Therefore, it is important that proper records exist. The OECD has made great strides toward a global perspective in Education at a Glance. For many years now the Nuffic, the Netherlands organisation for internationalisation in higher education, has published an international student mobility monitor, from a national, Dutch, perspective (most recently called "Mapping Mobility": www.nuffic.nl/mobility). In this paper, "Mapping Mobility" is introduced and its relevance at national and higher education institutional level is discussed. The most recent student mobility data are summarized.

Work related learning in higher education – roles and responsibilities

Marie Magnell – KTH Royal Institute of Technology (Sweden)

Track 4 – Room T3-35, T-Building 3rd floor

Several actors demand an increase in work related learning in higher education. To meet this demand, a project aiming at increasing faculty awareness of work life issues was initiated at two Swedish HEIs. The aim of this paper is to study the organisational capability to integrate work related learning as regards support structures, incentives and responsibilities. To collect data, a questionnaire and case studies were conducted. The results indicate that the support structures are rather limited, academic staff request clear goals, and it is not clear who has the primary responsibility for integrating work related learning into the educational programmes.

Governing organizational identity? Tracing the development of three 'alternative' universities

Bjørn Stensaker – University of Oslo (Norway)

Track 5 – Room T3-39, T-Building 3rd floor

In the more dynamic environment surrounding higher education there is currently a lot of interest in how universities profile themselves. The paper addresses this issue by tracing the development and dynamics of three 'alternative' universities created in the late 1960s and early 1970s with the aim of analyzing to what extent these universities – born in a spirit of multi-disciplinarity, university democracy, and regional relevance – have managed to sustain their organizational identity over a 40 year period. The paper demonstrates how distinct organizational identities may become a key dimension in university profiling, and discusses the conditions related to the governance of an organizational identity.

The gap between what universities expect their students to be and what they actually are

Diana Dias – Ensilis - Educação e Formação, S.A. (Portugal)

Track 2.1 – Room T3-06, T-Building 3rd floor

The present paper analyses the intentions underlying institutional strategies to welcome new students. Adopting a qualitative approach, data were collected through participant observation, privileged informants and students' narratives. The institutional strategy presented may be perceived as a device to manage the dichotomy between the real students' heterogeneity and the expected students' homogeneity, being used to cope with the gap between the institutional expectations and the "strangeness" of the new publics.

The University of East London's role in east London's economic and social regeneration 1992-2013 and beyond

John F. Lock – University of East London (United Kingdom)

Track 7 – Room T3-25, T-Building 3rd floor

East London's economy collapsed 30 years ago as docks shut and industry left with huge job loss. Businesses had little connection to universities. Residents had poor skills and qualifications. In the modernising London economy, a different future had to be created. UEL's impact is in its contribution to inclusive place-making to help: a/ attract new investment, b/ up skill the population to participate in the new labour market, c/ connect small business to opportunity. We offer practitioner perspectives on our pioneering work drawing on extensive dialogue with local, regional and national policy-making. We reflect on opportunities following the London 2012 Games.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 11 FROM 11:00 – 11:30

Football and higher education: Different ball games but similar fields?

Dominik Antonowicz – Nicolas Copernicus University (Poland)

Track 1 – Room T3-20, T-Building 3rd floor

The paper investigates future developments of higher education institutions draw upon the current state of affair of the most popular sport on earth, football. A starting point of the study is that higher education and football have moved into a fiercely competitive global arena. Our assumption is that, across the fields of football and higher education, there are similar local and global environmental drivers pressuring governments and individual institutions to follow dominant competitive postures and patterns of institutional profiling.

‘Campus in dialogue’: A quality-enhancement oriented project on study programmes at the University of Cologne - perspectives and methods

Mareike Landmann – University of Cologne (Germany)

Track 2 – Room T3-21, T-Building 3rd floor

In the context of the Bologna Process, the University of Cologne has recently developed a framework for the accreditation of all its degree programmes. As part of identifying core elements, it has introduced 'Campus in Dialogue', an enhancement-oriented project aimed at improving the student experience at the University of Cologne. Based on a deficit analysis, an innovative qualitative quantitative research design is used to account for student, staff and university leaders' perspectives. The paper presents general results rendered by different methods employed; comparing various perspectives and ideas, as well as exemplary findings on one key dimension, the internationalisation of study programmes.

Assessing achieved learning outcomes in an external quality assurance system

Karin Järplid Linde & Loulou von Ravensberg & Johanna Köhlmark – Swedish Higher Education Authority (Sweden)

Track 4 – Room T3-35, T-Building 3rd floor

The Swedish Higher Education Authority has the national responsibility for quality assurance of higher education through quality evaluation of first, second and third cycle study programmes. This paper will focus on the quality evaluations of first and second cycle programmes. A model, focusing on student attainment of the learning outcomes specified in the Higher Education Ordinance was introduced in 2011. The question is: Can results of an academic study programme be measured? If yes: how can that be done?

The impact of university rankings on research management. A study on the Spanish best classified universities

Marina Tomas – Universitat Autònoma de Barcelona (Spain)

Track 5 – Room T3-39, T-Building 3rd floor

The present paper derives from a research project which aims to identify good practices in research management within the Spanish university system. Different university management profiles from heads of research groups to vice-rectors in charge of research activity were involved. The final scope of the project is to design, implement and assess a training programme for university managers in order to enhance research activity at the university level. In order to achieve this objective, good practices in research management will be identified.

Academic disciplinary differences in the effects of college involvement on students' citizenship development in Korea

Sooji Kim – Yonsei University (South Korea)

Track 2.1 – Room T3-06, T-Building 3rd floor

The consciousness of the need for enhanced democratic citizenship of today's younger generations led this research. Underlying assumptions were that higher education is essentially responsible for nurturing civic minds of the younger generations, and universities and colleges are unquestionably capable of achieving this particular goal. Meanwhile, students' intrinsic aspiration to get involved with educationally purposeful activities in college was regarded as significant as institutions' determination for citizenship education. With that, this study delved into finding the types of college involvement influential to students' citizenship development.

Impact of new university on economic and social development in Ireland's mid-west Region

Patrick Cashell – University of Limerick (Ireland)

Track 7– Room T3-25, T-Building 3rd floor

The University of Limerick - the first university established by the Irish Government since the establishment of the State, has changed the mould of HE in Ireland. In particular, in the areas of innovative programme design, liaison with industry and commerce, through the University's Cooperative Education Programme, UL has been a leader in the academic/economic dynamic in Limerick and the Mid-West region. Close collaboration with industry and business has been a cornerstone of the UL "brand". Recent significant developments in both teaching and research bode well for the University's interaction with regional, national and global economic enrichment.

Satisfaction of academics with postgraduate research supervision: implications for quality

'Mabokang Monnapula-Mapesela – Central University of Technology, Free State (South Africa)

Track 8– Room T3-31, T-Building 3rd floor

Research on job satisfaction of academics in higher education places emphasis on teaching and learning and institutional environment and negates satisfaction with regard to postgraduate research supervision. Research was undertaken among academics deemed eligible to supervise postgraduate students in a university of technology in South Africa, to establish how satisfied they were with various aspects of postgraduate supervision and how important they regarded these factors. The levels of satisfaction and importance ascribed to the attributes were compared and differences were checked for significance in order to make conclusions and recommendations for improving postgraduate supervision experience and job satisfaction of supervisors.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 12 FROM 11:45 – 12:15

Sense giving and strategic management in HEI's - the sense making and sense giving processes of top level managers

Lise Degn – Aarhus University (Denmark)

Track 1 – Room T3-20, T-Building 3rd floor

The top level management tier in many European higher education institutions have been strengthened significantly, as Rectors and Deans have become “strategic managers” with the responsibility of turning HEI's into more active, entrepreneurial actors in society. This paper examines how these strategic managers imultaneously attempt to make sense and give sense in the face of these changing circumstances, and how new and old ideas, values and norms play into these processes. The findings suggest that while traditional academic norms may still be very influential, new ideas about HEI's have found their way into both sensemaking and sensegiving efforts.

Electronic portfolios for quality assessment and improvement

Susan Kahn – Indiana University-Purdue University Indianapolis (USA)

Track 2 – Room T3-21, T-Building 3rd floor

Tertiary education institutions today face the challenge of ensuring that their programmes prepare students to live and work in a global, technological, and rapidly changing society. To accomplish this, our quality assurance systems must be equal to the task of assessing students' achievement of complex cognitive and affective skills—both to demonstrate accountability to external stakeholders and to meet internal needs for valid evidence to guide improvement. Electronic student portfolios (ePortfolios) can and have been successfully used to serve these external and internal purposes.

Student and graduate tracking data as part of higher education quality assurance

Kristina Hauschildt – HIS-Institute for Research on Higher Education (Germany)

Track 4 – Room T3-35, T-Building 3rd floor

The results of an international study on student and graduate tracking in 31 countries and a case study of the implementation of an institutional tracking system at Lund University, Sweden, are combined to provide an overview of institutional tracking practices in Europe. The focus is on the use of tracking instruments with regard to quality assurance. By drawing on institutional site visits in 11 countries and the specific case of Lund University, the processes involved in tracking at the institutional level are examined and linked with the assurance and enhancement of the quality of teaching, learning, and services.

How to place European research universities in the global rankings? Policies and strategies

Fernando Casani & Eva Torre & Carmen Pérez-Esparrells – Universidad Autónoma de Madrid (Spain)

Track 5 – Room T3-39, T-Building 3rd floor

In this century the rise of global rankings has set up a “global market” of Higher Education. European universities, with the exception of those from UK, are not well positioned in this new scenario. Thus, European countries with good research systems intend to place more Research Universities than those currently positioned in the global rankings. In this paper we study the case of Spain and France through the analysis of national policies for the promotion of university international excellence that both countries have implemented (state-level response to global rankings).

Early student experience and dropout - results from a longitudinal study

Ole Stenvinkel Nilsson – Copenhagen Business School (Denmark)

Track 2.1 – Room T3-06, T-Building 3rd floor

Copenhagen Business School (CBS) conducted in 2009 a survey on the effect of a mentoring scheme introduced at all bachelor programmes in 2008. The survey asked students about their early experience during the first half year of study, including whether and why they considered leaving the programme. These data were combined with time series data of study progression from CBS programme management system which made it possible to combine the students’ early experiences with their actual performance later in the programme, in particular dropout, and study progression.

The impact of universities on society and economy: An accountability analysis of the universities in Catalonia (Spain)

Josep M. Vilalta – Associació Catalana d'Universitats Públiques (ACUP) (Spain)

Track 7– Room T3-25, T-Building 3rd floor

Today, most likely more than ever before, public institutions are asked to be transparent with the use of their budget and to undergo accountability and value for money exercises. Higher education institutions are not exempt to this trend. In Catalonia (Spain), the public universities have done an important and innovative accountability bottom-up exercise. The aim was to analyse the effects of the eight public universities that form the Catalan Association of Public Universities (ACUP) through their activities and their direct and indirect impacts.

Ethical considerations when using international student recruitment agents

Richard Brabner – University of Hertfordshire (United Kingdom)

Track 8– Room T3-31, T-Building 3rd floor

There has been a “dramatic proliferation” of third-party recruitment agents in international higher education in recent years. Using agents is controversial because of an apparent conflict of interest between an agent prospecting for students for a particular university and advising students on the

university's suitability. Using research from a short qualitative study conducted by the authors this paper outline the common concerns and ethical issues that have emerged from using third party agents to recruit international students and show how other sectors that use third party brokers regulate this apparent conflict of interest.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 13, 14 & 15 – PANEL PRESENTATIONS FROM 14:00 – 15:00

Track 1 – Room T3-20, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

Higher education governance equalizer: A comparative case of Slovenia, Romania, Serbia and Macedonia in the context of EU membership status

Martin Galevski – MaRIHE 'Master in Research and Innovation in Higher Education' (Finland)

Presentation (1)

Academic literature suggests the emergence of new public management (NPM) as a driver for managerial and governance trends in higher education (Gibbons et al., 1994). We use the governance equalizer framework developed by Boer, Enders and Schimank (2007) to comparatively analyze and discuss the state of affairs of NPM in Slovenia, Romania, Serbia and Macedonia. Evidence for trends counterweight to NPM ideals is presented for all selected countries.

Comparing higher education reforms in Portugal and Finland

Sara Diogo – University of Jyväskylä (Finland)

Presentation (2)

This article provides a comparative analysis of recent governance and management reforms in both Finnish and Portuguese higher education institutions (HEIs). By studying the context, processes and instruments of policy implementation of similar external pressures in these countries, this paper provides insights in the conceptualisation of governance and management dynamics in disparate European higher education (HE) systems. It is argued that the increasing internationalisation of HE and the New Public Management (NPM) practice disseminated by OECD reviews offer an explanation for similarities in national contexts.

The effectiveness of science policy - increasing research activity of business sector

Marta Magdalena Rószkiewicz – Information Processing Institute (Poland)

Presentation (3)

The analysis focuses on assessing the impact of science and innovation policies in 21 countries. The study focuses on direct and indirect funding that aim to increase business expenditure on research (BERD). The performed analysis allowed determining the effect on business research activity that was caused by pursued intervention taking into consideration the country's level of innovativeness.

Track 2 – Room T3-21, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

The impact of resit examinations on students' learning improvement

Kurt De Wit – Katholieke Universiteit Leuven (Belgium)

Presentation (1)

Within higher education in Flanders, students have a legal right to take two exam chances for each course in one academic year. The exam resit is organised in September for all courses for which the student did not pass the exam in January or June. This means that there are between two and seven months between the first and second exam. Should the resit be brought closer to or placed directly after the first exam? This would require another structure of the academic year, but could be better

for the learning improvement of students. In this paper, we analyse the current situation and assess (a) whether a resit in September leads to better course results and (b) if so, whether this is the case for different groups of students.

The impact of an examination system on study progress

Mark Adriaans – Erasmus University Rotterdam (the Netherlands)

Presentation (2)

Most higher education institutions, as noted in the track description, claim to provide students with quality teaching. Quality teaching can refer to the educational qualities of the teaching staff, but also to an optimal curriculum organization, a cutting-edge didactical method, or, as we will substantiate in this presentation, a well-balanced system of examination. At Erasmus University Rotterdam, a combination of strict norm-setting, reduction of re-sit opportunities, and allowing students to compensate below-pass grades with higher grades, led to higher rates of study progress and a reduction of drop-outs in three social sciences bachelor's degree programs.

A new model of delivery in a semesterised system: a six-week semester

Sharon Feeney – Dublin Institute of Technology (Ireland)

Presentation (3)

This paper presents a case study of a 5 ECTS credit module being delivered over a six week tuition period rather than a full semester of 12 weeks. The paper reports on reported student experiences when a second year module in 'Behavioural Science for Business Students' was offered to students for a six week tuition period. The module was presented in semester one for two consecutive years and students reported their reflections immediately after their module and again either one or two years after the module was completed.

Track 4 – Room T3-35, T-Building 3rd floor: Two Paper Presentations – 60 minutes session

Information for quality management in Portuguese higher education institutions

Cláudia S. Sarrico – CIPES (Centre for Research in Higher Education Policies) (Portugal)

Presentation (1)

According to the Standards and Guidelines for Quality Assurance in the European Higher Education Area, institutional self-knowledge is the starting point for effective quality assurance. Also, in fulfilment of their public role, the publication of impartial and objective information is something that should happen on a regular basis. This paper investigates national and institutional policies and academics' practice concerning the collection, analysis, use and publication of information (qualitative, quantitative) for quality assurance processes in four Portuguese higher education institutions (HEIs). It aims to analyse the regulations and legislation about this topic.

Developing performance governance in higher education: Theoretical model and a case study

Theodor Leiber – Evalag (Evaluation Agency Baden-Wuerttemberg) (Germany)

Presentation (2)

Higher education institutions (HEIs) are confronted with an intensifying request of performance records which is put forward by their various stakeholders. They trigger HEIs to increasingly set value to integrative performance data. Following debates on systemic approaches to HEI management and governance in the European higher education area, a shift from reporting isolated performance numbers to developing integrated performance governance systems (IPGS) seems viable.

Track 5 – Room T3-39, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

Analyzing the efficiency of funding and spending strategies in higher education

Marc Cuypers – University of Duisburg-Essen (Germany)

Presentation (1)

This paper analyzes the impact of public funding and spending strategies on the success of national higher education systems. First, the relative efficiency of financing strategies, differentiated by the focus on either public or private sources, for higher education systems is being measured. Second, the relative efficiency of spending strategies that either finance institutions or financially support students directly is being measured. Based on the results, statements are being made on whether funding or spending strategy prove to be the most efficient.

European patent registrations: Measuring research efficiency in higher education

Sait Baskaya – University of Duisburg-Essen (Germany)

Presentation (2) – Presenter Marc Cuypers

Research is important in higher education and there is a necessity to quantify research performances. Some funding programmes are even tied to research performance results in higher education institutes. But how could research performances be measured accurately?

There are several approaches to do this, but there is neither a universal answer nor “the only best way” to do so. Because there are a lot of research areas and objectives as well as outputs in different fields, not always it is possible to measure the research performance with just one parameter like publications, citations or others.

Discipline-specific teaching efficiency: evidence from Germany

Golnaz Maleki – University of Duisburg-Essen (Germany)

Presentation (3)

Depending on the consideration of various stakeholder perspectives, university objectives and factors, performance analysis of universities leads to a variety of results. In addition, budget and graduates have always been the most important and strategic inputs and outputs of universities in the discussions regarding teaching performances of universities. Having focused on the number of graduates as the main output in evaluations, performance levels of tertiary education institutions have been analyzed in the present paper.

Track 2.1 – Room T3-06, T-Building 3rd floor: Three Paper Presentations – 60 minutes session

Differences and similarities in expectations of diverse stakeholders concerning knowledge, skills and attitudes needed by Chinese graduates with an Australian degree entering the Chinese hospitality industry

Katrine Sonnenschein – Griffith University (Australia)

Presentation (1)

China is the main source of international students in Australia (Australian Government, 2012), but researchers discuss the lack of congruency between what Australian universities offer and the needs of the Chinese industry (Henderson, 2011; Li & Yang, 2013). This study aims to examine the expectations of diverse stakeholders concerning knowledge, skills and attitudes needed in the Chinese hospitality industry.

Comparing academic expectations and experiences among Chinese and Canadian accounting students

Charles Bélanger & Kati McCartney – Laurentian University (Canada)

Presentation (2)

This paper examines differences between Chinese and Canadian accounting students' perceptions of academic experiences and expectations. The emerging adults from Chinese (n=862) and Canadian (n=434) universities expressed their opinions by responding to a survey including questions rating various aspects of their university experiences, support from professors, academic expectations, and preferences to work independently or collectively. Results indicate that there were marked differences in all four categories between the two populations. The study aims to offer insight for educators and institutions preparing tomorrow's accounting professionals who are likely to work and compete on a global scale.

International dimensions and experience abroad in teacher education: policy ideas and ground – level practices

Diana Wernisch – University of Education Freiburg | INCHER University of Kassel (Germany)

Presentation (3)

This study identifies potential reasons for the gap between ideas advocating international dimensions in teacher education and current practices showing a limited institutionalization of international experiences in the field. Using an approach guided by diffusion theory the study focuses on student convictions about the relevance of international competences, motives and barriers for seeking experiences abroad and the students' educational environment. Results suggest that socio - political rationales of internationalisation and personal activity are rather weakly linked to professional teacher education.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 16 FROM 15:30 – 16:00

Public policy and the dilution of higher education quality

Victor Borden – Indiana University Bloomington (USA)

Track 1 – Room T3-20, T-Building 3rd floor

National, provincial and state governments are taking a more assertive role in shaping, monitoring and incentivizing higher education institutional performance. Policies geared toward increasing access, lowering cost, and ensuring “productivity” have emerged in the form of course module transferability requirements, tuition and fee regulations and performance funding, to name a few. Unfortunately, these policies focus predominantly on quantitative aspects of access, affordability, and completion, without regard to quality. This study reviews evidence, primarily from the United States, regarding how these policies have resulted in increasing reliance on forms of higher education that diminish educational quality and introduce further social inequities.

Institutional “performance factors” that impact on the student experience

Cornelius Fourie – University of Johannesburg (South Africa)

Track 2 – Room T3-21, T-Building 3rd floor

A variety of institutional factors impact on the general student experience and an understanding of these factors have benefits for both the institution and students. The purpose of this study was to identify institutional “performance factors” impacting on students' level of satisfaction with the student experience and the services offered by the university. Eleven institutional “performance factors”, covering both academic and non-academic aspects were identified.

Nationale Studenten Enquête: the organisation and practical use of the National Student Survey (NSE) in the Netherlands

Lex Sijtsma – Studiekeuze 123 Utrecht (the Netherlands)

Track 4 – Room T3-35, T-Building 3rd floor

The National Student Survey (NSE) is a nationwide survey among almost all students in higher education in the Netherlands. Students offer their opinion concerning study programme and institution. The NSE is a unique survey, not in the least by its collaborative approach. The results are used by a growing number of organisations. This paper elaborates on how the NSE is implemented, gives practical examples of its use and how it's used within an institution of further education.

Does ranking dominance also mean efficiency advantages for US universities?

Michael Rohlinger & Anthony J. Olejniczak – Academic Analytics (USA) & Matthias Klumpp – University of Duisburg-Essen (Germany)

Track 5 – Room T3-39, T-Building 3rd floor

This paper presents a comparison of German and US universities regarding the input faculty numbers (headcount) and the research outputs article publications (2009-2011) and research grants (2011). Based on these indicators the efficiency of 30 German research universities is compared to 41 major US research universities in order to answer the research question of ranking positions are replicated in an institutional efficiency rankings. Results reveal that there is no efficiency advantage regarding the country of origin as well as the ranking positions in the known rankings – efficient as well as inefficient institutions are found among German and US as well as high ranked and low ranked higher education institutions.

Motivations and experiences of Indian students studying in the UK: A developmental study

Arti Saraswat – University of Southampton (United Kingdom)

Track 2.1 – Room T3-06, T-Building 3rd floor

The UK Higher Education (HE) institutions attract substantial numbers of international students. International students make notable contributions to the UK economy and their recruitment is vital to maintain the financial health of the institutions and of the HE sector. This paper presents the findings of an exploratory study on the experiences of Indian students who were studying MBA at a London based university. The study used the instrument development model of the mixed methods approach. Focus groups were conducted with 7 students and the findings from the focus group were used to design a questionnaire that was completed by 32 students

An alternative to the ACE model to determine Higher Education Institution's economic impact

Jorge Cunha & Joana Fernandes – University of Minho & Joana Fernandes – Polytechnic Institute of Bragança (Portugal)

Track 7 – Room T3-25, T-Building 3rd floor

This paper discusses Higher Education Institutions (HEIs) impact on regional economy. The case study was built over a Portuguese Higher Education Institution - the Polytechnic Institute of Bragança (IPB). The approach followed was initially based on the demand-side approach (Caffrey & Isaacs, 1971). The aim of this study was to estimate the total impact of IPB and also to design a methodology to estimate the economic impact of HEIs and to establish it as an alternative estimating model, simpler and requiring less sources of information and allowing comparisons between results. The study and results for 2007 and 2012 are described.

Rethinking relations: The business of higher education in economies of persuasion

Jürgen Deeg – University of Hagen (Germany)

Track 8– Room T3-31, T-Building 3rd floor

To what extent and by which means higher education can have an impact on the economy seems to be debatable in various directions. In respect thereof, particularly the current understandings of the economy seem to be insufficient. Departing from the yet unconsidered concept of economies of persuasion, this paper examines entirely new challenges. Based on actor-network theory (ANT) it is pointed out that the relations between higher education and the economy are multiple and that observable effects in their interaction are rather emergent than generic. Finally, this elucidates points of reference for HEIs how wield influence under highly onerous conditions.

FRIDAY 30 AUGUST: PARALLEL SESSIONS 17 FROM 16:15 – 16:45

The evolution of tracking students

Charles Mathies – University of Jyväskylä (Finland)

Track 1 – Room T3-20, T-Building 3rd floor

There has been increased attention on the retention and completion of students – an indicator and an output measure, resulting from the changes to the governance and strategic role of HEIs. Within Europe, a number of national as well as European-wide higher education reforms have been enacted that encourage HEIs to track their students' progress from initial enrolment, through course work, to the completion of their studies. This study examines how tracking of students has evolved, conceptually and methodologically in this new higher education environment. While we found that while the conceptual models mostly held true, our analysis suggests some changes are needed in the conceptual models of tracking students.

Using an iterative evaluation approach to enhance the quality of learning, teaching and assessment

Ann Ooms – Kingston University & St George's University of London (United Kingdom)

Track 2 – Room T3-21, T-Building 3rd floor

This paper outlines an evaluation approach to enhance learning, teaching and assessment at higher education institutions through the continuous evaluation of pedagogical interventions, named the iterative evaluation approach. This approach includes the stages of the evaluation process and evaluation components. An example of its implementation is provided. The positive impact, successes and achievement that the implementation of the approach has had is demonstrated. The challenges with regards to resources needed to implement the model and sustainability issues are discussed. The approach provides a strategy for the continuous improvement of learning, teaching and assessment.

Response, Reliability, and Validity of the Dutch National Student Survey

Pascal Brenders – Studiekeuze 123 Utrecht (the Netherlands)

Track 4 – Room T3-35, T-Building 3rd floor

The Dutch independent foundation Studiekeuze123 provides objective and reliable information on course programmes in Dutch higher education. Studiekeuze123 also conducts the Dutch National Student Survey (NSE). Every year, students in higher education are asked to evaluate their course programme, both in general and in detail. To retain its high standard of information quality, Studiekeuze123 handles NSE data objectively and in agreement with its stakeholders. This paper asserts that the NSE yields data of high reliability and validity.

Performance funding in the U.S. - A multi-state perspective

John Muffo – SPEC Associates (USA)

Track 5 – Room T3-39, T-Building 3rd floor

In Europe and elsewhere, higher education is facing economic pressures that severely constrain resources, both public and private, that are available for its support. In contrast to many other countries, public higher education in the U.S. is funded primarily by the states, resulting in 50+ different funding systems within one nation. The recent recession combined with a continuing need to produce educated citizens for the workforce has led a number of states to develop performance funding formulae that provide incentives to both students and higher education institutions to be more efficient in their use of state resources. This paper provides a summary of principles used in different states to accomplish these goals.

Using learning community pedagogy in short-term study abroad

Robert Cowin – Douglas College (Canada)

Track 2.1 – Room T3-06, T-Building 3rd floor

What happens when short-term study abroad – by far the fastest growing form of international study for American students – is embedded in the powerful “learning communities” pedagogy of thematically linking courses across disciplines? The results from a pilot study in a Canadian college look promising. Four groups of mainly second year students took three linked courses in an accelerated format. The courses began with several weeks in Canada, during which time students got to know each other. Each group then departed to Belize, Switzerland, Wales or Scotland to complete their courses while living in university residences abroad.

Intercultural harmony: Extending the third mission of higher education

Abdulkader Alfantookh & Saad Bakry – King Saud University & Ministry of Higher Education (Saudi Arabia)

Track 7 – Room T3-25, T-Building 3rd floor

This paper advocates the need for extending the third mission of higher education institutions to include the promotion of intercultural harmony, as this would support world peace and consequently enhance economic development. The paper is based on viewing intercultural harmony as an intermediate layer that enables people of different cultures to communicate over a global platform of understanding, in the same way that the Internet middle layer enables different networks to communicate over the World Wide Web. The paper addresses the role of higher education institutions in the development of this layer as an extension of their third mission. The paper hopes to initiate a momentum, supported by collective wisdom from the attendees of EAIR forum, on the future development of an international intercultural harmony policy for higher education.

Quality issues, strategies, and leadership in relation to the ageing of the academic staff

Reidar Johan Mykletun – University of Stavanger (Norway)

Track 8– Room T3-31, T-Building 3rd floor

This research leans on a case study of how a university handles the challenges and opportunities emerging by the increasing number of ageing academic staff; which parallels the changes in demography in the Western world. On a macro level, it addresses how universities handle their social responsibility as called for by European and national governments. On the organisational level, it deals with how the quality of teaching and research may be augmented by adequate university HR policies. Data were collected from formal documents, focus groups, meetings and interviews. The results showed that ageing academics most often were exposed to lassie-fair management strategies or worse, both as pre- and post retired.

The reform process of Portuguese higher education institutions: from collegial to managerial governance?

Sofia Brückmann – University of Aveiro (Portugal)

Track 1 – Room T3-20, T-Building 3rd floor

Portuguese Higher Education Institutions (HEIs) have been undergoing a major reform process since Law 62/2007 was published. The most noticeable changes introduced by the law were both the possibility given to HEIs to choose between two different institutional models (foundational and public institute), and the implementation of new government and management structures. This study describes and discusses how some Portuguese HEIs reacted to external pressures and reorganised their internal government and management structures, considering the drivers for change within a broader context of public administration reform. More specifically, this study compares HEIs' internal transformation process by analysing new government and management structures in universities that chose to remain public institutes and universities that chose the foundational model.

Problem Based Learning in the Liberal Arts and Science context: striking a balance between academic excellence and freedom of inquiry

Virginie Servant – Erasmus University Rotterdam (the Netherlands)

Track 2 – Room T3-21, T-Building 3rd floor

The Liberal Arts and Sciences (LAS) offer a broad-based undergraduate education aimed at providing highly capable students with a scope of knowledge and understanding such as befits a “global citizen”; the goal not being professionalization but the acquisition of general academic knowledge and skills, with an emphasis on critical-thinking. Although small-group interactive teaching is a common feature of all LAS education, making explicit use of the Problem-based Learning (PBL) method is not widespread. In the light of the relatively recent and unexplored nature of this phenomenon, this paper looks at the challenges of adapting a pedagogy originally designed for medical education to such a broad education as LAS is.

Aligning higher education with PK-20 for social justice: A progress report from Oregon USA

Samuel Henry – Portland State University (USA)

Track 4 – Room T3-35, T-Building 3rd floor

This case study research reports progress in the alignment and redesign of public education in the US state of Oregon from 2011 to present, particularly affecting equity issues in higher education. Public education in the US is a state concern (Tozer et al., 2002) and in 2010, with the election of a new Oregon executive (governor), and new legislation, all developed a new vision of school and university reform that set goals for school/university achievement, completion, and economic prosperity.

The consequences of cheating

Aslaug Margareth Lunde – University of Stavanger (Norway)

Track 5 – Room T3-39, T-Building 3rd floor

With Internet access and more home exams, plagiarism is a growing problem. Different countries and different schools solve the problem in different ways. In Norway we have a national law that regulates the problem. Students suspected of cheating are brought before the school's complaint board. The consequences if charged are that the exam in question is annulled and the student may be expelled from all colleges and universities in Norway up to one year. Because of the grave consequences the student has the right to a legal representation, paid by the university, throughout their case. They can also appeal to the National Joint Appeals Committee, the verdict there is final.

Such measures in the fight against cheating are important to ensure the quality of the degree the students receive and that they actually have the level of knowledge that their diploma states. If not dealt with properly the school's reputation is at stake. And of course there is always the question: How can we reduce academic dishonesty?

How can social entrepreneurship developed by University of Barcelona impact to learnings?

Olga Elena Cabrera & Virginia Ferrer – University of Barcelona (Spain)

Track 7 – Room T3-25, T-Building 3rd floor

This paper is developed to confirm the importance of social entrepreneurship learning's to be introduced into the careers of University of Barcelona as a strategic focus to impact to the local economy and to the students' future professional opportunities. The most recent report of employability data is done by the University Quality Evaluations Agent (AQU) in 2011. This study was done enquiring students from the promotion of 2007. In this report the index of employability of students that finish studies at University of Barcelona in social Education was 85,37%, regionally, in Catalonia, was 89,85 %. But now under a situation of deep crisis context, we are really blind about what is happening with our recent promotions of students.



SATURDAY 31 AUGUST: PARALLEL SESSIONS 19 FROM 10:00 – 10:30

Unfolding strategic management practices in leading European technological universities

Michele Giroto – Universitat Politècnica de Catalunya (Spain)

Track 1 – Room T3-20, T-Building 3rd floor

This paper explores the study results conducted in the framework of a LLP-European project on the field of university modernization that carried out a survey amongst leading European universities in Science and Technology. The focus of the study was to better understand how strategy is developed within these universities, which tools are mostly used and how the strategic management processes are organized and implemented. The paper is framed to analyze the fundamental questions being examined: how is the strategy definition process in these universities like; what tools and models of strategy development and monitoring are used; how they assure that strategies are implemented and aligned; what supporting instruments are at place and how do universities establish the feedback mechanisms of the strategy development and ensure organizational learning from this process.

Benchmarking the habits and behaviours of successful students: a case study of academic-business collaboration

Elizabeth Archer – University of South Africa (South Africa) – **Presenter Yuraisha Chetty**

Track 2 – Room T3-21, T-Building 3rd floor

Student success and retention is a primary preoccupation of higher education institutions across the world. The cost of student failure and dropout in higher education is multifaceted including, amongst other things, the loss of revenue, prestige and stakeholder trust for both institutions and students. Interventions to address this are complex and varied. While the dominant thrust has been to investigate academic and non-academic risk factors thus applying a “risk” lens, equal attention should be given to exploring the characteristics of successful students which expands the focus to include “requirements for success”.

A New Public Management perspective on reorganisation at a medical faculty

Nina Mevold – University of Bergen (Norway)

Track 1.2 – Room T3-35, T-Building 3rd floor

In this paper the New Public Management (NPM) reforms in HE institutions is used as a framework for analysing a reorganisation project at The Faculty of Medicine and Dentistry at the University of Bergen. The aim is to examine if and how the reorganisation project was influenced by NPM features. I found that the project, though having pronounced academic goals, also were under the influence of NPM rhetoric and organisation solutions, like a more hierarchical organisation, clearer leader roles and more integrated and binding management groups.

Faculty leadership at Indonesian universities: deans as lions or lambs?

Jenny Ngo – University of Twente (the Netherlands)

Track 5 – Room T3-39, T-Building 3rd floor

Using the theory of reasoned action and the reasoned action approach, in combination with the competing values framework, this paper examines how deans at Indonesian universities run their faculties. Based on a large-scale survey in universities from Sumatera to Papua, four specific deanship styles were identified: the Competitive Consultant, the Focused Team Captain, the Consensual Goal-Setter, and the Informed Trust-BUILDER style. Furthermore, the research indicates that attitudes are the primary determinant of these styles. It also suggests that faculty culture is important to take into consideration if we want to gain further understanding of the deanship styles.

Student financing and access – an international comparative overview

Hans Vossensteyn – University of Twente (the Netherlands)

Track 6 – Room T3-06, T-Building 3rd floor

This paper explores to what extent student financing practices in various OECD countries and recent developments with regards to private contributions (e.g. tuition fees) and student financial support policies have an impact on access to higher education. The paper further discusses student financing policies in the wider perspective of general higher education policies in order to identify structured approaches or potential for conflicting tendencies with general policy objectives.

Engaging stakeholders in defining education for innovation in Russia: consensus and tensions

Kristina Edström – Skolkovo Institute of Science and Technology (Russia)

Track 7 – Room T3-25, T-Building 3rd floor

Skolkovo Institute of Science and Technology (Skoltech) is a new innovation-oriented research university in Moscow, established in collaboration with MIT. Its post-graduate education will prepare students for engineering, research and innovation including entrepreneurship. This paper describes a consultation process with stakeholders, to understand their needs and develop consensus around the educational mission of Skoltech. The desired learning outcomes were discussed in 38 deep interviews with representatives of industry, universities, research institutes and governmental organizations in Russia, EU and USA. Inherent tensions and limitations of stakeholder engagement are discussed, offering methodological considerations.

The impact of changes in Portuguese higher education on the academic staff careers

Maria de Lourdes Machado-Taylor – CIPES (Portugal)

Track 8– Room T3-31, T-Building 3rd floor

The Portuguese higher education system has been facing major reforms over the last years including the implementation of the Bologna Process, the approval of a new legal regime for the higher education institutions (HEIs) and the approval of new statutes relating to the academic career in the public higher education institutions. Thus, HEIs have to manage their resources and human resources in particular in order to be proactively positioned to seize opportunities and confront threats in an increasingly competitive environment. The academic staff is as a key resource within HEIs and plays a major role in achieving the objectives of the institution.

SATURDAY 31 AUGUST: PARALLEL SESSIONS 20 FROM 11:00 – 11:30

Dynamics of entrepreneurial approaches to the management of research in higher education in Albania

Blerjana Bino – European University of Tirana (Albania)

Track 1 – Room T3-20, T-Building 3rd floor

This paper explores the ways in which the management of research in higher education governance in Albania is being affected by the transformations underpinning the mission of the university from education towards entrepreneurship as envisaged in the Triple Helix model. The role of university as centre of education, training, research and knowledge-creation in driving innovation and development processes has been significantly affected by the transformations in the knowledge production system and the new dynamics in the interrelation and communication networks between university, the government and business. In this light, the management of research has become an essential matter, particularly so in academic settings that lack appropriate management and research legacy such as in Albania.

Student media usage patterns and non-traditional learning in higher education – implications for instructional design

Olaf Zawacki-Richter – University of Oldenburg (Germany)

Track 2 – Room T3-21, T-Building 3rd floor

2,239 students at German universities participated in a survey, which investigated media usage patterns of traditional (TS) and non-traditional students (NTS) (Schuetze & Wolter 2003). The students provided information on the digital devices that they own or have access to, and on their usage of media and e-learning tools and services for their learning. A distinction was made between external, formal and internal, informal tools and services. Based on the students' responses, a typology of media usage patterns was established by means of a latent class analysis (LCA). Four types or profiles of media usage patterns were identified. These types were labelled entertainment users, peripheral users, advanced users and instrumental users. Among NTS the proportion of instrumental users was significantly increased.

Higher education as formation: Towards professional responsibility as deliberative praxis

Tomas Englund – Örebro University (Sweden)

Track 1.2 – Room T3-35, T-Building 3rd floor

There is a current trend to see higher education primarily in terms of its utilitarian and economic role and its ability to deliver employable candidates to society. In this paper we seek to challenge such narrow understanding. We start with an analysis on how the current expansion of the New Public Management 'logic of accountability' increasingly intruding the governance of higher education, is threatening the moral dimension of professional responsibility – both in academic work and professional education. Secondly we suggest ways to change and qualify the inner work of higher education in two directions to meet this threat.

Excellence: a Nietzschean approach in professional higher education

Henrietta Joosten – The Hague University of Applied Science (the Netherlands)

Track 5 – Room T3-39, T-Building 3rd floor

Europe's objectives of growth and jobs require large numbers of professionals who are able and willing to innovate and to rise above themselves. This article develops a concept of excellence which can be broadly deployed in professional higher education. I will elaborate on three concepts which the German philosopher Friedrich Nietzsche developed in *Die fröhliche Wissenschaft* (2001/1882): self - transcendence, self - control and self - styling. By starting with Nietzsche's radical thoughts, this article aims to sincerely grasp the probabilities and challenges of preparing all students for today's professional life. Several possible educational practices are being outlined from this perspective of 'excellence for all'.

From on/campus to online distance education: a three-dimensional perspective

Joost Groot Kormelink – Technische Universiteit Delft (the Netherlands)

Track 6 – Room T3-06, T-Building 3rd floor

The TU has the ambition to transform a considerable number of its masters programs into an online distance learning model. Also with respect to open education, the ambitions are high. This paper will look at this process from three perspectives: 1) International developments and the way online distance education and open education might change the higher education landscape. 2) Policy of the TU Delft: the high ambitions for the coming years. 3) Actual implementation: what does it mean to start with online distance education from the perspective of the shop floor (teachers and supportive staff)? Which hurdles have to be taken?

Implications of switching from Gross Domestic Product (GDP) to the Human Development Index (HDI) to Compare National Well-Being

Carol Frances – Claremont Graduate University (USA)

Track 7 – Room T3-25, T-Building 3rd floor

The Human Development Index has been calculated since the 1990s and is now published annually by the United Nations Development Programme (UNDP) as an alternative to Gross Domestic Product as a measure of people's comparative well-being. The HDI differs from simple calculations of product or income per capita by adding educational attainment as well as life expectancy. This paper discusses the role of education in national comparisons of well-being and the impact of inequality on national rankings of well-being. Note that the definition of "well-being" is subjective and work needs to be done to specify it more precisely. The paper also begins to explore the likely changes in country rankings of well-being with the addition to the HDI of measures of personal security such as incidence of gun violence per 100,000 population, or measures of economic security such as retirement income in relation to pre-retirement income.

Research- and development (R&D)-based professional education in Norway – factors influencing quality

Stein Erik Lid – Norwegian Agency for Quality Assurance in Education (Norway)

Track 8– Room T3-31, T-Building 3rd floor

All Norwegian higher education is, by law, required to be R&D-based. There is however no common interpretation as to what this means in practice. The current paper presents results from a meta-analysis of NOKUTs evaluations of study programs in teacher training education, pre-school teacher training education and engineering where R&D-based education has been examined. The results indicate that how R&D-based education is carried out in the majority of these professional study programs, depend more on factors such as academic tradition, institutional strategies, and personal interest among researchers and teachers, rather than student learning and a planned learning outcome.

SATURDAY 31 AUGUST: PARALLEL SESSIONS 21 FROM 11:45 – 12:15

Stakeholders' roles and their influence in Portuguese higher education institutions' internationalisation

Rita Castro – University of Feira de Santana (Brazil)

Track 1 – Room T3-20, T-Building 3rd floor

In this paper we intend to explore how the context of change is framing the relevance internal and external stakeholders in higher education internationalisation. Our analysis is based on the results of a questionnaire sent to a sample of Portuguese Higher Education Institutions. Data collected from 22 institutions was analysed resorting to descriptive statistics and correlation analysis. The results suggest that the present Portuguese higher education external context has indeed contributed to the way the role of the different stakeholders is perceived within institutions and to their influence on internationalisation rationales', strategies and benefits.

Student access and mobility - tracking student life cycles within a student survey panel to enhance academic success

Adrienn Sipos – University of Duisburg-Essen (Germany)

Track 2 – Room T3-21, T-Building 3rd floor

Within the project Focus on Educational Equality, the University of Duisburg-Essen (UDE) extends their counselling and guidance programmes for students. Several subprojects are concerned with the

improvement of study conditions to prevent drop out and to improve transition from school to university. The Centre for Higher Education Development and Quality Enhancement (CHEDQE) developed a student survey panel within the framework of the subproject Study Progress Analysis. The survey data is collected along the student life cycle in order to identify individual and institutional factors of academic success and can be used for optimising study conditions as well as for the revision of curricula.

Scholars' physical appearance, their research performance and their feelings of happiness

Laura Lütkenhöner – University of Münster (Germany)

Track 5 – Room T3-39, T-Building 3rd floor

We conducted a pilot study to analyse relationships between scholars' research performance, their physical appearance and their feelings of happiness. Our study especially aims to analyse whether or not former feelings of happiness and/or physical appearance have influence on the subsequent observable research performance of academics. Therefore we photographed 49 persons attending the 72nd annual conference of the German Academic Association for Business Research (VHB) – which took place in 2010 – and we interviewed them about their feelings of happiness. Later we designed an online-survey in which students were asked to look at the photos and to assess the photographed persons' attractiveness, competence, trustworthiness, sympathy and their feelings of happiness. We compiled a list of their recent journal publications, calculated three different journal weights and divided them by the number of authors.

Patterns of higher education attendance: Student transfer as a persistent norm in Norwegian university education

Elisabeth Hovdhaugen – NIFU (Norway)

Track 6 – Room T3-06, T-Building 3rd floor

Student transfer, students moving from one institution to another, has received little attention in higher education research. One possible explanation for this is that levels of student transfer vary quite a lot between countries. Historically, student transfer has been quite common in Norway, and data show that it still is, especially in undergraduate university education. In addition to transfer, levels of 'stop-outs' (students who suspend and then return to studies) are also high in Norway, creating a rather disorderly study pattern. The paper questions if this pattern of higher education attendance can be interpreted as a result of the current structures and incentives in the higher education system, or instead is better seen as the result of policies that established norms of flexible study patterns in earlier eras?

The socio-economic impact of a Polytechnic Institution in a local economy: some insights of field research

Jorge Cunha – University of Minho (Portugal)

Track 7 – Room T3-25, T-Building 3rd floor

Higher Education Institutions (HEI) are considered important mechanisms of regional development. However, due to the current economic recession and budget constraints, HEIs need to demonstrate the impact that their activities have on the surrounding community that contributes for its economic development. Hence, the aim of this paper is to present the results of a model to estimate the economic impact of different HEIs that are located in regions with different socio-economic development. Moreover, the common framework of analysis, whilst considering the different socio-economic realities, allows the comparisons of the results for the different HEIs.

Experience of administrative leaders: The Finnish university reform

Maria Salmela-Mattila – University of Tampere (Finland)

Track 8– Room T3-31, T-Building 3rd floor

My paper follows the line set by my two previous EAIR papers from 2010 and 2011, studying the Finnish university reform from different angles. In the current paper, the purpose is to study the effects of the reform to the day-to-day workings of university administration. I aim to interview administrative officials at my case study universities on how the reform has changed their work, mainly on such questions as 1) Has the administrative personnel experienced particular challenges in adopting to the new system 2) Did the university reform introduce new expenditures in administration 3) Do the officials feel their position strengthened/weakened by the changes. As background, I will use relevant literature concerning the university reform. I expect to find out that in some cases at least, the university reform has called for adjustments in the work of administrators.

SATURDAY 31 AUGUST: PARALLEL SESSIONS 22 FROM 12:30 – 13:00

The impact of the funding changes on the university governance and management: the case of Portugal

Tatyana Koryakina – CIPES (Centre for Research in Higher Education Policies) (Portugal)

Track 1 – Room T3-20, T-Building 3rd floor

Governance in the European higher education context has been influenced by several global changes, including changes in funding. The new funding environment calls for a different approach to how higher education systems and institutions are run. At the system level, an extended institutional autonomy has been granted to higher education institutions, at the same time as they were asked to be increasingly accountable to internal and external stakeholders. Similarly, institutional governance has been redesigned in response to external demands, namely, higher education institutions have been testing more business-like strategies and structures. In this paper we analyse the impact of funding changes on the internal governance, in particular, through changing roles of institutional actors and organisational structures.

Business strategy and water colouring flowers: unexpected experience through experiment

Håkan Pihl – Lund University (Sweden)

Track 2 – Room T3-21, T-Building 3rd floor

Teaching Business Strategy tends to focus on a conceptual, abstract level, which for the students is difficult to relate to personal experiences. This paper argues that experiments can be an effective complement to traditional lectures and case studies, especially if unexpected features are added to the student experience. An experiment is presented where the students coloured flowers under different incentive structures, which made them experience how incentives shape behaviour. Unexpectedly to the students, it also made them repeat a wide range of important business concepts. The playful application of theoretical concepts and element of surprise added valuable variation and epiphany experiences to the course, and was a source for critical reflections on the limitations of knowledge.

Should European universities be agents of social mobility?

Catherine Owen – Durham University (United Kingdom)

Track 6 – Room T3-06, T-Building 3rd floor

Widening participation and the related issue of social mobility are re-emerging as crucial, complex and pressing priorities in terms of the governance and the social and economic effectiveness of higher education in the regions of Europe. Concern about barriers to entry to higher education has been debated across Europe since at least the 1960s, yet there is still disagreement about the extent to which universities should take responsibility for the social effects of access policies and provision. Despite the unifying effects of the Bologna Process, the meaning and status of widening participation action across Europe remain highly differentiated. Enhanced access in terms of numbers does not necessarily correlate with equality of opportunity and planned national responses to access concerns remain under-developed in many member states. This paper presents data from seven EU countries: Czech Republic, Latvia, Netherlands, Poland, Portugal, Slovakia and the UK collected as part of the IBAR (Identifying Barriers in Promoting European Standards and Guidelines for Quality Assurance at Institutional Level) Project.

Measuring direct and indirect economic impact of Moscow higher education system

Lidia Borisova – National Research University Higher School of Economics (Russia)

Track 7 – Room T3-25, T-Building 3rd floor

The research is focusing on the measurement of the impact that Moscow higher education system as a whole contributes to the city. This case was chosen because Moscow accumulates the biggest higher education system in Russia and one of the leading in the world. Two categories of factors were analyzed: direct and indirect. Direct indicators included the salaries earning by the employees of universities, the taxes that universities pay, the number of start-up companies formed by the university system and etc. The indirect economic influence was estimated through the anthropology, spatial and socio-economic layers. Following data was analyzed: we took into consideration the migration waves, the share of international students coming each year in Moscow, the share of them, who stays in Moscow for a work after being graduated, the prices of housing, the rates of criminality, environmental conditions, cultural and leisure opportunities, development of small and medium local business and others related indicators.

Needs and possibilities of dual career opportunities for doctoral candidates and early stage researchers

Anna Tschaut – University of Applied Sciences & Arts Northwestern Switzerland (Switzerland) & Charikleia Tzanakou – University of Warwick (United Kingdom)

Track 8– Room T3-31, T-Building 3rd floor

Dual career couples are “couples where both partners are highly qualified and who intend to continue progressing their career” (DCNG). This is an issue gaining importance among researchers, and a growing number of higher education institutions (HEIs) are concerned with the implementation of dual career services (DCS). We present single case examples from a number of European and US institutions that have introduced DCS. Since most of these services are targeted towards senior researchers, we argue that DCS should be expanded to accommodate the needs for doctoral candidates and early career researchers including the facilitation of family-compatible international mobility. Both groups are at an age when family is becoming a central issue, related not only to their private life, but also to their professional life. Several indicators point out that this is especially an issue for female researchers and that a lack of compatibility of research and family life is one of the causes for females to discontinue their research career.

PRACTICAL LOCAL INFORMATION

The Netherlands

Holland? Or the Netherlands? And what's the difference between the two? The Netherlands is often referred to as Holland. Nevertheless, the official name of the country is the (Kingdom of the) Netherlands. The Netherlands consists out of twelve provinces. Two of them, North and South Holland, are the two provinces that together make Holland. Due to the maritime and economic power of these provinces in the 17th century, the Netherlands became known worldwide as Holland. To make matters even more confusing the inhabitants of the Netherlands are called Dutch.

Holland

Internationally, 'Holland' is often used to indicate the Netherlands. Holland is also the brand that is used to promote business and leisure trips to the Netherlands. We have chosen Holland as brand name because Holland is internationally well-known, popular and an accessible name for our country. Furthermore Holland stands for all our country's positive elements, the elements that attract foreign leisure and business travellers. Holland also sounds more hospitable than the rather official 'the Netherlands'.

People: With over 16.5 million people and a population density of 488 people per km², the Netherlands is the most densely populated country of the European Union and one of the mostly densely populated countries in the world. The total size of the Netherlands is 41,500 km². Amsterdam is the capital, but the government resides in The Hague. More than 40% of the total population lives in the Randstad, the agglomeration of the cities of Amsterdam, Rotterdam, The Hague and Utrecht.

Language: The official language is Dutch. The population of the province of Friesland has a choice between Dutch and Frisian, the only officially recognised regional language. The Netherlands also include the regional languages of West Low German and Limburgs. In other parts of the Netherlands, people often speak a dialect besides Standard Dutch. Many Dutch people also speak German and English.

Landscape: Water dominates the Dutch landscape. Three big European rivers (Rhine, Meuse and Scheldt) reach the ocean via the Netherlands and create an important delta. 26% of the Netherlands is under sea level. During an age-long battle against the water, the Dutch constructed a water system consisting of dykes, polders and weirs. However, the Netherlands offers more variation than the familiar green, flat polder landscape with black and white cows.

Economy: The Netherlands is known as a politically stable country with a sound financial policy. The Netherlands is one of the most open economies in the world and is one of the world's top 5 biggest exporters.

Sports: The most popular sports in the Netherlands are football, hockey, tennis, cycling, golf, volleyball, korfbal, handball, swimming and ice-skating. Dutch football and speed skating especially enjoy a worldwide reputation.

Orange is related to the Dutch Royal Family and represents the national identity of the Netherlands. That's why Dutch fans dress up in orange. During some sport events the whole country turns orange and people become infected with what we like to call the 'orange fever'.

The City of Rotterdam

Rotterdam is a young, dynamic, international city with a passionately beating heart. The city keeps reinventing itself at a rapid pace, redefining and expanding its already impressive skyline every time you visit and presenting new cultural and sporting events to surprise and delight you. Its ever-changing nature makes Rotterdam a city that you can rediscover time and again.

The earliest records of Rotterdam's history date back to the construction of a dam across the little Rotte River in 1270. Over time, the much larger Maas River which gives the city its nickname of 'Manhattan on the Maas' would come to play a far more important role. Rotterdam received its town charter in 1340. The city's enterprising and energetic inhabitants devoted themselves to trade and shipping. Upon completion of the New Waterway in 1872, giving the city an open connection to the sea via the Maas, Rotterdam had the opportunity to develop into a world-class port. The modest fishing village on the banks of the Rotte grew to become the second-largest city in the Netherlands. With over 610,000 inhabitants, Rotterdam is a true metropolis on the Maas.

The Maas and Erasmus

The Maas River continues to define the face of Rotterdam today, as a main waterway and as an attraction in its own right. More and more restaurants and other entertainment venues are springing up along the waterfront. The river is what divides the north and south sides of the city, linked by high-speed ferry boats and bridges that define the skyline. In the short time since its construction, the Erasmus Bridge has become the iconic symbol of Rotterdam. The bridge is named after Rotterdam's most famous son, the humanist philosopher Desiderius Erasmus. Erasmus University Rotterdam and the Erasmus MC, the largest medical centre in the Netherlands, also owe their names to this key historical figure.

Currency

The currency of the Netherlands is the Euro. The banks in Rotterdam and also at Amsterdam Schiphol airport offer currency exchange services. Cash-point machines are available throughout the city and at the airport.

The EAIR Forum Secretariat will accept Euros only.

Banks

Normal banking hours are from 09:00 – 17:00 or 18:00 from Monday till Friday. 24 hour ATM machines are available in all of Rotterdam.

Telephone

To call international from the Netherlands, dial + or 00, followed by the country code. The country code for the Netherlands is +31.

Shopping Hours

Opening hours of shops are usually from 09:00 to 19:00 from Monday till Friday and from 10:00 till 18:00 on Saturday and on Sunday.

Electricity

Electricity supply in the Netherlands is AC 220 Volts, 50 Hertz. Sockets meet European regulations and use the round pin system. However, most hotels have adaptors for different plugs. Make sure that the electrical appliances you are going to use (computers, mobile phone chargers, shavers...) work at this voltage.

Netherlands/Dutch time

The local time in Rotterdam and the Netherlands is Greenwich Mean Time + 1 hour.

Transport

Public Transport (From Rotterdam Central Station to the Erasmus University Rotterdam)

- **Tram:** number 21 in the direction of De Esch, stop Woudestein or number 7 in the direction of De Esch, stop Burgemeester Oudlaan.
- **Metro:** Take the A, B or C line, stop Kralingse Zoom. From there it is a 5-10 minutes walk to the university.

Taxi services

- Taxi-Central RTC: +31-10-462 60 60
- Stadstaxi: +31-10-818 88 23

Don't hesitate to ask to the University Assistants for directions and best ways to go.

Emergency Phone numbers in the Netherlands:

Police & Ambulance & Fire Brigade: 112

Liability

Neither EAIR nor the Erasmus University Rotterdam are liable for any losses, theft, accidents, or damage to persons or objects, regardless of the cause. Participants and accompanying persons attending the Forum and all related events do so at their own risk and responsibility.



EAIR INFORMATION

EAIR Annual General Meeting

Friday 30 August 2013 • 17:30 - 18:15

Location: **M-Building – AUDITORIUM FORUM (M3-15) 3rd floor**

Everyone interested in EAIR business is most welcome to attend. Although only EAIR members have the right to vote, non-members are also encouraged to express their ideas for new activities and to comment on existing ones. The agenda will include a financial report, an activity report and a discussion on future activities. There will be no handouts available at the Forum. The various enclosures will be projected on screen during the meeting and are available on the EAIR website on the webpage <http://www.eair.nl/EAIR/AGM.asp>

Forum Website

All information concerning the Forum will remain available for some time after the Forum at the EAIR website: www.eair.nl/forum/rotterdam

EAIR Information

For information on EAIR membership and general information on EAIR, please contact the EAIR Secretariat in Amsterdam. Contact details can be found at <http://www.eair.nl/contact/>

EAIR Committees

EAIR Executive Committee 2012-2013

Jeroen Huisman • University of Bath • Bath • United Kingdom (Chair)
Attila Pausits • Danube University Krems • Krems • Austria (Vice Chair)
Rosalind Pritchard • University of Ulster • Coleraine – N.I. • United Kingdom (Secretary)
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James Williams • Birmingham City University • Birmingham • United Kingdom
Maria Joao Pires da Rosa • CIPES (Centre for Research in HE Policies) • Matosinhos • Portugal
Jouni Kekäle • University of Eastern Finland • Joensuu • Finland
Alejtin Berisha • Universum University College • Prishtina • Kosovo

Ex-officio members

Henk Schmidt • Erasmus University Rotterdam • Rotterdam • the Netherlands (Forum Chair Rotterdam 2013)

President of EAIR

Mantz Yorke • Lancaster University • Manchester • United Kingdom

EAIR Rotterdam Forum Programme Committee 2012 - 2013

Henk Schmidt • Erasmus University Rotterdam • Rotterdam • the Netherlands Forum Chair
Anita Ax • Erasmus University Rotterdam • Rotterdam • the Netherlands (Co-Chair)
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Maria Joao Pires da Rosa • CIPES (Centre for Research in HE Policies) • Matosinhos • Portugal
James Williams • Birmingham City University • Birmingham • United Kingdom

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Carole van Herk-Maaswinkel • Erasmus Academie Rotterdam • Rotterdam • the Netherlands
Gerlof Groenewoud and Lina Suratin • EAIR Secretariat • Amsterdam • the Netherlands

EAIR Executive Committee 2013-2014

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Attila Pausits • Danube University Krems • Krems • Austria (Vice Chair)
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Alejtin Berisha • Universum University College • Prishtina • Kosovo

Ex-officio members

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President of EAIR

Ellen Hazelkorn • Dublin Institute of Technology • Dublin • Ireland

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Ulrich Teichler • University of Kassel • Germany (Forum Co-Chair)

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Christian Ganseuer • University of Duisburg-Essen • Germany

Gerlof Groenewoud and Lina Suratin • EAIR Secretariat • Amsterdam • the Netherlands

The EAIR Award for Outstanding Contribution to Higher Education Research, Policy and Practice

EAIR established the 'EAIR Award for Outstanding Contribution to Higher Education Research, Policy and Practice (OCHE)' in 2005. The OCHE, bestowed sparingly, is a method of recognising the contribution to Higher Education (HE) of individuals who have had an impact nationally and internationally, through research that has informed policy and practice in higher education. At this year's Forum in Rotterdam, the 2013 Award will be presented by Prof Dr Rosalind Pritchard, the Secretary of the EAIR Executive Committee, who will deliver the laudatory speech.

The inaugural award will be presented by Prof Dr Rosalind Pritchard during the EAIR Rotterdam Forum Banquet on Friday evening 30 August 2013 to **Professor Michael Shattock**.

The 2012 EAIR Distinguished Membership Award (DMA)

The DMA, also bestowed sparingly, is a method of recognising individuals who have made a particularly significant and substantial contribution to the goals and constitution of the EAIR. In 2012 the EAIR Distinguished Membership Award was awarded to **Prof Dr José-Ginés Mora Ruiz**. Because he could not be present last year at the EAIR Stavanger Forum, the award will be presented to him this year at the EAIR Rotterdam Forum.

EAIR 36th Annual Forum 2014 Essen, Germany

We are happy to announce that next year the EAIR 36th annual Forum will be held in Essen in Germany from 27 till 30 August 2014. EAIR will organise this Forum in cooperation with the University of Duisburg-Essen.

The Forum theme will be 'Higher Education Diversity and Excellence for Society' and there are eight tracks with different themes and topics.

The EAIR Essen Forum organisation is looking forward to see you all next year in Essen, Germany.

The City of Essen, Germany





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