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Introduction

This volume comprises selected papers presented at the second Central European Higher Education Cooperation (CEHEC) conference held in Budapest on June 16-17, 2016.

The event was part of a series of conferences organized by the CEHEC project, an initiative of the Center of International Higher Education Studies (CIHES) at Corvinus University of Budapest and Yehuda Elkana Center for Higher Education at Central European University (CEU). CEHEC has multiple goals. First, it aims to create a forum for sharing experiences and good practices, for discussing challenges, progress and opportunities for academic collaboration, and for policy discussion in the region's higher education. Second, it builds a professional network that can provide support to relevant stakeholders. Last but not least, the series of conferences that emerged from this cooperation seek to provide more visibility to Central and Eastern Europe in the global higher education landscape and recreate the attractiveness the region had in the 1990s for researchers and policy makers.

The CEHEC conference series intends to bring together researchers and practitioners who share a continuous interest in promoting both the scholarly study and the practical advancement of higher education in the Central and Eastern European region.

The second CEHEC conference, entitled "***Distinctiveness of Central and Eastern European Higher Education***," aimed to reflect on current trends and key issues in the region's higher education. Conference participants debated whether certain topics and issues are particular to the region's higher education or are part of global trends. Some of the invited keynote speakers represented higher education systems from outside the region and brought an external, comparative perspective to current topics in Central and Eastern Europe. Jonathan R. Cole, former provost of Columbia University and member of the CEU Board of Trustees, who opened the conference with his keynote speech, discussed the future of research universities in the US. His latest book "Toward a More Perfect University" was launched at the conference.

This volume presents two of the keynote speeches and six papers presented at the conference. An additional five conference papers were selected to be published in the Hungarian Educational Research Journal, and are available for free at the website of the journal (herj.lib.unideb.hu).

The detailed programme of the conference and information about the authors is enclosed in the Annex.

We hope these papers will be a useful and enjoyable read, and will inspire readers to join future conferences and other initiatives organized by the Central European Higher Education Cooperation (CEHEC).

Budapest, April 2017

József Berács, Gergely Kováts, Liviu Matei, Pusa Nastase, Mátyás Szabó

Jonathan R. COLE

A Path Toward A Great 21st Century Research University

Keynote speech

Let me provide you with some background before talking about what I think American Universities ought to do that might be transferrable to the European systems of higher learning. I discuss in greater detail these points in my recently published book, *Toward A More Perfect University.*

By virtually any measure, I think that America's research universities are today the greatest in the world. I am referring to the top 100 or 150 American universities, not to the almost 5 000 colleges and universities in the United States. I'm talking about the most research-intensive universities in the country.

In some sense, we are kings and queens of the mountain. We win more Nobel prizes than any other nation and more prestigious honorific awards, we make the greatest number of consequential discoveries and technological innovation, we produce research that has the highest impact in the world, measured by things like numbers of citations and co-citation measures, etc. Our great universities are the envy of the world; hundreds, if not thousands, of scholars and many more students want to attend and hopefully even get employed by these great institutions of higher learning.

There is now, interestingly enough, no real foreign competition for our place at the top of the mountain - although more real competition for excellence would be a good, not a bad thing. If we had more global competition, knowledge would advance more rapidly, more discoveries of importance would be made, and the competition could lead to even better American universities. Many observers of higher education fear that if we do not do something, we will be overtaken by other countries such as China, India, Japan, and possibly others. I do not think that is on the immediate horizon. We need not be overly concerned about challenges to our pre-eminence from those sources at the moment. But things are changing, and we should be aware of those changes as well.

Increasingly through processes of globalization and collaboration you'll see more and more papers that are very highly cited, that may come out of American universities but have, in a sense, been discovered in multiple countries. The recent discovery of gene editing, for

example, has in its early phases 12 countries and multiple nationalities associated with it. That might not have been the case 25 years ago.

I am going to suggest several changes that America's great universities ought to consider making if they are to remain preeminent in the 21st century. In my new book, I extensively discuss these suggestions, but I want to be clear, I'm not trying to prognosticate what will happen in the future. I want to open a discussion about what ought to be done to more closely approximate the ideal of a great university. I think, we would be making a big mistake if we were complacent and simply rest it on our past achievements.

Let me say a few words about the road to preeminence and what were some of the critical factors that led to our current standing. We must remember that American research universities are only a little more than a century old. The true origins of research universities in America you can found in the opening of the doors of John Hopkins University in 1876, a hundred years after the Declaration of Independence. While Harvard opened its doors in 1636, it was really a place that guided the training of ministers and was largely an undergraduate institution until the end of the 19th, beginning of the 20th century. So, it is really Hopkins, Chicago, Harvard (reluctantly), Columbia and several others, mostly private universities, that began the movement toward the research university. And the American model represented an amalgam of the German universities emphasis on research and the Oxford and Cambridge emphasis on undergraduate education.

What American universities institutionalized from 1900 to 1930 was an extraordinarily set of core values which I think still hold great power today. It is one feature of these universities that I would not change significantly, despite the fact that some of these values are eroding today. I suggest that there is a hierarchy of educational values that can be placed in three levels: One is the fundamental and enabling value of academic freedom and free inquiry. I do not think, in fact, that you can build a truly great house of learning without internalising and accepting the idea of academic freedom and free inquiry. If any of you can offer a counter example or an existence proof to the contrary, I would be in your debt.

Trust is the second fundamental value. In the United States, the level of trust between the people and the universities is breaking down. After the Second World War, there was trust in science and the universities, which led to a social compact between American universities and the Federal Government. American scientists, because of their extraordinary work during the War (making many discoveries beyond the creation of atomic weapons), were national heroes, whose images were found on magazines like Time and Life. That sense of trust is eroding rapidly, and must be examined carefully because further erosion could lead to the deterioration of quality in these universities. The other dozen core values include: meritocracy, open communication of ideas, organized scepticism, among others that are articulated in my new book.

These great American universities are distinguished, not because of the quality of undergraduate education, although that is critically important at any university, nor because they may create a more educated citizenry. They are preeminent because they have been increasingly the engines of innovation and discovery in the nation. Few Americans actually realize this fact. A random sample of educated Americans were recently asked about where certain discoveries come from: 63% said they had no idea, another 11% said the National institutes for health, 5% said Harvard, and the rest are spread all over the map. In fact, if you look at our finest universities they are the sources (just to provide a few examples from the thousands that I could enumerate) of the laser, the FM radio, the magnetic residence imaging, global positioning system (GPS), barcodes, the algorithms of Google, the fetal monitor, the pap-smear, the cure for childhood leukemia, and recombinant DNA. They have been responsible for improved weather forecasts, scientific agriculture, and methods of surveying public opinion. They have developed concepts like congestion in pricing, human capital, and the self-fulfilling prophecy. In other words an enormous number of the fundamental and practical discoveries that have created a good deal of the American economy were born at these research universities, unbeknown to most of the population.

The social compact to which I refer was crafted after the Second World War. It is found in a remarkable document authored principally by Vannevar Bush, entitled *Science-Endless Frontier*. The enactment of much of that document's recommendation by Congress and the infusion of federal funding on a large scale into the universities, catapulted them toward pre-eminence.

Yet when I think about the state of American universities today, I can't help but think of Walt Kelly's famous cartoon figure, Pogo, who in one cartoon uttered essentially: "I have seen the enemy and he is us". It is not the universities from abroad that we need fear. The United States only fear lies in itself. It has the capacity to destroy our own system of higher learning. I want to suggest a number of ways in which I think that destruction could happen.

Before turning to thoughts about what ought to be done, let me say a few words about the European system of higher learning, and about what went wrong in my opinion, or has gone wrong in the post-World War II era. First, ironically, in nations that do not foster competition among universities, there is perhaps too much competition of a certain kind within these nations. Take France, for example. The French people admire excellence in the production of knowledge, and they have a long history of creating transformative discoveries. They have produced extraordinary mathematicians, scientists, philosophers, humanists, social scientists etc. but today France operates with two parallel systems of learning, competing with each other and one far more prestigious than the other. All the children of elites and upper middle class families would prefer to send their kids to the most prestigious Grandes Écoles, which leads to higher status and the best jobs. And the other is the national universities which tend to be neglected, both in the physical sense and almost any every other way. The Grandes Écoles and the universities are in open competition for the best of

the younger students. This hurts the French educational system because of the State's neglect of the national universities. Of course, France has produced great research institutions of experimentation, such as the Pasteur Institute. But the Sorbonne surely is not what it used to be, and probably hasn't been since the beginning of the 20th century.

The French embrace the idea of academic freedom and free inquiry, and the idea of meritocracy, but it is mostly a façade, just as it is in the United States, because the youngsters who get into the Grandes Écoles almost invariably come from favoured positions in the social hierarchy. They have created a system in which there is too close a connection between the state and higher learning; professors often consider themselves state employees. It is, therefore, perhaps not surprising that arguably the best school of economics in France is private and is located in Toulouse. In contrast, in the United States, professors at the best state universities, like Berkeley or Michigan, do not consider themselves employees of the state. They think of themselves as employees of that university, and they are bound mostly to the norms of the profession and their discipline, not to state policy.

If there is acute competition between the Grandes Écoles and the national universities, there is the opposite when we consider the research enterprise, particularly the work done at the CNRS (Centre national de la recherche scientifique - National Center for Scientific Research). It is quite astonishing to me that in a nation as advanced in every way as France, their policy toward researchers is so short-sighted. For upon being hired by the CNRS an individual immediately gains tenure. There is no probationary period of let's say 7 years in which an individual scientist has to demonstrate that they are capable of important work. Such a system is unthinkable at the better research universities in the United States. Moreover, there is not the same linkage in France between the transmission of knowledge and the creation of new knowledge. You have a rather profound separation of the education of students from the conduct of research, whereas in the United States this linkage between everyday training of scientists and the production of knowledge is extraordinarily close. In the U.S., there is almost a familial relationship between the graduate students and post-doctoral fellows in the laboratories, in post-docs. In fact, your pedigree as a scientists is as much linked to the person whose laboratory you worked in as a post-doctoral fellow as it is to the university name that houses that professor.

It is not altogether clear whether France, at least as it constructs its system of higher learning, wants to be among the very best, or whether they are content to be "free riders" on the international system of knowledge creating nations.

If we turn to the German system of higher education, we also find unhealthy competition. The state-run universities do not really compete with one another for the best faculty members, although there have been some recent efforts to increase the level of competition among the states in Germany. Operating in parallel with these universities are the Max Plank Institutes, where the major research efforts can be found. The Federal

Government of Germany supports these institutes and they are most coveted because they tend to pay better and are more prestigious than university positions. Consequently, they do draw talent away from the universities and create a significant gap between the teaching and research missions of universities. The universities are fearful that they will become little more than gymnasiums where students are educated, but where little research is done. The Max Planck Institutes, of course, would like to be able to support the best students as post-doctoral fellows, which would place the state-run universities at an even greater disadvantage. Consider the Excellence Initiative in Germany, which is certainly a worthy experiment at trying to create a type of Ivy League. The selection of a small number of universities that received large government support is flawed by the expected duration of the financial support, since after five years, I believe, the universities have to find alternative methods of funding these high quality initiatives.

China wants to be a contender as well, and I will only assert that China will not create a great university system (which they surely have the potential of achieving) as long as academic freedom and free inquiry are being truncated and being pulled back by the state. Just to give one anecdote, a very good publisher wanted to translate my book into Chinese, but the government insisted that it cut out a number of paragraphs from the book because they were critical of China's government policies related to academic freedom. Of course, I did not take that contract.

In short, there are European efforts at cooperation, that I find very interesting, such as the Bologna Accord, but will these kind of student exchanges survive the growing fragmentation of the European Union? Efforts at EU research grants are also promising, if they survive, but the resources available are extremely limited compared to those that exist the United States.

Finally, the educational systems of Europe and Asia must be concerned about "brain drain." For a variety of reasons, European nations are loosing too many of their best students and faculty members to the United States and Great Britain. There are many youngsters, like Tom Piketty, who choose to work at MIT and other great American universities. Unlike Piketty, most of the best do not return to their home countries – although this might change after the United States' latest national election.

Let me turn, finally, to some of the problems faced by the great American universities. In fact, I think that almost every feature of the system of university education can be improved and some features ought to be significantly changed. In short, we haven't come close to reaching our maximum potential as institutions.

Let's consider first the current admissions process, or "getting in" to highly selective colleges and universities. If you take the Ivy League schools, and institutions like Stanford, they receive from 35,000 of 40 000 applications a year for about 1500 positions. They accept about 5% of those who apply. The correlation between SAT scores, high school grade point

averages with the probability of being admitted, it is extremely high. So, youngsters who gain admission have to have almost perfect scores. Unfortunately, I do not know anybody who is actually or even almost perfect at everything. The colleges should be trying instead to *shape a class*. You should be looking for students who are going to able to rub minds together, as Woodrow Wilson said many years ago, who are able to benefit outside the classroom from interactions with people unlike themselves, people with very different capabilities and talents. Instead, we are being driven toward a boring homogenization of young students entering the selective American research universities. And we are taking the quirkiness out of these great universities. That worries me. In the United States, at the undergraduate level, (much less so at the graduate and post-graduate levels), there is almost no effort to bring the faculty back into the admissions process and attend to the question: "What are we looking for?" "What kind of university do we want to be?" "What do we want to be known for?" Too many schools want to be like Harvard, Stanford or Princeton, or like Berkley or Michigan. This has led to excessive homogeneity. Few colleges are trying to differentiate themselves from others. Arizona State University, with the largest number of students in any university in the nation, has, in fact, explicitly designed a set of goals that does set them apart from the old, elite, Eastern and Western universities. And they are succeeding in doing so. There ought to be many more similar efforts.

But no one ever looks at the issues of the "false positives" and "false negatives" in the admissions process. No effort is made to retrospectively assess the quality of the judgments made by admissions officers. For example, who was denied admission to Columbia and went on to do fantastic things. When Columbia denied admissions years ago to Richard Feynman, the nonpareil physicist, they clearly produced a "false negative." But no one examines these cases and asks why they occurred and whether they suggest that admissions procedures and criteria ought to be changed. Of course, there is randomness in everything, but when you reject people like Richard Feynman, you have done something wrong, you have not recognized the potential and talent that is obviously there. Or today, there are poets who did not give a damn about Latin American History or American History in their sophomore year and in high school, and they do not even bother applying for these schools because they received a grade of C in the course, despite being an unusually gifted musician or artist. In short, the system of admission has got to be re-thought at the selective colleges and universities.

A chapter in my new book focuses on "Creating New Academic Leagues and Knowledge Communities." This material has particular relevance for places like Hungary and other European nations. The history of American higher learning and research universities is one of extreme competition for talent. It is like an athletic competition at the highest level. This competition has created the age of academic free agency. The individual scholar who is brilliant and highly productive is labelled as a commodity worth having and that will enhance the prestige of the university and be a draw for students and for research

resources. From the point of view of the individual, academic, competition leads to an open market with multiple bidders for this talent. In fact, competition has had very positive consequences for the American system of higher learning. It has forced universities to invest heavily in new and improved facilities, new kinds of materials, and new kinds of laboratory equipment. Simultaneously, it has led to the creation of new fields. When scholars and scientists, who are the objects of academic competition, want to do work in non-traditional specialty areas, the university often provides them with the space and funds to engage in new enterprises. This will often lead to new specialties being formed, new types of graduate and post-doctoral fellows being trained, and new types of discoveries being made. In short, competition can help foster the growth of knowledge.

Consider the early days of the University of Chicago in the late 19th century. You will see President Harper trying to lure faculty members from Harvard or Clark – with great success. Harper, of course, had his hands in the pockets of Chicago's benefactor, John D. Rockefeller, whose money made these recruitments possible. Rockefeller would get peeved about how much money Harper was capable of spending, but Harper was relentless about creating a great new university and within a dozen or so year, he had done just that – using a much cheaper form of academic free agency to help propel his university toward true excellence. Today, the competition has gotten fierce and extremely expensive – without obvious advantages for the system of higher learning, even if some universities are winners while others are losers in the competition. Perhaps we have reached the point where we are suffering from hyperexis, or too much of a good thing. In light of extraordinary technological advances, perhaps we reduce competition somewhat and increase collaboration among the great universities or among the great individuals who are located at different universities. We ought to create the *de facto*, not *de juré*, academic leagues. These leagues ought to be formed on the basis of common research interests, common efforts to solve extremely complex social and scientific problems (such as how to limit global climate change), common efforts to find the causes and cures of diseases, common disciplinary interests. Strength should "merge" with strength and students should be permitted to enrol in courses offered by any member of the leagues and to receive credit for that course at their home university. In short, the unit of academic interest should not be limited to the silos of disciplinary scholarship of the past. The consequence can be an increase in the probability of solving important problems, extension of the efforts of great teachers beyond the borders of their own university, and the potential democratization of knowledge through the uses of technology to reach people who otherwise would not have access to these exceptional minds. Just imagine the kind of league that links the strength at a European university like CEU with the group surrounding Piketty in Paris, or the late Tony Atkinson in Cambridge and London, or Emmanuel Saez at Berkeley, Joe Stiglitz at Columbia, and Paul Krugman at CUNY, all of whom lead centers to study the problem of income and wealth inequality over time and how the forces that create it might be altered. Consider the positive benefits for students and faculty members of taking courses with these people, collaborating with them on research

projects, working on doctoral dissertations, or simply learning about the causes of the larger problem. Academic leagues could foster the growth of knowledge communities.

The creation of academic leagues will not be an easy feat to accomplish. Universities have established a rather parochial sense of individual identity that they guard, they tend to think of themselves as autonomous organization, and they fear loss of benefactors if they collaborate with a set of other universities. So, it has not escaped my sensibilities that it will be difficult to create these *de facto* leagues. Faculty are apt to resist as much as administrative leaders because they tend to be extremely conservative about new academic entities or arrangements – especially if they may limit their ability to hire new people and add to the faculties size. But, creating these leagues is not impossible to do (there are existence proofs of them having been formed, such as an earth systems group, a group of philosophy programs in New York, and a sustainability group) and the economy of our great colleges and universities may push us to experiment with these new leagues.

Of course, there are also possibilities of creating knowledge communities that look beyond the university community and that use other assets of the city or an area. To cite only one example, when I was provost at Columbia University I started an initiative called the "passport to New York program." The program allowed Columbia faculty and students to enter most museums and cultural institutions for free. Adding the Metropolitan Museum of Art, the Museum of Modern Art, the Juilliard School, and others to the sources of knowledge for our academic community, added, in effect, to the endowment of Columbia and made it more attractive to students and potential faculty members. This was all done as an exchange: open seats in courses were offered to staff members of the cultural institutions who were part of the "knowledge community." After five years, we looked for imbalances in payments. Finding none the program continued and has been in existence for over 20 years.

Because of the limits of time, let me, in blueprint form, note several problems that American universities face that ought to be addressed and where structural and other forms of change may be in order. In the United States we have a severe problem, which I gather is also true in Europe, which is the defunding of our great state universities. In Europe, most of the universities are funded by the State, but let me focus on what is happening in the United States. This is a far more serious problem than anything that is going on at the private Ivy League institutions, and other great private institutions that tend to be written about most often in the press. I'm deeply concerned about the fate of the University of Michigan at Ann Arbor or the University of California at Berkeley. The University of Michigan today receives 7 cents out of every budgetary dollar from the State of Michigan. They are now accepting about 40 % of their students from out of state because those students are required to pay much higher tuition - about 30,000 dollars a year rather than the 12,000 dollars paid by state residents. They have an increasing numbers of students who come from abroad, who also pay the higher tuition. What is more troubling about the increased strangulation of the state university budgets (of some of our greatest research universities) is the revealed preferences

which are demonstrated by legislative leaders and the private citizens of these states who participate either directly or indirectly in the decision to appropriate funds to their state universities, including the flagship research universities. In the last 8 years, since the great recession of 2008, California has reduced the allocations to Berkeley by over 30%. In the same span of years, California has increased the allocations to penitentiaries and to the system of incarceration by 140%. In New York State, it costs over 120,000 dollars a year to incarcerate a prisoner. It costs almost 8,000 dollars a year to educate a student at the City University of New York, or at the State University of New York. In terms of revealed preferences, what are the values of the people and how much do they really value higher education? Despite all of the genuflection towards the critical importance of higher learning and the absolute need for college skills, the public is unwilling to prioritize resources for these purposes. Their investments in prisons over colleges should tell us something. And when the state leaders claim that there are no resources at hand to fund higher education, which is simply untrue. You can't squeeze water out of a stone, but if these leaders were to consider raising the marginal tax rates in their states as well as shifting funds from institutions such as prison into higher learning, these state university budgets would not be under attack. If this trend is not reversed in the United States, many of the state universities, including the truly great state universities, which now educate over 80% of the total student body in college in the United States, we might witness the decline in the quality of America's great universities.

This social compact between American universities and the state and federal government – in fact, the larger society – was born in the post-war period in the United States, when scientists were gods whose images of J. Robert Oppenheimer, Vannevar Bush, and others could be found on the covers of Life Magazine, Look Magazine, and other widely read popular magazines. You would never see that today. This was a time when the New York Times said that the discovery of the atomic bomb was the greatest discovery in the history of science, while the scientists themselves were trying to get back to their university laboratories to do "small science." At the time, in 1945 President Roosevelt was still alive, and asked Vannevar Bush how America could maintain in the post-War period its military superiority, as well as its superiority in the areas of health related research, and in producing the human capital needed to advance a highly industrial economy. Bush took up the task of setting forth an agenda and a set of mechanisms for attaining the goals in that agenda. The product was one of the great pieces of science policy we have ever produced, called *Science - Endless Frontier*. Many of the recommendations were novel. For example, Bush's document recommended that for the first time in American history the United States citizenry should be asked to fund science and research out of taxpayer dollars. Until that time, private individuals or foundations represented the principal source of funding science. This was the age of small science, but the War had changed this forever. Big science was looming just over the horizon. The products of the Bush report, which came after Roosevelt's death, included the creation of the National Science Foundation, and the reorganization of the national institutes for health, between 1948 and 1950.

These funding institutions changed the entire landscape for higher learning in America. The NSF, which focused on funding work leading to basic advances in knowledge in the sciences, and the NIH, which focused on medical research, as well as the Department of Defense, changed the relationship between government and the universities. Here too there was an implied exchange. The government would do three fundamental things: It would provide public dollars that would be outsourced to universities where most of the research would take place and most of the training of young scientists would also reside. This would be based upon a peer review process. It would also grant these universities a great deal of autonomy in what they were doing with government funds (and this was a great part of the agreement that was not always adhered to). And, the government would provide resources to train graduate students and post-doctoral fellows in the scientific labs of the great research universities. These were transformational innovations. The radical nature of this agreement can be found in the agreement to allow free inquiry and even criticism of government policies without retribution by the government or the withholding of funds from those institutions engaged in research. The research universities, in turn, bargained to deliver a better-educated citizenry, to train a new cadre of scientists and engineers, and to produce innovative and path-breaking discoveries that would transform the American economy, improve the public's health, and maintain American military superiority. That compact, though often challenged, for about 45 years it basically was held to its original purpose. The nation witnessed a dramatic positive slope in the funding of research at these great universities.

The pact was based on fundamental trust between these institutions. That trust waned in the 1990s and because of the suspicions that grew in both the government and the universities, it is time to try to recreate trust (not easily accomplished) and revise elements in the compact as well as the structural organization that funds innovation and discovery. I call this new compact the Morrill III Act, taking the title from the original Morrill Act of 1862, which led to the founding of America's land-grant colleges and universities.

As examples, here are few things that I think the federal Government ought to consider if we as a nation are going to maintain the greatness of the American system and improve upon it. The government ought to build a hundred secondary schools on the campuses of great universities and a seamless border ought to exist between the secondary schools and the universities. They ought to offer college and graduate students financial aid based on the need. Every student who is capable of going to college or advance training in graduate school should be able to afford their education. If student loans are part of this package of aid, then the government should offer students extremely low interest rates in repaying those loans. There ought to be a National Foundation for Science, Technology and Scholarship, which would fund these young people. The federal government ought to create a National Institute for Disease Prevention and Vaccine development, which would work on vaccines and treatments for potential pandemics. It ought to create a federal broadcasting system, which

would be dedicated to education – educating the American people in all manner of things, including separating fact from fiction about the educational system itself. And it ought to profile great young scientists, with a particular focus on those groups that have typically been excluded from science because of social and self-selective processes, as well as cultural beliefs. Finally, the federal government ought to streamline the over 4000 federal regulations that focus only on the research enterprise at universities. The harm that these regulations are doing is suggested by one study that found that scientists who received funding from the National Institutes of Health were taking up 40% of their time doing out paper work in order to comply with government regulations – taking precious time away from their research and teaching missions.

Let me simply conclude by saying that the proposals in *Toward A More Perfect University*, would change many features of the current structure of American universities. I believe, of course, that these changes could make them still more powerful engines of innovation, discovery, and teaching. But, as I said above, it has not escaped my attention that many of the proposals which I outline in the book would be resisted by some at universities and few would win a majority vote of Congress today. But the claim that spending on improving higher education is not affordable is simply false. It is within the power of the world's wealthiest nation to afford these things. The American marginal tax rate is one of the lowest in the Western World and if we want to do these things, we certainly can do them, even if it involves great effort and persuasion. If we make the right choices we will be able to enhance, rather than diminish the qualities of great research universities. It is going to take leaders in the arts and sciences, leaders in universities, and leaders in the nation to convince people of the benefits and the returns that great universities have for the societies in which they are embedded.

Malcolm GILLES

Whose universities are they? Stakeholder representation in higher education governance

Abstract

Governance structures of universities reflect their societies' different answers to the question "whose universities are they?" This paper takes its starting point in Gabriella Keczer's 2015 paper on "University Governance in Western Europe and in the Visegrád Countries". Her themes of governance types, degrees of devolved responsibility, and vacillating government policy, in a Central European context, are examined as a prelude to my address of three visceral questions underpinning higher education governance today: its approach to issues of autonomy, liberalism and democracy.

The paper's second part returns to "whose universities are they?", now looking at the twentieth century's successes in developing mass higher education by public institutions largely governed by public bureaucracies. More recent global growth in private institutions and the dismantling of traditional state-oriented formulas lead to a consideration of twenty-first-century university governance: who are its main stakeholders (students, staff, businesses, community, government, bureaucracy, even alumni, parents and the institution itself) and how are rapid changes in stakeholder balance being reflected in the external governance of higher education: the declining role of the state, rising stakes of both students and alumni, and transformations in the power of the institution itself. The challenge of inventing new, more effective forms of governance is raised, although a danger is identified in a continuing aversion to change of academia.

Introduction

I am honoured to be invited to present this address, and hope to further a discussion about governance initiated at last year's inaugural Central European Higher Education Conference. Gabriella Keczer (2015), in an excellent overview of "University Governance in Western Europe and in the Visegrád Countries", depicted a continent in which institutional governance is under increasing challenge yet effective and stable models are proving hard to find. She looked particularly at the recent history of state-institutional governance change in Hungary,

amid vacillating, often unfulfilled government policies and intransigence from academic staff, also sometimes students. I want to extend that debate, both more broadly, through looking occasionally beyond the confines of Europe and North America, while still focusing on issues of relevance to European, Visegrád and, specifically, Hungarian institutions.

Models of governance

Keczer uses as an opening reference point two traditional forms of university governance (Keczer 2015: 164), which I characterize in this way:

1. *shared governance*, shared between an externally facing governing board, an internally facing academic board (or senate), but with established delegated powers to administrative leaders, notably the president. I shall call this an "Anglo model", because of its prevalence in the English-speaking countries.

2. *collegial governance*, with a powerful senate dominated by academics dealing with internal and many external issues, but with relatively weak authority of an elected rector. This form was -- sometimes still is -- prevalent in Western Europe, and is the model to which former Soviet bloc countries gravitated after 1990. I shall refer to this as a "continental European model".

Keczer's paper shows how both of these models have been modified -- a purist might say "corrupted" -- over the last two decades or so: the Anglo model through the development of increasing power of the president and central administration (often usurping powers of the more collegial body, the "internal" academic board). And in the continental European model we see increasing attempts to limit the power of academics through greater government intervention, the development of industry or community related boards, or attempts to appropriate executive aspects of the Anglo model.

In her paper Gabriella Keczer depicts spasmodic attempts at reform of higher education governance in the Visegrád countries, but the ultimate failure to address endemic problems, such as an imbalance between the responsibilities of the faculty and the accountabilities of the rectorate, and an incompatibility in speed of action between collegial processes and changing external circumstances. Vacillating government policy -- Keczer uses Hungary as her example of wider application -- has indeed made effective reform harder, a situation highlighted in the recent report entitled "The Erratic Path of Hungarian Higher Education" by John Marcus (Marcus, 2014). Based on a doctoral student project of the University of Pennsylvania's Graduate School of Education, this report identified a confusion of purposes for higher education, but also another factor, not really addressed by Keczer: the continuing legacy from Communist times of tight central state direction of higher education, accentuating universities' tendency to reactive rather than innovative behaviour.

Of course, there are many other governance models for universities beyond the Anglo and the continental European. Indeed, the global variety makes these models appear rather moderate, even similar through their strong emphasis upon individualism, and the external/internal distinction. If the traditional Anglo model emphasizes academic accountability, and the continental model academic freedom, then the so-called communitarian model, still largely intact in Latin America, emphasizes a defiant egalitarianism. It is the community's university, with students holding much more governance power than elsewhere, both at faculty and institutional levels (Correia and Thomas 2014). The election contest for the rector in this model normally involves students, staff, alumni and some broader community members, and can be as political as a national election. Meanwhile the large, sometimes dominating, presence of private universities in East Asia manifests a full range of governance types, from the dictatorship of the university owner, to family or clan communalism, to religious or ethnic guardianship. Individualism, freedoms and rights are often less emphasized in pursuing communal values expected in graduates. (One Thai institution, the Princess Galyani Vadhana Institute of Music in Bangkok (2014), for instance, has "modesty" among its core values, not a value often professed by a European institution.) Indonesia, with about equal populations in its public and private universities, and the largest Muslim country in the world, provides a fascinating melange of governance types.

Autonomy, liberalism, democracy?

The current global soul-searching about effective university governance raises three truly visceral questions:

1. Should universities, or how much should universities, be autonomous? Autonomy is, of course, in current higher education usage not an absolute concept, but reflects different shadings of powers for different functions. There are then degrees of autonomy. Here is a Hungarian example from Keczer's paper, a summary of the current state of autonomy in state-owned Hungarian universities:

- theoretically, complete autonomy in professional terms (which is, however, restricted, for example, by training requirements);
- relative autonomy of operation -- only within the legal confines;
- restricted employment autonomy, which is considerably confined, for example, by the law on public servants and the requirements for appointing university professors;
- almost complete lack of economic and financial autonomy. (Keczer 2015: 168)

2. Are universities, by the nature of their mission, liberal institutions? Or can they be more authoritarian, yet still effective in their intellectual mission?

3. How much should universities practise, or model, democracy? This is a quite different question from that about liberalism (above), but is often confused with it. Alternatively, are universities, at heart, hierarchical institutions, with that hierarchy determined -- alas! -- by the undemocratic distribution of intellects in society?

Whose universities are they?

Fifty years ago, "governance" was not a term frequently used when talking about how higher education functioned. There was then an idealistic notion, particularly in the continental European inheritance, that universities, like schools, were best as public, secular and free (that is, not fee-paying) institutions. They were, in this model, funded by governments and administered by public bureaucracies, with access open to all who met a threshold of competence. Rather than the lustre of individual institutions, governments sought to enhance the competence of systems, to provide effective and appropriate education (sometimes, research) amid much-needed escalating participation rates in post-secondary education. And this was one of the triumphs of the twentieth century. Whether in the East or the West, that century unlocked the talents of countless millions, previously denied access through class, racial, religious or geographical attributes. By that century's end, the new participation in education had contributed to a per-capita productivity never previously seen. Now, I do realize, as a Hungarian Government Scholar of the early 1980s, that matters were often differently situated on different sides of the Iron Curtain.

So, to the question in my paper's title of "whose universities are they?", an answer from the twentieth century is: by and large, they were institutions of, by and for the public. Governments funded them, and state bureaucracies more or less effectively governed them. Institutional governors, managers and staff were normally state employees, albeit sometimes having to establish Party credentials, especially in Central and Eastern Europe.

Patrick Prendergast, President of Trinity College Dublin, summarized this triumph of the public university most elegantly in 2013, although preferring the word "society" to "public".

> So whose universities are they anyway? They are society's universities. They operate in the public interest. They are among the key civic institutions -- like the judiciary or the media -- which keep society going, and without which it is quite impossible to imagine a functioning modern democracy. (Prendergast 2013)

Prendergast's is, I suggest, a view of an idealized past, from a country with one of the highest university autonomy ranking in Europe. Indeed, in 2010, on a combination of academic, financial, organizational and staffing autonomy criteria, Ireland scored 100 per cent (European University Association 2010). By these same criteria, the lowest ranking went to France (37%) and Greece (40%), with the Visegrád countries all scoring in the lower half of the overall autonomy table: Poland (63%), Slovakia (56%), the Czech Republic (52%) and Hungary (47%). (An update of Ireland's university autonomy in 2014 (Estermann, 2015),

showed that while academic autonomy remained very high, staffing autonomy had since 2010 fallen dramatically into the medium-low European cluster.)

Less idealistically, I attempted a decade ago to update this traditional public, or society, view, reflecting Anglo-Australian practice: Whose universities are they? In name often public, but in law autonomous, in behaviour independent, in balance sheet private, and with values reflecting the interests of multiple stakeholders. So, who are these stakeholders, whose interests are now supposedly setting the values agenda? The question seems important as effective stakeholder balance has often been seen as a way of representing a society's answers to those three visceral questions of institutional values: autonomy, liberalism and democracy.

Ownership of universities: public and private stakes

University governance clearly has some connection with a notion of ownership, both literal and implied. Simply: what authority do you have to govern something you do not own? Or, at least, hold in trust for someone or something that does own it? While technical ownership might equate to the concept of owning shares in an enterprise (that is, being a shareholder), societal ownership equates more to having a stake in an enterprise.

To put it another way, the concept of university governance was seldom talked about a half-century ago because there was little issue of shares, and little disagreement about stakes. It is the piecemeal, often chaotic, dismantling of that government-bureaucracy-public formula of essentially state education that is at the heart of today's intense debates about governance, and nowhere more so than in those parts of Europe where the continental European model is unstable. What was once an entitlement, a citizen's public benefit, is now increasingly looked upon as being a private benefit for which a user contribution must be made. Hence, the on-off introduction of student fees in some parts of Germany, significant tuition fees now in half a dozen European Union countries, and the introduction of contentious income-contingent student loans in some European countries. Growing systemic questions arise, as well, of just how much "free education" a society can afford, or even need, in an age both of automation and of rampant vocationalism.

Universities inhabit an increasingly confusing middle ground, between public and private interests, and sometimes also between regional, national and global agendas. The French economist Thomas Piketty, in his massive *Capital in the Twenty-First Century*, sees education, health, culture and the media in this twenty-first century as being "intermediate forms of organization capable of mobilizing the talent of different individuals and the information at their disposal. When it comes to organizing collective decisions, the market and the ballot box are merely two polar extremes. New forms of participation and governance remain to be invented." (Piketty 2014: loc. 10070-75). Surely, this is an invitation to those

"intermediate" kinds of organization to use their own ingenuity to come up with better governance models than the tired, "corrupted", often polar, models of a previous century?

Indeed, countries such as United Kingdom, through introduction of a new student loan and fee system in 2012, notionally to cover *all* of undergraduate education costs, and also Hungary, through a "fully self-financing higher education system", as hypothesized by Prime Minister Orbán also in 2012 (see Gillies 2015), have espoused the notion that universities, through student loans and higher fees, could become close to cost-neutral to the public purse. Well, at least in theory, if everyone paid all their loans back on time! Although neither government could sustain the achievability of such a plan for long, it was a good guide to just how much citizens in different countries might now be prepared to tolerate public cost-shedding, and private assumption of debt, for what were once considered sacred citizen entitlements.

Twenty-first century stakeholders

The stakeholders relevant to universities in the twenty-first century appear to be these:

- Internal: students, faculty/staff
- External: businesses, community
- The state: government, bureaucracy
- Others: alumni, parents, even the institution itself.

Stakeholders, in briefest definition, affect, or are affected by, the activities of an enterprise. They have particular, often different interests in what the university does. For instance, students want a good education, while staff are employed to teach, research or administer some form of knowledge. Business wants a supply of new employees or to gain university contracts, while the community may want to tap local expertise, facilities, even entertainment. The bureaucracy may seek to fund, supply or regulate services, while governments look on universities as part of a social agenda they were hopefully elected to implement. Then again, if we follow the trail of money, we see that students have a very special stake because increasingly they generate the majority of most universities' income, whether directly through fees, or indirectly through grants or loans their enrolment entitles them, or the universities themselves, to receive. On the other hand, staff are normally an institution's biggest expenditure. Hence, common recognition of students and staff as the core stakeholders of an institution, thereby entitled to a specific quota of representatives on governing bodies (see Gillies 2011).

Increasingly, in the twenty-first century, other stakeholders have gained attention. Alumni, often politely ignored by public institutions, are now seen as valuable for philanthropy; parents become more vocal as they increasingly support their children into

their mid-twenties, including their study expenses; and the nebulous "institution itself" -- its name, its reputation, its brand -- can take on a life of its own, especially in the eyes of the media. Loss of reputation or brand identity can undermine future viability, as students, staff, business or community all have so many options to pursue.

All these stakeholders are relevant to the question of balanced governance. All are, in different ways, dependent upon the institution: for their education, for their salary, for the perceived quality of their professional qualification, for their new employees, and so on. Governance questions that arise from any educational stakeholder base include:

1. How broadly do you seek to "cover" these stakeholder groups in selecting or renewing an "external" governing body? (And how narrowly do your circumscribe the membership of an "internal" academic or management board?)

2. What are the consequences of leaving out key stakeholders from institutional governance?

3. How many governors do you want or need who are *not dependent*, that is, not members of any stakeholder group? *The Higher Education Code of Governance*, issued by the UK's Committee of University Chairs (2014), for instance, distinguishes keenly between independent governors (normally in the majority) and dependent governors (in the minority), reflecting a corporate faith -- I think a misguided one -- that independent governors make better, long-term trustees of an autonomous educational institution than those with a definite stake.

Changes in the importance accorded to one or other stakeholder tend eventually to be reflected in the mix of governors. If students or business have bigger stakes in the institution -- as would certainly be the case in most Anglophone countries at the moment -- that often leads to their greater representation in governance. Similarly, if the state seeks to shed financial responsibilities, or to push costs onto others, its stake can be eroded, whether or not it continues to have formal representation in governance or regulatory structures. Serving politicians or bureaucrats are sometimes specifically excluded from university boards, especially in countries where universities have a high degree of autonomy.

Recent changes in stakeholder power

I summarize four very significant changes in university stakeholder power so far this century.

1. The changed purposes of universities: what are they there now to do? The twenty-first century has, in education, moved away from a goal of uniformity to one of differentiation: elite, business, specialist, mass and access institutions increasingly pursue differentiated missions, and so may require different governance structures and board memberships. The global, national, regional or local focus of attention, or even the spread

of a university's campuses, now pose new governance questions that traditional "nation state" thinking cannot even start to address. Take London as an example. As well as around fifty London-based universities, another sixty or seventy institutions, both British and many based abroad, maintain some form of campus in the city. How are those distant campuses represented in their institutional governance, through staff or student membership, as well as representation of international alumni or London-based business partners?

2. The decline in the stake of the state. This is seen in the falling percentage of public expenditure in higher education globally, with a seven per cent decline (76.7% to 70.0%) between 1995 and 2009, although that decline appears to have steadied in most recent years (OECD 2011; OECD 2015). Put another way, around thirty per cent of global expenditure on higher education is now privately sourced. But this declining public percentage, even amid the 2008-9 global crisis, has not been found everywhere. Countries such as Australia and the United Kingdom have seen rapid declines, through rapidly pushing more debt onto their students, while countries such as Canada and Norway have increased the percentage of direct public expenditure -- in Norway's case to a stunning 96.1% (OECD, 2015).

3. A rise in the stake of students. In the last two decades there has been a fundamental global shift from "*what* do we *teach*" towards "*how* do we *learn*". Hence, the rise of student experience and student satisfaction as key measures of success in many an institution's strategic plan, and gaining a growing emphasis in the algorithms of educational league tables. This move from a more authoritarian, staff-centred view of knowledge dissemination towards an environment of learning according to student needs has, I think, been harder for those countries where collegiality was only conceived as being between academic staff. Today, with ubiquitous social media, rate-your-professor sites, and constant official and unofficial surveys of satisfaction, the student-consumer has much greater power than in a less connected age.

4. The dramatic rise in stake of alumni. The case of alumni is particularly interesting because it is, now in many countries, only after students graduate that they start to pay back on tuition debts or other living assistance. In extreme cases, such as in the United Kingdom, the alumni may be paying back on these loans for thirty years, or more. In Hungary, they may, I believe, pay back over less time, but are "bonded" by having to stay as a taxpayer in the country for double the length of their course. But thereby, the stake of the alumni, as key *funders* of higher education -- upon which *governments* are increasingly dependent -- rises even more. Where all the costs of undergraduate education may be put as a loan debt to the student, the alumni can, in fact, become the institution's biggest funder. During the decades of these loan repayments, their stake in the continued success of their *alma mater* grows accordingly. Might we see governing boards increasingly dominated by alumni? Indeed, might alumni make the best governors because of their stake of indebtedness?

While this idea, that alumni may be the most loyal of all stakeholder groups to an institution, is somewhat new in the European sphere, it is not new across the Atlantic. The better known US universities, with many of their alumni with huge tuition debts (Anon. 2012), in combination with a a strongly philanthropic culture, accord alumni very special recognition. This may be seen in a minimum alumni membership required in a governing body. Yale University's governing board, for instance, has nineteen members: six *have to be* alumni; and any of the other thirteen *can be* alumni, as well (Anon. 2011). Many Latin American universities have a quota of around a third of alumni on their governing bodies, along with strong student and staff representation. Yet many Latin American boards, it must be admitted, also have a reputation for endemic policy paralysis (Schwartzman 1993). Such domination of dependent members conflicts with the Anglo world's enduring faith in a majority of independent governors, or trustees.

Conclusion

In conclusion, I return to Piketty's challenge. Higher education is, he believes, a wonderful investment, yet our nations spend "far more in interest on national debt than we invest in higher education" (Piketty 2014: loc. 10027). He challenges those in "intermediate forms of organization", such as universities, to come up with "new forms of participation and governance". Indeed to invent them. Yet universities, which should be the very crucibles of invention, often shrink from such opportunities for change. József Temesi, of the Centre for International Higher Education Studies at Corvinus University in Budapest, talks of the "obstinacy of academia" (in Marcus 2014), which, along with headstrong government action, has helped to reduce the authority of universities. If universities fail to explain their value, or fail -- through poor governance or management -- demonstrably to deliver that value, then they must expect increasingly to be ignored as partners in key projects, whether public or private.

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A sustainability approach of higher education

Abstract

Modern higher education governance means the involvement of all stakeholders, i.e. academics, students, businesses. Under the new public management paradigm, higher education in Central and Eastern European (CEE) countries is put under pressure to adopt a new performance driven management approach that would answer the needs of all the stakeholders. The study looks at this topic through the lens of sustainability, to what extent it can contribute to fill the gap between the efficiency of the employed resources and the outcome of the teaching and research processes. It is based on the latest experiences in the field, concluding that the inclusion of the sustainability concept in higher education governance and teaching is able to give a better insight concerning the effectiveness of the entire education process.

1 Introduction

Human capital is the most valuable resource that is able to contribute to the economic and social wellbeing of society. Nevertheless, human capital investment is a lengthy and costly process requiring much attention for the quantity and quality of information that is transmitted to students. As well as for its effective, performance driven management and financial resources.

Education is often analysed within the context of complex systems dealing with a constant flux of changes, unpredictability, a need for creating space for emerging ideas, and knowledge transfers to the community. Its complexity stems from the fact that it is a multi-level and time scale system consisting of individuals and institutions that interact creating added value. “Value is created as a result of individual interactions, and often the emergent result is more than, or qualitatively different from, the sum of individual actions.” (Haffeld 2012)

It is mainly because the required resources are limited and competition is rather intense in enrolling new students that universities endeavour to develop new study programs that equip graduates with the best of skills and knowledge to be able to face the needs of the

global labour market. In order to meet this new challenge, UNESCO has issued a set of recommendations revolving around the concept of sustainable education that is aimed to support multi and interdisciplinary education and research in strict connection with the needs of businesses and communities. It seems that more and more educational systems and universities worldwide are willing to revise their policies, adopting a new educational stance. Nevertheless, it is an ongoing process, often experimental in which higher education institution endeavour to find the best organisational framework that is able to include various stakeholders that may add value to the educational outcome.

A considerable amount of emerging literature on higher education stresses the need for a change of paradigm when approaching education governance, the knowledge transmitted to students as well as the teaching techniques employed. Consequently, much attention is given to the content of the curricula, as an interface with society, embedding ethical values, local/regional cultures, problem solving abilities, creative thinking, responsibility, etc. This complex issue has also raised concerns about the most appropriate concepts to be used in describing the process.

One of the approaches is promoting the concept of campus sustainability that stands as an example for the manner university campuses can be organised according to *the circular economy* requirements, the manner they can be integrated in the community, including the interconnections between education, research, businesses and society. The study suggests the possibility of adapting the set of sustainability criteria used by companies for the specificities of universities [Fig. 1] and further on to be used determining the general score of sustainability.

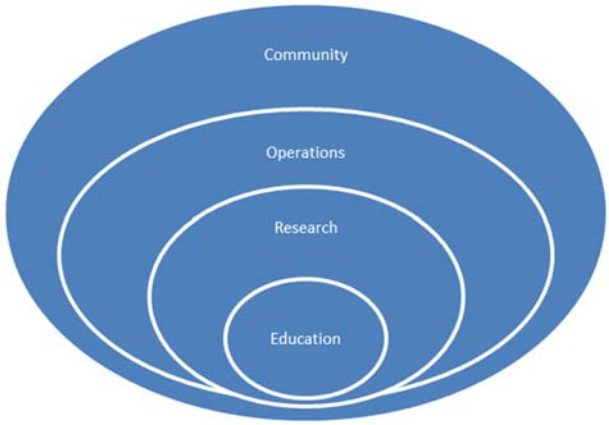

Figure 1 Sustainable education approach
Source: Sustainablecampus.org

Furthermore, universities worldwide have undertaken the mission to create the necessary levers by connecting all interested stakeholders in various types of entities. These

include Centres of expertise, Sustainability centres, Centres of excellence, etc. all resuming the endeavour of concentrated efforts that might translate into long term benefits.

Acknowledging the rich human capital resources in CEE countries as well as the economic potential, regional culture and heritage values, means the region could rethinking higher education around the central idea of sustainable development. Thus, granting effectiveness to the entire learning and research processes with positive effects facilitated by contact with other regions.

The paper is organised as follows: Section 2 refers to sustainability as a prerequisite of effectiveness driven higher education; Section 3 puts sustainability in perspective, discussing the possibilities to meet market expectations. The remainder of the paper draws policy lessons and conclusions.

2 Sustainability as a prerequisite of effectiveness driven higher education

Under the new public management paradigm, higher education in CEE countries is put under pressure to adopt a new efficiency-driven management approach that would answer the expectations of all stakeholders: academics, students, management, businesses and communities. Effectively, granting effectiveness to the invested public and private funds.

Since higher education governance requires the involvement of the above mentioned entities in the implementation, monitoring and decision-making process, it means that the university management should be the link that articulates and gives coherence to the academic policies. It should provide the steering and accountability.

During the last decades, policy makers have endeavoured to find the best solutions in order to provide the outcomes expected by the businesses and the communities, but often failed due to the institutional, legislative or systemic barriers.

Education, regarded as human capital investment, is a long-term process, requiring educational systems to equip graduates with field knowledge, but also flexibility and adaptability that relies on a multidisciplinary approach. However, due to the above-mentioned barriers, cooperation is hindered thus affecting a holistic education.

It seems that the solution many universities have adopted was to revolve their policies around the concept of sustainability, either by organizing their own campus in a sustainable manner (thus setting an example for their students - the learning by doing approach), or setting up sustainability centres to promote multi and interdisciplinary education and research.

Under the present circumstances, given the growing complexity of the global economy, the demands concerning enhanced knowledge and lifelong learning have increased the need of institutional adaptability.

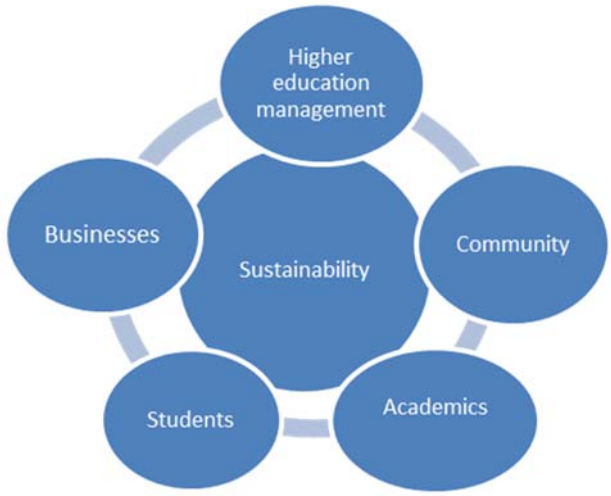

Figure 2 The sustainable education approach

Sustainability is a three-folded concept referring to a systemic relation between economy, society and environment (Kates et al. 2005). This integrative approach puts the entire education system, including higher education, in perspective. Since its outcome, i.e. the ability of graduates to meet the requirements of their fields of expertise and employability, should revolve around the principles and values promoted by businesses and the community for sustainable development.

Definitions of sustainable development consider the long-term connection between the elements that should be enhanced and supported in a durable manner (nature through biodiversity and ecosystems, life support through resources and quality of the environment, communities through cultures, groups, places) with the elements that should be developed (people –education, equity, life expectancy, equal opportunity, economy- wealth, consumption, society – institutions, social capital, regions, etc.).

According to the UN, rethinking education means selecting appropriate knowledge, skills, issues, values, and acquiring the ability to work cooperatively, to think critically and in a systemic way, to forecast and plan ahead, to understand multiple perspectives. Concerning the pedagogical techniques, simulations, participatory learning, visualisation and reflecting on the possible outcomes that can reinforce academic concepts.

The concept of *education for sustainability* may be reinterpreted as providing the knowledge that is *locally relevant and culturally appropriate* (Mc Keown 2002). Therefore, there is no single model of approaching the subject and thus universities are free to choose the best ways that embeds sustainable development.

Questions are often raised on the manner in which sustainability should be implemented. If starting from the Blooms taxonomy of teaching and learning, the entire sustainable education process should be based on understanding, applying, analyzing, evaluating and creating. This has proven to be an effective way to describe the level of understanding. It encourages participation, allows the internalization of varied information, and a long-term perspective consistent with the skills and/or knowledge the students should acquire.

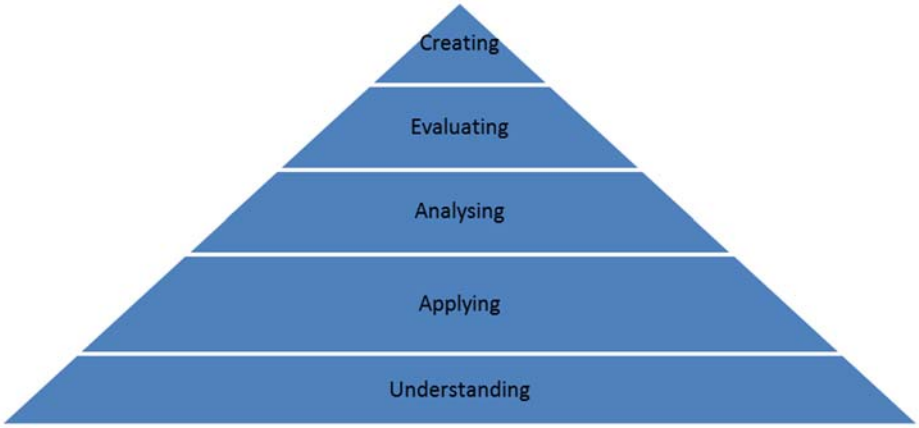

Figure 3 Blooms taxonomy

Promoting sustainable education is not an easy task, as it is only in its early stages of implementation. There are only a handful of universities that can be cited as being considered sustainable, from the above definition's perspective.

Nevertheless, since the circular economy becomes the new teaching paradigm, it is compulsory that universities embrace a new educational stance. That they become the main credible *knowledge producers*, and accountable towards the community for the research results and their impact on businesses and society. According to the *finite – infinite game metaphor* (Carse 1986), a sustainability approach to education and research has as the main purpose to continue the game *not* to win the game. It involves teamwork *not* select people, looks to the future *not* to try and replicate the past, rule must change *not rollover* the same old rules, provokes creativity *not* replication, etc.

It becomes even more ardent since businesses start to align to the new sustainable business criteria that will obviously spread and shape the behaviour of all companies that want to meet the new competition trends. Since businesses are, on a fairly large scale, submitted to sustainability auditing it is expected that higher education and research policies should converge to such an approach in order to equip students with the required knowledge.

If universities are willing to embrace the sustainability approach it might occur that a community of learners seeking to understand and to contribute to societal, economic and environmental innovations could become the primary concern whilst rankings and staff achievements could become secondary ones.

3 Meeting sustainability and market requirements

3.1 Embedding sustainability in higher education

Higher education management plays a key role in formulating the appropriate policies for full-fledged governance, so that each entity mentioned in Fig.2 contributes to the expected outcome. Undoubtedly, a set of sustainability knowledge production, mediatisation and utilisation is required to equip the management with the direct and indirect instruments that would support the cooperation among governance participants. If the definition given by Hess and Ostrom, that knowledge is assimilated information and the understanding of how to use it (Hess - Ostrom 2007), is considered, then it can be stated that the positive externality knowledge creates is the main channel through which the governance network takes place.

Under these circumstances, higher education management should be aware of the progress in analysis of sustainability in the business sector that can then be successfully used in raising awareness on the issues put forward by sustainable development. According to the new public management approach, it is clear that higher education should commit to promoting leadership in teaching and education, a safe environment, and ecological values in compliance with legislation.

Institutional commitment for a sustainable campus means revisiting all the operations according to sustainable development, i.e. management, curriculum and community (Fadeeva et al. 2010). The concept of *whole institution is promoted*, considering the quality assurance indicators that are presently quantitative ones, but should be extended to include qualitative ones that are often marginalised or left out.

The best practices from businesses that undergo sustainable development auditing may play a key role in rethinking the entire set of indicators. Thus, social, environmental and governance issues could be included (green procurement, sustainable standards in admitting students, monitoring the sustainability approach of secondary schools that provide future students, health and safety for the staff and students, philanthropic activities, counselling for NGOs and local authorities, fighting corruption and bribery, in-house policies to protect the environment, promoting equity and fighting gender income gaps, decision making transparency, promoting responsible investments with low carbon emissions, uses efficient energy, protects human rights, is committed to sustainable external auditing, etc).

It is conceivable that the employability of future graduates will also depend on their ability to comply with the sustainability approach of major companies. Thus, they should be

accommodated with critical thinking, creative problem solving, teamwork, equity, and responsibility. The level at which sustainability teaching should be employed depends on the foundations acquired in the student's previous learning levels.

Raising awareness about sustainability issues among students means already planting the roots of positive externalities, since later on they will be able to transfer the acquired knowledge into businesses. The extent to which students perceive and apply this information depends, among others on the teaching methods. According to UNESCO, the key aspects to promote quality education consist of: seeking out the learner, acknowledging the learners' knowledge and experience, making content relevant, and enhancing the learning environment. This approach becomes even more important since sustainability is directly linked to the concept of equity and, therefore, teaching techniques should enhance social equity among the students.

Under these circumstances, the curricula should incorporate items referring to knowledge, skills, local and regional issues, perspectives and values. Further on, simulations and class discussions will emphasize the need to connect to the local context through critical thinking. It encourages visual, auditory and tactile learning, thus promoting equity.

One of the techniques that has proven its effectiveness is the *finite - infinite game* (Carse 1986) that puts sustainability values in perspective. It allows for a holistic, interdisciplinary, outward looking, and transformative thinking. According to the *finite-infinite game* approach, students are taught to understand their field of expertise as part of a larger system that invites for flexibility, creativity, and emphasises anticipation and fulfilment of expectations without replicating well established past strategies. It supports the approach of behavioural economics, it is widely used in the decision making process by explaining qualitative economic fundamentals, besides those promoted by quantitative economics.

In order to provide consistency to this issue, successful experiences of universities worldwide can be considered as benchmarks for future actions. A number of universities that have already implemented sustainable education at a larger scale or are more advanced in this process provide best practices and a basis for comparison, for the present stance of the home university.

Presently, equipping students with core competences by the faculty, is supplemented with interdisciplinary and transdisciplinary topics that stimulate an integrative approach and add regional and international relevance. Blurring the borders between faculties helps students to better understand sustainability issues, even if the process is not entirely circumcised to this specific topic (Fig.4).

For the future, the possibility of a multidisciplinary degree should be considered as a prerequisite for a better understanding of the working context and for sustainable research within the university.

In addition, since research is the main driver in creating knowledge integrating a multidisciplinary and transdisciplinary approach, it means that sustainability centres are to be promoted as a possibility to reunite integrated research throughout the entire university.

Obviously, each academic domain can address sustainability according to their own characteristic, but none of them can claim full access to the concept. The Sciences work with small numbers and parts (therefore suitable for environmental issues), Letters and Media can enhance literacy and knowledgeable consumers, Social studies deal with inequality, while Geography, History, Biology explain evolution and change, etc. Under these circumstances, multidisciplinary training and research helps touch as many sustainability subjects as possible.

Nevertheless, there is a wide range of understanding and involvement among universities, some of them implementing new curricula, others randomly selecting or ignoring the subject.

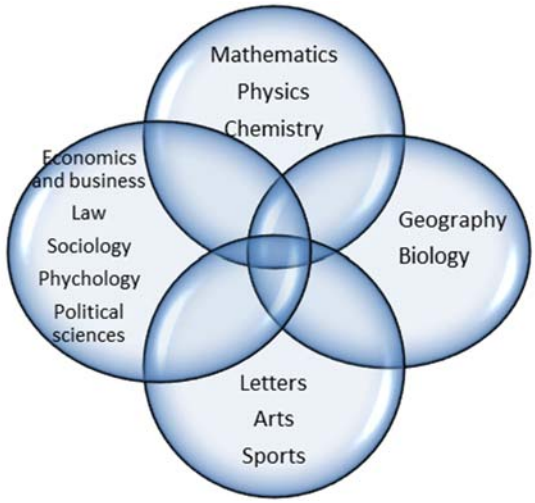

Figure 4 Multidisciplinary educational stance

The continuous transformation higher education goes through, requires ongoing adjustments and reflection in order to design flexible enough curricula that can be easily adjusted to new information and the characteristics of the class as well. Consequently, a lot of reflection should be given to the sustainability subject in order to choose the best possible way to meet the business' and community's expectations.

Reflection is an explicit evaluation and action within a theoretical framework involving introspection. An effective curriculum meeting stakeholders' expectations should be

preceded by the reflection and mental representation of the outcome of the entire design process.

Reflection matters since it serves several purposes: it is instrumental (provides the necessary tools to build, evaluate and track the management) and provides stimulus for the short-term adjustment to the characteristics of the class, and long term innovation strategies. The designer of the curricula should be committed to values such as awareness, fairness, and a sense of balance, but also to practical experience, a meaningful knowledge base, and interaction. Furthermore, the curriculum should blend knowledge and competence, allowing its beneficiaries i.e. students, to be able to relate to the labour market expectations.

Curriculum design, as a complex process, should ultimately provide positive economic consequences for the individual and the society, given that in the long term private and public funds are invested into human capital. It can be represented as a circular flow contributing to social capital enhancement and sustainable development.

3.2 Sustainability centres

The involvement of all stakeholders in the governance process eventually breaks down to the governance of knowledge production, mediation and utilisation (OECD 2012). Since the knowledge produced in universities throughout the teaching and research processes is used by businesses, communities and policy makers, it is obvious that these entities will seek the highest effectiveness from the higher education system in order to minimise further actions in preparing their experts. On the other hand, universities are not able to provide the entire set of competences required by practitioners; consequently a tighter collaboration within clusters is beneficial.

If the line of thinking and objectives provided by businesses, as stakeholders, is followed, then the positive spill-over into higher education that is sought after would contribute to improving the quality of higher education – a better communication among stakeholders means an increased attractiveness of local education.

Literature cites the possibility of clustering between various stakeholders, as it is an effective way to apply and verify the common educational policies that would meet the varying requirements of the entire set of stakeholders. If such an experiment proves to be beneficial then it can be further extended with minimum costs, since the learning curve has already reached its maximum.

During the last decade several initiatives have been launched, including the UN Decade of Education for Sustainable Development (Mochizuki - Fadeeva 2008). These initiatives aim to fill the gap between the needs of the businesses, regions, communities, between science and education, and between formal and informal education and the various levels of education (primary, secondary, tertiary).

Among these initiatives, the most common ones are Regional Centres of Expertise (Global RCE network), that are meant to support sustainable education. They also endeavour to transfer the knowledge acquired through research towards the community and the region. In 2002 the Johannesburg World Summit on Sustainable Development drew the attention on action driven initiatives to support sustainable education. The RCE being one of the noticeable results, involving local governments and business with universities and research centres.

Figure 5 Regional Centres of Expertise worldwide

The main aim of such sustainability centres is to add value to formal education by covering areas that are not sufficiently elaborated upon. They may also act as linking factors within regions that share common cultural values. Moreover, they can address sustainability issues within the local economic and social environment, or create a local/regional knowledge base in which universities play the key role and provide guidance.

As global learning spaces, centres may be organised in various manners, from encouraging face-to face communication to multi- sector platforms and networks, while promoting a *partnership approach* in its entirety. The architecture of RCE varies widely, one common approach is to blur the frontiers among universities (and research centres), secondary and primary schools (as representatives of formal education) and the non-formal

education provided by local/regional stakeholders (businesses, NGOs, communities, media, etc.).

The most important result is that the centres allow a significant number of participants to network, intensifying the dialog horizontally and vertically. According to UNU-IAS (2005) sustainability oriented centres encourage a bottom-up, pyramidal approach starting from the wider base of different social groups. Nevertheless, the core institutions which have the ability to ensure the widespread dissemination of information and have an interlinking profile should be identified. There is a wide range of activities that can be pursued under the roof of such centres, described, but not exhaustively in Fig 6.

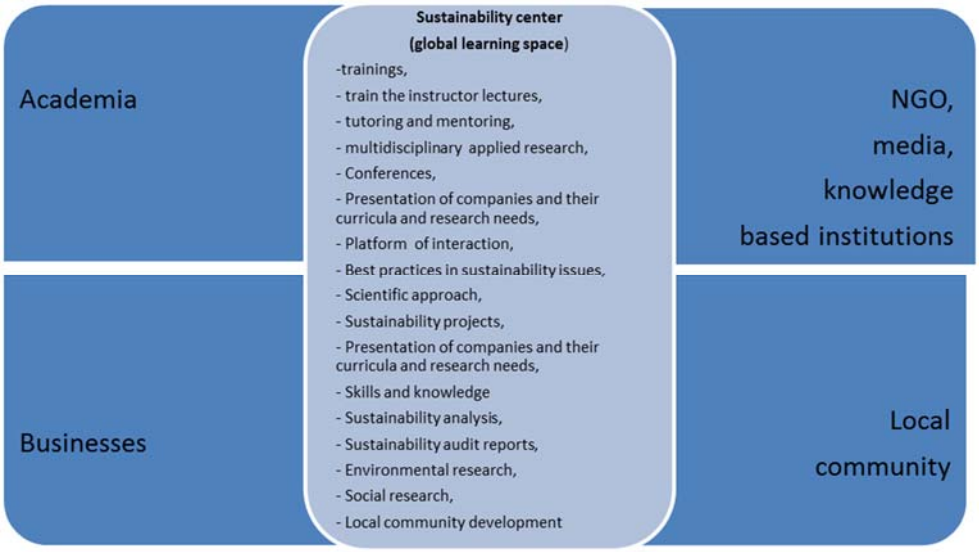

Figure 6 The global learning space

4 Conclusions and policy lessons

Since the sustainable development paradigm came into force, new teaching and learning approaches have emerged in order to equip graduates with the necessary skills and knowledge to understand, apply and support a durable evolution of economies and communities. Therefore, knowledge creation should bring under the same roof formal and informal education, fostering a close collaboration between all the interested stakeholders (universities, schools, businesses, local/regional communities).

The paper approaches sustainable education from the inner perspective of knowledge formation but also as a need of systemic transformation with durable outcome. Formally, sustainable education is organised in an increasing number of countries as centres

(Sustainability Centres, Regional Centres of Expertise, Centres of Excellence) most often as networking platforms that support horizontal and vertical communication between stakeholders and promote sustainability oriented *greening projects* (in education, businesses, community /region, environment), blur the frontiers between domains, and foster multidisciplinary research.

Nevertheless, promoting sustainable education in a systemic manner requires the involvement of decision and policy makers. The main guidelines that should be followed are:

a. Sustainable leadership (accommodation with sustainability dimensions, social responsibility, innovation for sustainability, a circular economy, working within complex multicultural systems, bridging the gap between education- research- stakeholders-community, green procurement, tutoring and mentoring),

b. Greening the curricula (connecting and understanding the connection between theory and practice through case studies, lifelong learning, creative thinking, a research driven learning, teamwork, computer skills, soft skills, etc.),

c. Green initiatives (entrepreneurial skills, effective and responsible use of resources, sustainable business models, green procurements, applied research, volunteering, bridging the intergenerational gap, etc.),

d. Promoting and developing local/regional culture and values to raise awareness on local specificities and how they can be interconnected globally,

e. Promoting campus sustainability that may induce a shift in behaviours that further on spills over in a beneficial manner to the community,

f. Supporting the foundation of Sustainability centres for multidisciplinary research, tutoring and mentoring, informal education, etc.

Based on the experience accumulated by the existing centres, it can be envisaged that the main advantages of such a collaboration are: the practical insight of companies and the community for a modern higher education, the possibility of academics to be permanently connected and trained in preparing the relevant case studies, the financial support for universities for specific competences required by the market, the provision of effective internships for students.

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Gábor NAGY - József BERÁCS

Antecedents to the Export Market Orientation of Hungarian Higher Education Institutions and Their Performance Consequences: The Role of Managers in Fostering Export Market Orientation in the Organization

Abstract

Our paper aims to understand the role of managers in facilitating the internationalization of higher education institutions by building and empirically testing a model on a sample of 147 effective respondents from Hungarian higher education institutions on the relationship of managerial support, organizational systems, and activities related to export market orientation, and export performance. Results show that management's commitment to exporting (MCE) has a positive relationship on export market orientation (EMO), but top management's emphasis on export market orientation (TMEEMO) has no effect on export market orientation (EMO) of a university. Export market orientation (EMO) was proved to have a positive and significant effect on export performance (EP). However, export market-oriented reward systems (EMORS) and export market-oriented training systems (EMOTS) do not moderate the relationship between management's commitment to exporting (MCE) and export market orientation (EMO) and top management's emphasis on export market orientation (TMEEMO) and export market orientation (EMO). With these insights we fill a gap in the literature on how managers may foster/hinder export market oriented behaviors to spread across the organization.

1 Introduction

Companies intending to conquer international markets are faced with external conditions far more complex than those in their domestic markets. This is attributed to the complexity of export markets, the increased need for information, the difficulties related to the availability of information, and the diverse nature of products/services required by international customers. Internationalizing higher education institutions have to cope with similar challenges when they bring student recruitment to an international level. However, outperforming international competitors (i.e. recruiting more international students, reacting

quicker to changing students' preferences, quicker market entry) requires additional/distinctive competences to tackle difficulties arising from language barriers, differences in the regulatory environment, unfamiliar student attitudes, and the fierce competition in the international marketplace. Furthermore, success on international markets requires managerial support and organizational systems that foster the process of internationalization. Our paper aims to understand how managers may stimulate export market oriented behaviors to spread across the organization in Hungarian universities.

2 Theoretical background and hypotheses development

It has been shown that managers involved in exporting form attitudes and expectations about the profitability and risks associated with a firm's export operation. As Cavusgil (1984) notes the more involved with and committed to export marketing a firm becomes, the more optimistic these expectations will be. More favorable managerial attitudes towards exporting mean a greater allocation of time and resources to export activities (Gencturk *et al.*, 1995), and an increased need for export intelligence generation (Diamantopoulos and Cadogan, 1996). If leaders of universities support and allocate resources to export activities, this will induce positive attitudes towards exporting (e.g., recruiting international students, offering study programs in English, strengthening ties with universities in other countries etc.) and would create the need for collection of market intelligence about export markets. Thus, we propose that:

> **H1:** The higher the management commitment's to exporting is, the higher the export market orientation of a university.

The degree to which a firm behaves in a market oriented fashion is dependent on how leaders reinforce in employees the importance of being market oriented (Kohli and Jaworski, 1990). Management's emphasis on an export market orientation is a signal about the importance of being responsive to the export customer needs and the broader export environment (Cadogan *et al.*, 2001). Thus, in an organization with high inclination towards exporting, top managers will reinforce in employees the importance of being export market oriented. It follows that, if managers of universities impel their employees to be responsive to foreign students' preferences and the activities of competitors, and the broader environment, the organization steps to a higher level of export orientation. Therefore:

> **H2:** The higher the top management's emphasis on export market orientation is, the higher the export market orientation of a university.

Nonprofit organizations, such as churches, non-governmental organizations, hospitals and universities, work with consumers (i.e., it is their needs and wants they strive to satisfy), just like any other organization operating in a competitive market. Research has shown that the well-proven market oriented business approach can also be employed in the higher

education sector (Webster et al., 2006; Hammond et al., 2006; Kara et al., 2004; Küster and Avilés-Valenzuela, 2010; Hemsley-Brown and Oplatka, 2010). Furthermore, Hemsley-Brown and Oplatka (2010) found that the potential benefits of applying marketing theories and concepts which have been effective in the world of business are gradually being recognized by researchers and practitioners in the field of marketing applied to higher education. Improving the market orientation of a higher education institution also improves learning conditions, the satisfaction of students and other stakeholders, the perceived quality of the services received and the cost management of the institution, which finally lead to an increase in the institution's share of the student market (Hammond et al., 2006). It follows that:

H3: The higher the export market orientation the higher the export performance of a university.

Rewarding market oriented activities will have a positive impact on a firm's market oriented behavior (Jaworski and Kohli, 1993). This is in line with the idea that if organizational members are rewarded to attain certain goals they will be motivated to work in this direction (Chambers, 1985). In an export context, if individuals are rewarded on export market-based criteria (e.g. export customer satisfaction, export market share, export customer retention) they will more likely prefer these aims above other goals (Cadogan et al., 2001). It follows that in case of a university, if managers are being rewarded for enhancing foreign students' satisfaction, retaining foreign students, and increasing export market share, they get committed to exporting and they will put more emphasis on enhancing the export market orientation of a university. Therefore:

H4a: The greater the export market oriented rewards systems is, the stronger the relationship between management's commitment to exporting and export market orientation of a university.

H4b: The greater the export market oriented rewards systems is, the stronger the relationship between top management's emphasis on export market orientation and export market orientation of a university.

A proper training system might play a key role in developing an effective export-market oriented behavior, since "training sets the stage, direction, and foundation of a market orientation and facilitates the clarity of focus and vision" (Mohr and Jackson, 1991, p. 462; cited in Cadogan el al., 2001). Export market oriented behavior is being formed if the organization is able to increase the sensitivity of its employees towards export customers' changing needs and preferences, and the ability to conduct business abroad, which requires formal education and employee development program (Czinkota and Ronkainen, 1995). If properly educated managers are able to carry out export market oriented tasks (e.g., developing an export market oriented strategy, recognizing the importance of export market

intelligence) more easily and with greater willingness, then they will be increasing an export market orientation of a firm. If university leaders get acquainted with knowledge about export markets (and related management practices) they would be able to formulate strategies for international student recruitment and international expansion (e.g., new market entry, establishing oversees campuses etc.), increasing the significance of intelligence generation (e.g., competitor analysis, following changes in international regulations, demographic changes etc.). It follows that:

H5a: The greater the export market oriented training system is, the stronger the relationship between management's commitment to exporting and export market orientation of a university.

H5b: The greater the export market oriented training system is, the stronger the relationship between top management's emphasis on export market orientation and export market orientation of a university.

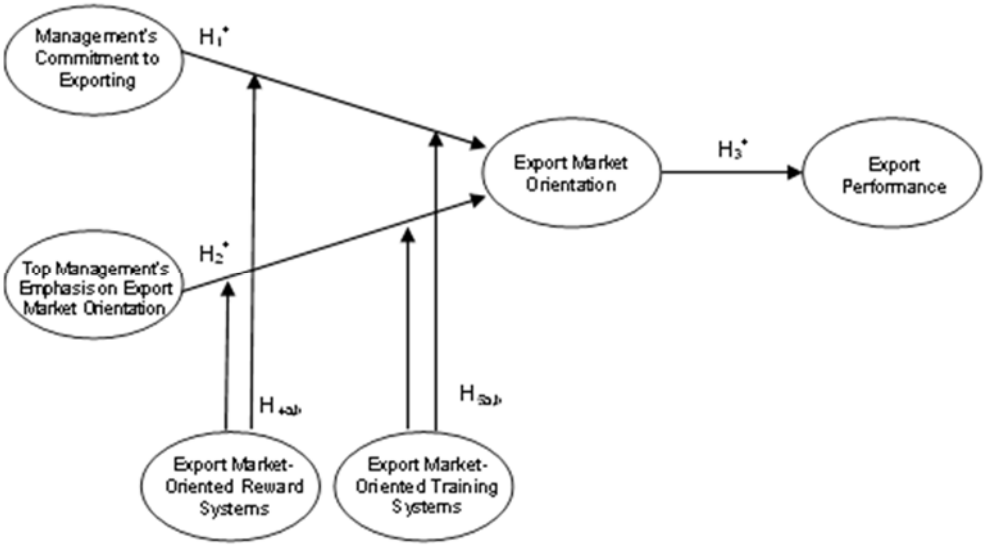

Figure 1 Conceptual model: management's emphasis on export market orientation, moderators enhancing this behavior and performance consequences

3 Data & variables

The research population comprised all state-financed higher education institutions operating in Hungary, and two additional, non-state owned institutions of a religious nature. Our questionnaire was delivered to 31 institutions altogether. The sampling units were the employees of three management levels (i.e., the management of the university, that of the faculties, and the employees of the international offices). The questionnaire was sent out to rectors, deputy rectors, deans, deputy deans, and the employees of international offices. A total of 700 electronic questionnaires were delivered to our selection of addresses. The online survey lasted from 15 January 2012 to 2 February 2012. The sort of computer aided survey employed allowed for continuous contact with respondents, for monitoring the stages of completion, for respondents to be segmented by behavior, and for delivering targeted messages to them. On-line questionnaires were sent out in two phases, which finally yielded 70 fully completed questionnaires. After the on-line data collection, a paper-based survey was initiated that resulted in another 86 responses, which finally resulted in 156 fully completed questionnaires giving a 22 percent total response rate. Results of the data collecting phases were compared with a *t*-test. No significant differences were observed between the two data collection phases. After data cleaning 147 viable responses were available. Export market orientation was assessed with Cadogan et al.'s (2009) scale, management's commitment to exporting with Gencturk et al.'s (1995), and top management's emphasis on an export market orientation with Jaworski and Kohli's (1993) measurement instrument. As for moderators Jaworski and Kohli's (1993) and Ruekert's (1992) metric (for export market-oriented reward systems), and Ruekert's (1992) scale was used (for export market-oriented training systems).

4 Methods

Once the raw data had been cleaned, the variables were subjected to a confirmatory factor analysis (CFA) in order to ensure that the sample distribution of the variables followed the theoretical structure. Due to a low sample size, three separate factor analyses were performed. A three, one, and two factor solution was generated for each set of variables (i.e., antecedents, performance measure, and moderators, respectively). After eliminating items with low factor loadings (<0.5 proposed by Hair *et al.*, 2006) factor structures with eigenvalues greater than one were derived (χ^2/df=1.668−2.698, CFI=0.856−0.938, RMSEA=0.068−0.108). Internal reliability of the measurement scales was assessed with Cronbach's alpha (0.745−0.895). By assessing discriminant validity the procedure outlined by Fornell and Larker (1981) was applied. For this the square root of average variance extracted (AVE) for each of the latent constructs was compared to between-construct correlations. The relationships presented in the conceptual model were analyzed with SmartPLS 2.0 (Ringle, Wende and Will, 2005). The moderating effect of export market oriented rewards systems and export market oriented training systems was assessed by

using product indicators approach introducing all interactions simultaneously to the structural model (Ringle, Wende and Will, 2005). Model fit was assessed based on the explanatory power of the structural model.

5 Results

Main effects. Main effects findings are presented in Table 1. Regression coefficients of the path analysis show that relationship between management's commitment to exporting (hereafter MCE) and export market orientation (hereafter EMO) is positive and significant (β = 0.404, p < 0.05), hence supporting **H1**. It means that managers' more favorable attitudes towards exporting entail a greater allocation of time and resources to export activities that enhances greater need for export intelligence generation and an orchestrated response from the organization (Gencturk et al., 1995; Diamantopoulos and Cadogan, 1996). Top management's emphasis on export market orientation has no significant effect on EMO (β = −0.030, p < 0.05), not lending support to **H2**. Management's commitment to exporting means that the organization is more responsive to export customer needs and the broader export environment that signals employees the importance of being export market oriented (Cadogan et al., 2001). The relationship between EMO and export performance (hereafter EPO) is positive and significant (β = 0.433, p < 0.05), thus supporting **H3**. EMO helps an organization with a capacity to create superior value for export customers (Day, 1999), that leads to positional advantage and long-term export performance (Day and Wensley, 1988; Hunt and Morgan, 1995). The results support the view that EMO contributes to EP.

Table 1 Results of the single effect analysis

Hypo-thesis	Relationships	β (t-value)	Hypothesis supported
H1(+)	Management's Commitment to Exporting (MCE) → Export Market Orientation (EMO)	**0.404 (3.355)****	Yes
H2(+)	Top Management's Emphasis on Export Market Orientation (TMEEMO) → Export Market Orientation (EMO)	−0.030 (0.255)	No
H3(+)	Export Market Orientation (EMO) → Export Performance (EP)	**0.433 (3.967)****	Yes

***p*<0.05

Moderation effects. Moderation effects were assessed by using a product indicators approach by multiplying (mean-centered) indicators of the exogenous latent variable with each indicator of the moderator variable (Hari et al., 2014). Moderating effects were analyzed by investigating the direct relations of the exogenous and the moderator variable as well as the relation of the interaction term with the endogenous variable (Sharma et al., 1981; Aiken

and West, 1991; Jaccard and Turrisi, 2003). The hypothesis on the moderation is supported if the path coefficient of the interaction term is significant -regardless of the values of the path coefficients from the exogenous and the moderator variable (Baron and Kenny 1986). For assessing whether path coefficients capturing the moderating effects differ from zero bootstrapping was employed (Chin, 2010).

Table 2 Results of the moderation analysis

Hypo-thesis	Single effects	β (t-value)	Interactions	β (t-value)	Hypothesis supported
H4a	Management's Commitment to Exporting (MCE) → Export Market Orientation (EMO)	**0.404 (3.355)****	Export Market-Oriented Reward Systems (EMORS) x Management's Commitment to Exporting (MCE)	−0.221 (0.964)	No
H4b	Top Management's Emphasis on Export Market Orientation (TMEEMO) → Export Market Orientation (EMO)	−0.030 (0.255)	Export Market-Oriented Reward Systems (EMORS) x Top Management's Emphasis on Export Market Orientation (TMEEMO)	−0.085 (0.380)	No
H5a	Management's Commitment to Exporting (MCE) → Export Market Orientation (EMO)	**0.404 (3.355)****	Export Market-Oriented Training Systems (EMOTS) x Management's Commitment to Exporting (MCE)	0.178 (0.898)	No
H5b	Top Management's Emphasis on Export Market Orientation (TMEEMO) → Export Market Orientation (EMO)	−0.030 (0.255)	Export Market-Oriented Training Systems (EMOTS) x Top Management's Emphasis on Export Market Orientation (TMEEMO)	−0.102 (0.512)	No

**p<0.05

Table 2 shows that the interaction of export market-oriented reward systems (hereafter EMORS) (β = −0.221, n.s.) and MCE has a non-significant effect on the relationship of MCE and EMO (β = 0.404, p < 0.05), hence not supporting **H4a**. Similarly, the interaction of EMORS and top management's emphasis on export market orientation (hereafter TMEEMO)

(β = −0.085, n.s.) has no significant effect on the relationship of TMEEMO and EMO (β = −0.030, n.s.). Thus, **H4b** is not supported. The idea that organizational members are rewarded to attain export oriented goals if they will be motivated to work in this direction (Chambers, 1985), and will more likely prefer these aims above other goals (Cadogan et al., 2001), does not seem to hold with the data. Furthermore, export market-oriented training systems (hereafter EMOTS) doesn't moderate (β = 0.178, n.s.) the relationship between MCE and EMO (β = 0.404, p < 0.05), hence not supporting **H5a**. Similarly, the interaction of EMOTS and TMEEMO (β = −0.102, n.s.) has no effect on the relationship of TMEEMO and EMO (β = −0.030, n.s.). Thus, **H5b** is not supported. Although, theoretically, proper training about the importance of being export-market oriented "sets the stage, direction, and foundation of a marketing orientation and facilitates the clarity of focus and vision" (Mohr and Jackson, 1991, p. 462; cited in Cadogan el al., 2001), results show that the tenet of increasing the employees' sensitivity towards export markets does not strengthen the relationship between management's commitment to and management's emphasis on exporting. However, looking at the results of the main effect analysis, we can see that top management's greater emphasis on export market orientation does not increase the level of the organization's export market orientation either by itself. And this lack of support will not change even with a proper training system. However, commitment to exporting has a positive main effect on export-market orientation, but formal training does not seem to have an effect on the increase of management's commitment towards exporting and export market orientation. In sum, it does seem that formal export-oriented training systems and reward systems will not orient organizational members (i.e., employees of Hungarian universities) to put more emphasis on following the changes of international markets. As well as toward systematically collecting information about the customers, competitors and the wider operating environment, and formulating strategies and subsequent marketing programs to gain advantage of opportunities provided by international markets.

6 Concluding remarks

With this paper our aim was to investigate the role of managers in facilitating the internationalization of universities in Hungary. A structural model with 147 effective respondents was tested on the relationship between managerial support to export market orientation, management emphasis on export market orientation and export performance, and the moderating role of export market-oriented reward systems and export market-oriented training systems. With this model our aim was to answer the following questions:

1. Will management's commitment to and management's emphasis on export orientation increase export market orientation of a university?

2. Will export market oriented reward systems and export market oriented training systems boost export market oriented behavior of a university?

3. Will increased export market orientation of a university boost export market performance? Results show that the management of Hungarian universities is committed to seek international (market) opportunities, mobilize resources to attract international students, and increase the activities of the organizations to recruit these students. However, they do not emphasize the importance of these activities within the organization. This might be attributed to the 'physical' distance between the top management (i.e., rectors) and other levels of the organization (i.e., deans, leaders of international offices and front line-employees working on international student recruitment). Another explanation would be the lack of formal channels through which managers express (and keep informing organizational members about) their international recruitment strategies. Moreover, it is shown that even though universities report about having export oriented reward systems and export market oriented training systems, these formal systems do not orient organizational members to put more effort/emphasis on tracking changes on international markets. Which in turn does not lead them to systematically gather information about foreign markets and formulate strategies that would strengthen universities presence on international markets, eventuating in increased number of international students. Finally, results show that if a university places high emphasis on monitoring changes on international markets and uses this information to create competitive offerings (e.g., study programs and relates services, sports and entertainment facilities etc.), the university will be able to recruit more international students.

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Wolfgang NEDOBITY

Distinctiveness Leads to Distinction
A Conceptual Model of Brand Orientation within the Context of Higher Education

Abstract

The main purpose of this study is to investigate the correlation between an improved brand orientation and an increased reputation in the higher education environment. An important finding to emerge in this study is that the branding challenge for higher education institutions is to develop a strategy and value proposition which creates a meaningful differentiated positioning, and to promote this consistently to stakeholders and other target audiences. This project has been designed to consider the extent to which the lessons learned by business can be translated into valuable lessons for higher education. The translation of an organization-based identity into a brand identity and brand image is a complex and sophisticated process which requires a strong brand-orientation.

Introduction

The adoption of a brand strategy is usually oriented toward previous models and practices. While many enterprises have successfully accomplished this task, how universities can become brand-oriented has not been fully investigated. As a rule, the branding process starts with an understanding of what a brand is, which might not be easy in a non-traditional marketing context such as higher education. The need for differentiation and positioning of universities seems to be obvious, but the lack of suitable models can be one of the obstacles on the way to branded universities. The abundance of literature on branding (4.5 Mio. entries in Google Scholar) can be seen as a further challenge for university leaders to tackle the issue and to take evidence-based decisions.

Survey of the current branding orientation of HE institutions

The survey has been shaped by the need for sampling the opinion of some of the various stakeholders belonging to a university with regard to their branding orientation. The results

of the survey have also been compared to the findings of previous work, such as that of Baumgarth and Schmidt, who have organized similar surveys, in order to investigate the respective situation in museums (Baumgarth 2009) and social enterprises (Schmidt - Baumgarth 2014), and similar quasi-market public sector institutions. Baumgarth's work (2009:31) "examines the relationship between the 'internal anchorage' of a museum's brand and the success of its 'product'". The findings of this inquiry were to determine whether brand orientation is the key to the successful positioning of universities or not. Baumgarth, Merrilees and Urde (2013:978) paved the way for a wider acceptance of the importance of brand orientation by claiming:

"If the brand-orientation paradigm were to attract as much academic attention and interest as the marketing orientation, and be accorded as much relevance in theory and practice, then the future opportunities for researchers would look very bright indeed."

The survey which was supported by the University of Liverpool was carried out in an electronic version. Respondents were provided with the questionnaire by means of an invitation, either conveyed to them by email or announced in a blog (ResearchGate and LinkedIn) as a type of convenience sampling. To protect the privacy of the participants, the survey was completely anonymous and only tacit consent was requested.

The questionnaire contained 32 questions, two of them giving room for comments or free texts. For the technical administration of the inquiry the services of SurveyMonkey® were used (see https://www.surveymonkey.com/r/BrandHEI). Most of the answers could be given on the basis of multiple choice on a five point Likert scale. Analysis of the respondents' answers revealed emerging patterns and a sense of general direction rather than learning about phenomena in a detailed manner. Only a small sample has been evaluated, whose precision has been improved by randomness. It has been used to find out whether the results support the theories laid down in the literature. From this survey, it is evident now that the branding orientation of universities is above the mean on the Likert scale, since the majority of the questions (Q) reached a weighted average above 3.0.

The total number of responses was 154. However, 44 of them did not qualify to proceed and answer further questions, since they either did not belong to a higher education institution or did not give tacit consent to the inquiry. The majority of respondents were students (61%), while the rest consisted of university teachers (28%), researchers (12%), university leaders (7%) and administrators (6%). This set-up actually resembles the composition of a small research university. Balancing data gathered from influencers and decision makers is key to getting an accurate picture of an institution. Often data gathered by surveys includes an inappropriate representation of respondents who have no or hardly any influence over strategic decisions. That means that drawing linkages with theoretical concepts will be difficult, if not impossible.

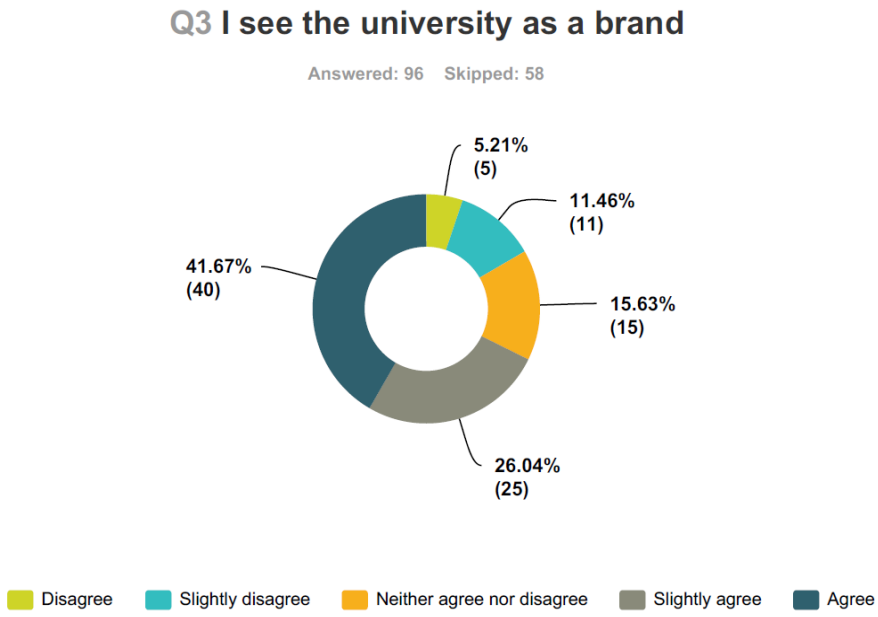

Figure 1 Responses to question 3 (Q3)

It is apparent from Table 1 that the majority of respondents agree fully, or slightly that a university can be a brand. Thus the weighted average for the responses is 3.88 (out of 5).

Interpretation of selected results

The data resulting from question 4 indicates that there exists significant participatory experience in brand building processes among the respondents (22% agree, 16% slightly agree).

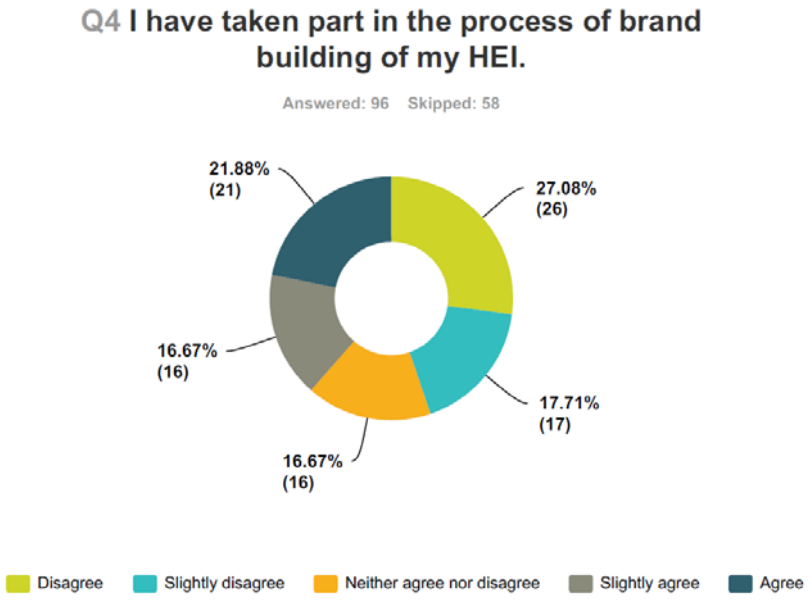

Figure 2 Responses to question 4 (Q4)

From this survey, it is now evident that only a fairly small number of higher education institutions have developed a brand narrative (21%) or made considerable investments in their brands (22%). In the majority of cases, brand decisions are taken at the top leadership level only. Thus, an important issue emerging from these findings is the fact that over one third of respondents are not sure if the brand and profile of their institution is different from the brands and profiles of others. Only one fifth (21.51%) agree with their distinctiveness. Nor does there seem to be a pressing need for comparison, because 92% of the respondents are to some degree likely to recommend their institution to someone they know (Q 7). Those who have participated in branding activities of the institution (Q4) are even more likely to recommend it (Q7) and act as so-called brand ambassadors (Fuggetta 2012).

Table 1 Correlation between active participation (Q4) and intended promotion (Q7)

Results						
Q 7 \ Q 4	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Total
Q7: Extremely likely (A)	26.67% 8	6.67% 2	6.67% 2	23.33% 7	36.67% 11	30.61% 30
Q7: Very likely (B)	20.69% 6	27.59% 8	20.69% 6	13.79% 4	17.24% 5	29.59% 29
Q7: Moderately likely (C)	29.63% 8	14.81% 4	29.63% 8	14.81% 4	11.11% 3	27.55% 27
Q7: Slightly likely (D)	20.00% 1	40.00% 2	20.00% 1	20.00% 1	0.00% 0	5.10% 5
Q7: Not at all likely (E)	42.86% 3	14.29% 1	14.29% 1	0.00% 0	28.57% 2	7.14% 7

Wiley and Kraut (1996) have described how surveys can measure customer satisfaction and consequently business performance by using so-called 'net promoter scores'. Such scores are based on the likelihood that respondents would refer an institution to others. It is visualized by using a Likert scale giving the number of respondents who are promoters and subtracting the number of declared detractors, based on their response to a question such as Q7 of the brand orientation survey.

Reichheld and Markey (2011) also suggested that a nexus between the likelihood of recommendation and the economic success of an institution may exist due to the focus on client loyalty beyond reason. Their book 'The Ultimate Question' (2011) is a quarry of case studies which document the efficiency of net promoter surveys. According to Reichheld and Markey (2011), effective net promoter systems are key components of any type of brand management.

Although other factors can certainly influence a higher education institution's brand orientation, universities are starting to take into account the degree of loyalty displayed by their members and their eagerness to recommend them to others. By including this indicator in their surveys, universities can confirm the appropriateness of the net promoter metric in their own specific environment. In other words, net promoter scores can be considered as one of the most essential metrics for student and staff recruitment as well as for improvement of the overall reputation on the way to distinction and better positions in league tables.

Conclusions

Incidentally, the survey results support Baumgarth's (2009) stance who considers brand orientation as a specific variant of marketing orientation, characterized by the importance accorded to the brand in all management decisions. While "the idea of market orientation is that organizations should focus on the interaction with customers and then look inward to explore how that customer knowledge can be used to build organization-wide responses" (Ind - Bjerke 2007:136), the idea of brand orientation is - according to Urde (1999:119) - "an approach in which the process of the organization revolves around the creation, development, and protection of brand identity".

Thus, the current survey's results are consistent and in good agreement with past research studies, both conceptual (e.g., Stensaker - D´Andrea 2007) and empirical (e.g., Bennett - Ali-Choudhury 2009). Nevertheless, the results show clearly that the self-reported level of brand orientation could be much higher for the academic community. The most likely explanation for this modest result is the current lack of models and methods for HE branding. Creating more awareness for the existing tools seems to be another matter of urgency if universities want to remain competitive. Here again the key seems to be the employees as other study results suggest:

"It is evident from the results of this study that employee access to brand-related information, in addition to the more traditional forms of internally generated organizational information, resulted in a strong allegiance to the organization" (King - Grace 2008:370).

The wealth of unsettled issues suggests that the research presented in this paper is more or less a preliminary one. Reflecting on further published research on brand management and experiential psychology, however, will eventually lead to a new qualitative model of brand orientation. Furthermore, adequate branding strategies can pave the way to distinction and outstanding ranking results.

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Éva PÁLINKÓ

Attitudes of PhD Holders towards the Business Sector in Hungary[1]

Abstract

One of the main strategic aims, formulated in the current EU and national science policy documents regarding Hungary, is to invigorate the collaboration between the academic and the business enterprise sector. As a base for such a collaboration this study aims to analyze the attitudes of PhD holders towards the business sector and expose the differences between STEM and SSH researchers regarding their career–path strategies. Although the examination has recognized a positive shift in the beliefs and attitudes of STEM researchers in the last ten years, their intensions and behavior are to stand aside the business sector more than SSH researchers. The study attempts to enlighten the structural background of this phenomenon and identify some of its consequences based on an ongoing career-path research project.

1 Introduction

Effective elements of the R&D structure have long existed in Hungary but their operation was not sufficiently harmonized during the years after the post-socialist transition. Besides the institutional dividedness, science policy documents neither fitted to the desirable extent, nor were their aims clearly visible for the different actors of the system.

In the actual science policy documents there are clear aims: one of the most dominant goals nowadays for Hungary is the intense collaboration between the academic and business sectors (National Research Development and Innovation Strategy 2013-2020). In order to reach the goal of accelerating cooperation it is necessary to have an adequate workforce which is highly qualified and open to work for enterprises.

The aim of this article is to provide empirical results regarding some dimensions of the attitudes of PhD holders towards the business sector as an important factor of such

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collaborations. Moreover, the paper aims to give additional concerns by providing a deeper understanding of the background in the career decisions of PhD holders.

2 Theoretical background

The findings of this study are based on a longitudinal research project at the Hungarian Academy of Sciences (HAS) which follows the career path of scholars at the research institutions and evaluates the grants that are provided to them.

The recent study focuses only on the *organisational* dimension of their careers (Glaser, J., Laudel G. 2015) as well as the beliefs and attitudes towards different organizational sectors and positions they could meet. As the project is an applied research project with a special focus on the organisational aspect of the career-path, it has severe theoretical limitations in the case of attitudes.

The literature about attitudes presents a great diversity of descriptions for the term and the methods for the measures. The definition of attitudes used in this concept is the one given by Fishbein and Ajzen (1975) as most investigators would agree that it is: *"a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object"* (Fishbein-Ajzen 1975: 10). They emphasize the distinction between *attitude* and other phenomena of the attitude area reserving *affect* as the most essential part of attitude. Other categories they point out are: *"cognition (beliefs, opinions), conations (behavioral intentions), and behavior (observed over acts)"* (Fishbein-Ajzen 1975:12).

During the different stages of the research project important information on the *beliefs, attitudes, intentions* and *behaviour* of scholars is gained. However, these results are not sufficient for a comprehensive and systematic attitude research. Despite this, the results are relevant and they do implicate important concerns about the mentioned science policy issue.

3 Methodology

In the basic phase of the examination qualitative research was conducted among young researchers with PhD, widening the focus gradually, and finally detailed questionnaires were used. The research phases that have been carried out until now are the following:

- Career Path Research among Young PhD holders in Biology, a complex research with 11 semi-structured interviews, 2 narrative life story interviews, 2 focus groups and a small science field–specific survey (N=102);
- Career Path Research of Scholars with STEM (biology, chemistry physics, medicine) and SSH (sociology, political science, history, literature, linguistics) PhD in Hungary, with 30 semi-structured interviews, maximum age 40 years.

- Career Path Monitor among research group leaders and members funded by the Lendület (Momentum) Programme of the Hungarian Academy of Sciences (assorted STEM and SSH fields, max. age 45 years); online survey (N=190).

Most findings in this article are based on the qualitative data from the early, explorative research phases. *Beliefs, attitudes* and *intentions* (Fishbein-Ajzen 1975.) towards the business sector had directly been examined in the very first phase with in-depth interviews and narrative life story interviews through the narratives of the interviewees. Later on in the research, organisational career-path (Glaser, J., Laudel G. 2015) types were identified among scholars from different scientific fields based on their actual labour market behaviour (career sequences) as unravelled from the semi structured interviews. Finally, the researchers' *intensions* and actual labour market *behaviour* were tested in special labour market situations with questionnaires.

The results presented in the paper are relevant and new regarding attitudes of PhD holders towards the business sector. Thus they are suitable for developing directions and hypotheses for further systematic researches.

4 Structural Frames

4.1 Research Policy Organisations

In 1989, the democratic change in Hungary was slowly followed by the restructuring of different aspects of the polity and the society. As part of this process the former Soviet type of science organisations was replaced with a new structure based on the EU countries' standards and the elements of the previous national system.

In 1993, the PhD was introduced replacing the former soviet type doctoral degree, the candidature. Universities regained the right to offer PhD programs and award PhD degree from the Scientific Qualification Committee, a semi-political body at the Hungarian Academy of Sciences during socialism.

Since the democratic transition the R&D structure has been changing continuously, but not only in connection with the structural change but because of the different governments. The changes of the organisations have been so intense that neither the researchers nor the organisations themselves could develop well, and the system has been unpredictable for both.

The Hungarian R&D structure had effective institutions after the post-soviet transformation but these were not harmonised enough. Instead of having a focused and strong representation in the policy making processes and its organisational structure, R&D function was dispersed in three ministries: The Ministry for National Economy, the Ministry of National Development, and the Ministry of Human Capacities.

The National Research Development and Innovation Office has just been developed by the former president of the Hungarian Academy of Sciences at the Prime Minister's Office. It may centralise the dispersed R&D deputy. The governmental R&D background organisations at the ministries are focusing mostly on STEM research as the key to the economic growth, while paying less attention to SSH research.

4.2 Characteristics of the Research and Science Policy

Policy making processes and science and research policy documents were overly diversified, partly due to the mentioned organisational status. There was a lack of unified terminology and well defined aims in the field of research and science policy making – because of the variety of different purposes and the variety of documents, aims were dispersed. The implementation of the written goals was very weak and inconsequent.

Since 2011 the importance of reinforcing the research community with young scientist has become better recognised (Report to the Hungarian National Assembly on the Activities of the HAS and on the General Situation of Hungarian Science, 2013). The current science policy documents regarding Hungary show less, but clearer directions. One of the most recognizable aims is to accelerate the collaboration between the academic and the business sectors (National Research Development and Innovation Strategy 2013-2020; Csite et al 2013) and to increase the number of highly qualified labor force (e.g. the number of researchers). A comprehensive policy analysis (Csite et al 2013) found the following particular aims in common in the present EU and the national science policy documents:

- Providing sufficient R&D human resource supply
- Increasing the number of high quality, qualified workforce according to the needs of enterprises
- Increasing the number of graduates with entrepreneurial skills
- Fitting basic research to the regional innovation strategies
- Enhancing the role of the higher education institutions in the regional economies
- Developing knowledge triangles, strategic partnerships with companies, and dual education
- Intensifying technology-transfer, and the foundation of enterprises
- Improving access to the R&D infrastructure for enterprises

Source: Csite et al 2013: 42

4.3 Research Institutions

The governmental, higher education and business enterprise sector are all active in the Hungarian R&D sector, but NGOs are not visible. The governmental research sphere almost entirely consists of the research organisations of the Hungarian Academy of Sciences. This is the most respectful platform of sciences in Hungary which has various research groups in all scientific fields. In higher education, researcher universities operate many research units in all scientific fields, too. The number of the higher educational research units has continuously been shrinking in the last decade. Moreover, the number of the state-run research units, after a long stagnation in 2012, decreased drastically in connection with the reorganisation of the HAS institutions. Thus, by 2012 in Hungary the corporate sector operates the greatest number of research units (1,583), something which has never happened before (KSH 2014).

4.4 Researchers

In 2014, 37,329 people were employed as researchers in different research organisations in Hungary. In 2012, the number of the FTE researchers per 1000 inhabitants in Hungary was 6,1 which is lower than the EU27 average of 7,6 (EUROSTAT 2012).After the democratic transformation, the number of researcher positions drastically decreased, mostly in industry. Around 1996, the correction began and has been continuous (KSH 2014). In 2006, the number of full time equivalent business enterprise researchers overtook both the number of academic and higher education researchers (KSH 2014).

The trend of the last decade is that the traditionally relatively high number of academic, governmental and higher educational researchers is stagnating while the number of researchers in the business sector is growing. According to this, the ratio for the number of business enterprise researchers is at a very good level in a regional comparison, however, those who own a PhD degree are underrepresented in the business enterprise sector (EUROSTAT 2009). On the contrary their ratio in the government sector is very high in an international comparison – thanks to the traditionally strong academy in Hungary, the survivor of the former soviet-type science system.

4.5 Important Features of Academic Positions

The institution of tenure is common in Hungary, but the promotion had been incalculable for years after the transition, and it is still limited for young scholars. In Hungary, there is a linear relationship between seniority and pay in the public servant salary system for academic positions. Performance differences have just appeared sporadically between younger and older scholars. Academic researchers are paid below the average compared to the researchers of the business sector in Hungary, and are paid far below the average of the international (e.g. EU15) wage.

4.6 R&D and the Business Enterprise Sector

Getting closer to the companies, in Hungary mostly large enterprises can play a role in R&D. However, even these companies hardly keep their R&D departments in the country. Only these enterprises are able to lobby for optimal developmental environment, too. Most of the SMEs are fighting for survival, yet without effective, direct subventions these have a slight chance to connect to R&D processes. Hungary can have some confidence from those start-ups in informatics which turned into successes in the global market as well as the JEREMIE Programme which proved to be more successful in Hungary than in other countries of the region.

What is narrowing the R&D developmental possibilities of the enterprises and their cooperation with academic sector is their reluctance towards venture capital. In addition, it is difficult to find investors for the early stages, mostly for the seed capital that is substantial for such collaborations. Nevertheless, creative scientific work requires an innovative environment, and the ratio of innovative enterprises in Hungary is very low in a regional comparison (KSH 2014).

5 Findings

5.1 Beliefs Forming Stereotypes

The first phase of the longitudinal career-path research project was conducted in one narrow scientific field: among young postdoctoral researchers in biology in 2007. As the very first step of the project, it focused on the PhD as a new phenomenon in the R&D system in Hungary. It was an explorative in-depth analysis based on qualitative methods: classical and narrative life story interviews, focus groups and a small sample questionnaire survey.

Surprisingly, the young biologists showed extremely weak interest in the business enterprise sector and their *attitudes*, and *beliefs* formed strong and commonly shared negative stereotypes, saying that business enterprise jobs are ‘monotonous’, ‘dull’, and ‘boring’, ‘not requiring any creativity’. This proved to be very important as ‘creativity’ and ‘exciting work’ with ‘autonomy’ were the most important and very positive principles they attributed to their academic researcher jobs. Their stereotype of the academic statuses contained mixed and squarely negative attributes, too: ’sincerity’, ‘be under cover’, ‘a man of his cast’, and ‘deprivation’.

The negative attitudes towards the business sector jobs may partly arise from the traditional intellectual role’s interpretation according to the common values of higher education (Palló 2009), the tiny amount of information on researcher positions in the business sector, and their unfamiliarity for the respondents. The positive attitudes towards the

academic statuses may partly relate to the same intellectual role's interpretation, and the positive experiences: they really enjoy their tasks as researchers and find it is a very important feature of their job. The negative ones are owing to the structural background: firstly, the characteristics of the public servant salary system, which is unfavourable for those at the beginning of their career, and does not differentiate by performance.

The strong negative stereotypes changed to some extent in 2012 among STEM researchers by attributing the same creative and exciting character to some start-up positions in the business sector. This change should be important in the later cooperation with the business enterprise sector. Let us see now what the typical career path patterns and strategies of the researchers at the academy are. Are they ready to cooperate or change?

5.2 Career-path Strategies of PhD Holders

The analysis of the qualitative data identified three dimensions of the job satisfaction which can play substantial roles in forming the career paths of PhD holders. The dimensions of satisfaction proved to determine the career-decisions of the examined scholars are:

Tasks (Creativity, and meaningfulness)

Working environment (Motivation, inspiring colleagues and satisfying infrastructure)

Wage (Being able to live on without problems)

A highly qualified, motivated labour force tries to keep these three dimensions at a consistently high level. The first dimension did not seem to be problematic in case of academics in Hungary: nearly all respondents like their tasks, they feel that their job is meaningful and exciting. Regarding the second dimension, there is a considerable variance of answers: some researchers have reservations about the institutional circumstances at their institutions, others are satisfied. However, the third dimension proved to be severely problematic for many of the respondents.

Salaries are out of the focus of the international academic career research, not being considered a measure of career success (Glaser, J., Laudel G. 2015). On the contrary, in the case of Hungary, wage proved to be important in the respondents' career decisions and actual labour market behaviour. It is rooted in the characteristics of the Hungarian public servant pay scale, which is unfavourable for young researchers at the beginning of their career and does not differentiate performance. Because of this structural circumstance the satisfaction with wage usually lags behind the two above mentioned dimensions. Thus, causing inconsistencies in the overall satisfaction with their academic statuses among young Hungarian scholars, which could result in severe frustration.

Findings show that young and postdoctoral researchers are eager to harmonise these dimensions. Namely to improve their financial circumstances in order to align their

possibilities and their expectations which are based on their high qualification and motivational level. In different scientific fields they have different strategies for harmonising these factors, eliminating the inconsistency and getting over the frustration. Their *beliefs, attitudes, intentions* and their *actual behaviour* in the labour market show distinct strategies.

SSH Strategies

SSH careers are '*boundaryless'* (Arthur and Rousseau 1996) in the meaning that SSH scholars are moving across the boundaries of different sectors, organisations and topics. The organisational sequences of the examined career-path stories draw out project-oriented '*multidirectional*' careers (Baruch 2004) which are preferably based on a fixed academic position. SSH researchers do not avoid the business and enterprise sector. In their case the routine is to have complementary part-time jobs, consultative statuses, basic or applied research projects, both in the business enterprise and the government sector besides their academic statuses.

Optimally, these projects connect to their own academic research topic. In this case these could improve their academic expertise and even their scientific performance directly. However, in many cases researchers have to work on many separate topics at the same time. Therefore, it results in a fragmented career span.

This strategy raises many questions: Are these complementary jobs pointing towards the mentioned science policy goals? Can we call this knowledge–transfer? Could the business sector profit from these co-operations? Could these researchers push a professional advantage or do they simply miss some opportunities in their academic performance because of this strategy? A follow-up study should examine both the positive and negative effects on academic productivity of this fragmented career path structure and the impacts on innovation of the business enterprise sector.

STEM Strategies

STEM researchers usually don't have complementary part time jobs or other "industrial" projects besides their academic positions, as it simply does not fit into their schedule. They have more '*linear*' career paths (Baruch 2004). Effectively, their narratives show it is so because they must concentrate on their narrow field of research in order to keep up with their peers.

Nonetheless, they react to the mentioned inconsistency too. They have two main strategies: one is to apply for research grants in their field of interest which is a natural and useful part of their career-path. Yet the other one is dangerous, as it is to apply for a post-doctoral or even tenure status *abroad*.

The most important finding is that Hungarian STEM scholars prefer foreign academic positions to business and enterprises researcher jobs in Hungary. Both qualitative and quantitative results about their *intentions* and their labour market *behaviour* underpin that most of the STEM researchers would leave the country instead of changing sectors inside Hungary.

In the background of this phenomenon we have found different factors. The negative *beliefs, and attitudes* towards the business enterprise sector were one. By the results of the qualitative data, the *attitudes*, and *beliefs* of young STEM researchers formed the negative stereotype. What is more, they fear that changing from the academic to the business sector means the end of their scientific career because of the limited publishing possibilities. They choose the opportunities which could keep them in their scientific career path without breaking its span – this is exactly what they are optimising for.

Another important background factor emerging from the career narratives is that the reference group regarding wage for these internationally mobile young scientists is usually the international or the EU15 scholars' community, and its attainable standard of living. They compare their financial possibilities to the Western European counterparts.

All these factors regarding the background of the career decisions of the examined scholars are also important as underlying causes of the high level of brain drain among STEM researchers in Hungary. According to a calculation (Csanády-Személyi 2006), one in every four fresh graduates with a diploma in science leaves the country. This same rate for PhD holders is even higher (Csanády-Kmetty-Kucsera-Személyi-Tarján 2008).

The main question is, under which circumstances would they be willing to come back, or stay? Under what structural circumstances can they better harmonise the mentioned factors in order to gain satisfaction at their academic positions in Hungary? Could the business enterprise sector in Hungary offer any remedy for this brain-drain problem?

Further research should focus on this, and the role that higher education has in the formation of attitudes of PhD holders towards business sector positions. By providing more information and direct experience, especially in STEM fields, higher education may turn the business and enterprise sector into something more familiar for the most creative minds.

6 Conclusions

Our research found distinctive differences between SSH and STEM scholars' career path strategies based partly on their different *beliefs, attitudes*, and *intentions* towards the business sector and their labour market *behaviour*. Among the factors behind these strategies we have recognized a common structural determinant: the importance of the characteristics of the public servant salary system.

Further research should systematically measure the attitudes of scholars, the structural determinants and their importance on career decisions. Other relevant research directions are: measuring attitudes towards the business sector among PhD holders in particular types of collaboration (e.g. forms of technology–transfer, strategic partnerships and other sectorial collaborations), examining the influence of professional identity formation on the attitudes of PhD holders towards business sector collaborations, and the influence of values in higher education on their professional identity.

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Tailored Courses for Adult Learners

Abstract

This paper presents a methodology for the design, development and execution of tailored courses for adult learners. The courses primarily address busy individuals (top managers, experts, and similar) grouped in small cohorts of 5-8 persons.

Our methodology comprises collaborative learning, couching, neurolinguistics programming, mind mapping, and other innovative teaching approaches. It presents a strategy for forming tailored courses which consider the learners as their educator's partners during all stages – starting from the course content design to its completion. It was initially developed for narrowly-oriented short-term language courses, respecting the learner's learning typology. As it proved its success, its approach was generalized and tested in other areas.

After several pilot runs, it was externalized to a course-development strategy and proposed to other educators. Their experience and students' opinions were surveyed. The results show that the courses not only speed up the learners' acquisition of knowledge, expand their skills and self-confidence but they also facilitate their desire to continue their lifelong learning.

Introduction

Adult education is a very specific task. As any teaching method, it should support the learners' intrinsic motivation and desire to learn perpetually. On the other side, teaching methodologies have been primarily developed for pupils and students; fewer of them are devoted to teaching adults.

Common sense suggests that even if the courses for youngsters and adults may bear the same titles, their educational approaches should deviate. The reason is obvious: there are substantial differences between the two groups in their previous knowledge and experience, as well as in their present competences and skills. These differences must be reflected in their educational strategies, teaching styles and, consequently, educators'

activities. Table 1 illustrates the key alterations in principal features between "standard" full-time students and working adults – the target group of our research.

Table 1 Working adults as students

Comparing full-time and targeted students		
Feature	***Full-time***	***Targeted***
Basis of knowledge	Academic studies	Studies and work experience
Type of knowledge	Systematic and oriented to theory	Practical, less systematic
Key motivation factor	Degree/diploma	Career/promotion
Experience	Small, limited	Life-long
Familiarity with the subject practices	Minimal	Rich & practical

Source: [Rábeková & Hvorecký]

Knowledge of "standard" university students is more systematic but their life experience is minimal. Expressed in Knowledge Management terms [Hvorecký-Kelemen], it is primarily built on *explicit* knowledge. Due to the absence of their long-term working experience, their tacit knowledge is limited. Contrastingly, the professionals have spent prolonged periods by collecting practically-oriented knowledge but they lack academic perspective. It may affect their success in typical "academic" courses. If their education does not respect limits done by their hands-on knowledge and career development interests, they become disappointed, lose their motivation and possibly drop out their studies.

All of the above indicates the necessity to reconsider the methods used in adult education. The teachers must understand the differences shown in Table 1 and adopt educational approaches that are flexible and can be quickly adapted to in-coming students and their specific requirements. In our paper, we demonstrate a methodology of this kind. It presumes an intensive collaboration between would-be students and their would-be teacher starting from defining their course content and duration through setting up learning objectives for their completion. The methodology has been named Educational Strategy because it represents a strategic tool – a framework allowing the combination of several different ways of teaching upon a mutual agreement by all participants. The teacher's success depends on their capability to communicate their academic expectations and explain them to their future students. In general, both teachers and students must build their "half of the bridge" in order to surmount the students' gaps in knowledge. The teacher must not regard themselves as a knowledge holder, as it is still typical for many educational systems. He/she must rather act as a coach or an advisor enhancing and developing their students' potential.

The above ideas outline our methodology. By "a student" we mean a professional (e.g. a top manager or a field specialist) who needs to expand their knowledge portfolio by a new

competence. A typical example is a leader of a software company without qualification in economics and management. Such a person can become a co-designer of their courses. From their life experience, they are familiar with a certain portion of their content. Nevertheless, their prior knowledge is not systematic and the student is aware of these gaps, ready to spell them out.

The students in this category are ready to collaborate, if the teacher invited them on the composition and design of their future courses. They welcome the chance because it offers them an opportunity to minimize time necessary spent by repetitions of already-known concepts and to fill the gaps in their present knowledge. Moreover, such collaboration provides them additional motivation through a feeling of "ownership". They then feel the responsibility for the course because it was adjusted to their professional needs and career development.

Another factor is an effectiveness of such an approach. From an economic point of view, organizing a special course for each individual is more expensive than for a group. Even if our methodology can be applied to courses for individuals, it can be most effective in small groups (up to 8 persons).

The chapter named "Active Learning" shows theoretical bases of our approach. In the "Educational Strategy" chapter we outline it and describe the activities of educators and students. The "Evaluation", chapter 3 shows the survey data confirming its applicability and advantages. Our paper ends with Conclusions.

Active learning

Self-regulated learning

Every educational strategy should facilitate students' interest in their learning. In the case of adult learners (and especially in the case of leading professionals), one has to respect their position and achievements in their lives. Their positions in their business indicate that they are capable of not only learning and exploiting their knowledge efficiently but also controlling their own progress. For that reason, self-regulated learning as defined by [Pintrich & de Groof] is one of the pillars of our approach. It has three components:

- The students use their metacognitive strategies for planning, monitoring, and modifying their cognition.
- Students manage and control their effort on academic tasks.
- The selection of actual cognitive strategies that students use to learn, remember, and understand the material is primarily in their hands.

These components are implemented in the format that is directly connected to the differences between "traditional" and adult learners in Table 1. The students are intuitively aware of their learning preferences, but often their intuition does not include the most effective ones because:

(a) Their scope of interest lies elsewhere so they are not familiar with the contemporary and/or advanced learning methods.

(b) Their self-learning leads them in directions they appreciate as the most attractive ones. These directions may not be the most effective for their professional needs. The educators with their academic overview may suggest better replacements. Rehearsals, collaboration, and knowledge-organizational strategies have been found to foster active engagement in learning and result in higher levels of achievement. An individual may not be applying them for a variety of reasons: They may not be aware of the value of rehearsals; they cannot apply collaboration as a single specialist at their workplace – and other similar reasons.

The role of the educator turns more into a moderator's one [Salmon]. The professionals interested in their further development are familiar with the gaps in their knowledge and are ready to manage and control their reception. The educator should act as a partner facilitating their learning activities and speeding up the process of gaining knowledge. In groups of specialists, one can frequently witness arguments based on their different knowledge, perceptions and experience. To achieve the maximum effect, the educators must coordinate their communication, foresee its dead ends, and look for areas of mutual agreement. Thus, our Educational Strategy enriches the educator's role primarily by the functions related to the third of the above components. They are to identify the most appropriate learning styles for their students, to select study materials and activities in accordance to them, and to accompany them on the road.

Knowledge Management

Knowledge Management is a range of strategies and practices organizations use to identify, create, represent, distribute, and enable the adoption of insights and experiences [Hvorecký-Kelemen]. It recognizes two forms: explicit and tacit. Explicit knowledge is well-structured and unambiguously captured in the form of mathematical and chemical formulas, computer programs, optimization and validation methods, recipes, operational instructions, etc. Tacit knowledge is informal, vague, and based on people's experience and beliefs. It is stored in human brains only. One can register its presence only when it is applied. An example is the interpretation of statistical data. Different individuals are likely to read the same data in different ways depending on their experience, familiarity with the controlled environment, current emotions and/or political views, etc.

Both forms of knowledge can be developed using appropriate approaches. A typical way is expressed by Nonaka-Takeuchi's SECI model [Nonaka-Takeuchi]. It consists of four stages:

- During *Socialization* bearers of tacit knowledge interact with bearers of – possibly different or less developed – tacit knowledge. They absorb their way of thinking, values, habits, etc. by interpersonal communication and/or intrapersonal insights. (This is the most traditional form of learning and is present in any human community.)
- To achieve person-independent knowledge, people express their internal understanding of objects and methods using various forms of Externalization. It presents pieces of their knowledge in a standardized, comprehensible format (texts, numbers, graphs, formulas, charts, etc.).
- These formalized pieces of knowledge can then be processed by their receivers and lead to new pieces of similarly formalized knowledge using Combination (reorganization, sorting, evaluation, execution). To get fair results, these manipulations consist of exactly specified moves and can often be automated. For example, algebraic transformations can be executed by computers, too.
- In the last stage, named *Internalization*, people interpret the outcomes and try to comprehend them. In the end, the new pieces of knowledge become an integral part of their individual knowledge and are ready for their future exploitation.

The initials S-E-C-I indicate the eternal run of the knowledge-acquiring processes. The ideas are born in our minds (S). Then, we try to express them in a more concise way (E). This preliminary outcome is then elaborated in order to test its validity, acceptability and usefulness (C). Finally, we "shape" the new piece to a contour fitting to our internal knowledge weaponry (I) – and the process can repeat.

As the tacit knowledge development is a critical part of completing the SECI circle, Educational Strategy must include steps allowing its mapping and future development, with a special emphasis on socialization and internalization – the two key stages of its expansion.

Neuro-linguistic programming

The neurolinguistics programming theory divides our knowledge using another characteristic – brain acitivities. Its creators [Dilts & al.] claim there is a connection between neurological processes (neuro-), language (linguistic) and behavioral patterns learned through experience (programming), and that these can be changed to achieve specific goals in life. Its principal idea is that the student learn more by using introspection and joy of learning. Despite the fact that it has been discredited as a pseudoscience by some authors [e.g. Thyer & Pignotti], it also serves as an inspiration for the development of innovative methods of education [Činka].

In our case, we underline its accent on the importance of mental compatibility between educators and students. This relationship is built through their collaboration and mutual reliance. The teacher can act as a good moderator only if they believe that their students are:

- Professionals ready to invest in their learning because they expect direct future benefits from it.
- Capable of identifying their knowledge gaps and in this way are able to help them in tailoring the course to their particular needs.
- Proficient to build the necessary tacit knowledge for a direct application, not only of the immediate course material but also for its creative expansion in the future.

Oppositely, the students have to believe that the teacher is capable of finding an optimal method of speeding up their progress and to cooperate with them in its implementation. During the course execution, they must trust that the goal of questioning their knowledge, its purpose and meaning, is not a way to humiliate them but that it is part of an "academic mental game" helping to see "the other side of [the] coin". A friendly approach raises their curiosity and allows them to feel a joy of discovery – even if their "newly discovered" knowledge is something already known for years. Similar small discoveries support their self-confidence and facilitate their readiness to learn more.

Mind mapping

Mind mapping is a sketched scheme expressing selected concepts and the relations between them. Similarly to neurolinguistics programming, it is inspired by brain research. Its originators [Buzan & Buzan] believe that viewing the same concept from different perspective enhances and deepens its comprehension. Especially, the role of visualization is stressed. A mind map is therefore a drawing consisting of nodes (the concepts) and named edges between them (links articulating the form of their relationship).

The mind map reflects an individual understanding of a concept and its relationship to other concepts. Logically, the same set of identical concepts drawn by different people will result in distinct, sometimes very dissimilar, mind maps. Due to this fact, mind maps can serve as windows to their author's mind and reasoning. The comparison of different authors' mind maps of the same subject can serve a basis for identifying similarities and differences in their visions. Our Educational Strategy exploits all above features for initial investigations, helping to recognize a student's knowledge and its necessary developments – expansions, improvements or removals of misconceptions.

Moreover, the mental maps give the teachers additional opportunities to cooperate with their would-be students on the estimation of their knowledge, to point to differences and deviations from an "optimal" model etc. Using a form of dialogue, they can mutually specify what the students need and what they do not. In the case of groups, similar discussions lead

to their mutual understanding of the concept and enhance disclosing their horizons. There is no intention "to unify" their knowledge. The goal is rather to formulate its common core (substantial for their mutual collaboration) as well as to demonstrate it in its different perspectives (which can still remain individual).

Gamification

The inner motivation of adult students grows when they see the importance of their incoming knowledge and its acquisition happens in a reasonable time frame. Their learning strategy should therefore be inspired by the motto "*what I learn today, I will use in practice tomorrow*". It not only means a time optimization, it also anticipates their desire to quickly comprehend the practical implications of their trained material.

The above-mentioned comparison of the students' individual mind maps represent an example of such an approach. Each of them can explain to their partners why they interpret the concept in their specific way. In this way, everyone is supposed to provide their introspection and to find arguments supporting their position as well as to face their partner's different (sometimes opposite) opinions. The students learn to accept different opinions, discover common ground for their collaboration and united interpretation.

This form of social activity becomes more and more popular and belongs to a popular stream named *gamification*. There is a variety of activities belonging to this category, including computerized ones. In courses based on Educational Strategy we often apply "role playing" – the students are executing functions requiring presentation of the trained knowledge. For example, in courses on Negotiation and Conflict Resolution, the students are divided into groups that are practicing a strategy e.g. a negotiation with trade unions. They are simultaneously learning and practicing it.

Educational Strategy

The process of education usually starts on the would-be students' request. They have to identify the requested subject of their study and its presumed duration. The two aspects must be compatible. A narrow subject can be accomplished in a short period of time. As its complexity grows, the period grows. For example, a group of managers with rudimentary knowledge of English was invited to the United States for negotiations on a contract. To make certain that that they would not fully dependent on their translator, they wanted to get basic negotiation skills in the host language. The visit should happen within a month. After a communication with their would-be teacher, the following course content was stated as follows: Numbers and dates, conditional mode in its simplest version (*If you do this, we will do this*), and terminology on their commodity. Their intensive training led to their business success.

The success in one topic often leads to the request of the same group of students for continuing their study. In the above case, the students realized weaknesses in their small-talk communication during a business dinner. So they asked for another course now oriented to social information exchange as family, weather, hobbies and others.

In all such cases, the students start their collaboration with their teacher by mapping their factual knowledge, formulating their study aims, and outlining their future knowledge-including a desired level of proficiency. Even if the students are not capable of formulating all of them entirely, the function of the first step is to force them to think about their goals. The goals should be realistic and achievable within the given period. In this meaning, testimonial values of their answers serve mostly for both partners' orientation, and form a basis for further, more specific communication. This first step is represented by the lowest block of Figure 1.

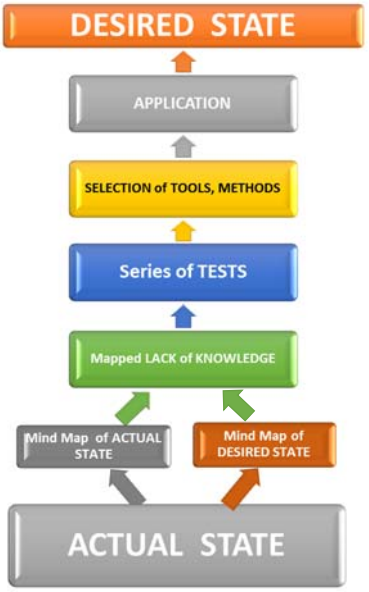

Figure 1 Seven steps of Educational Strategy [Rábeková & Hvorecký]

The key steps of Educational Strategy lead from the bottom of Figure 1 to its top. They represent partial activities of the course formation and execution process. Only the sixth (Application) refers to "teaching" in its traditional meaning. All others are collaborative activities serving the collaborative course design, development and evaluation.

The second step consists of two partial steps. First, the student creates a mind map of their actual knowledge. Then, they, their teacher, and the rest of class specify their desired

state of knowledge. The communication is guided by coaching questions [Buzan & Griffiths]. For example:

- *Why do you want to achieve this goal?*
- *Who will you be when you achieve your goal?*
- *How will it probably influence your life?*
- *What will you perceive? What will you see? What will you say? How will you feel when you achieve your goal? How will other react?*
- *Which of our values and beliefs can help you to achieve it?*
- *Which strategies do you need to master the achievements?*

The comparison of the mind maps by the teacher and the students is the 3rd step which results in a complex structure of the student's "lacking knowledge". (The quotes indicate that the absence is not total, it varies from student to student. It is in fact the outcome of their mutual agreement upon the future course content). The comparison serves for setting up their learning objectives and for building a roadmap to the desired final state of knowledge.

Step 4 contains a series of tests which are selected. They are partially based on the list of pieces of lacking knowledge. For example, language tests can be general or focused on the area of language which the students want/need to improve. It results in a more detailed student-profile specifying the expert and psychological points of view. It will help the teacher to respect each individual's specifics and to concentrate on them. For example, if a student needs to improve their e-mail communication skills, their mind map reveals with whom they communicate the most, about what, what vocabulary and phrases they use and where communication problems usually arise. These tests identify work or personal situations in which the future knowledge will be applied, the working and personal habits of the students, and their learning type (visual, auditive, kinesthetic). As above, their main aim is to create an environment in which the students' individual needs will be respected to a possible maximum.

During Step 5, the teacher is supposed to design for each student their student-oriented teaching and learning plan. The plan has to cover their knowledge gaps, to respond to their individual profiles and allow them to demonstrate their personal qualities. Let us state an example. By mapping the lack of knowledge, the teacher finds out that a student needs to improve conversation about family and sporting events. His proficiency in the language is pre-intermediate. By further analysis of his working habits the teacher learns that he communicates with his colleagues fluently and should soon go for lunch with a client. He is expected to communicate about the above general topics. In such a case, the teacher recommends a gamification tool – a training session simulating a restaurant in which the same discussion runs with the lecturer and classmates. (In general, collaborative activities are preferred because they may help another student with similar problems. The rest of the

class may play “observers” whose role will be to watch and critically evaluate the dialogue and suggest some improvements. In this way, the activity will involve the entire group.) Despite the fact that the learning strategies are proposed by the educator, the students should participate in order to understand why the particular activity has been chosen and what effects are expected from it.

Step 5 is the preparatory phase of Step 6 – the “true” course execution. The selected tools and methods of education are applied into practice. The students follow their requested content using their recommended, predominantly collaborative, educational methods. The teacher cautiously follows their progress and adjusts the study plan, if necessary. The main goal is to achieve expected learning objectives within the agreed time horizon (which is also under the teacher’s control).

How to achieve these aims without losing a serious theoretical background? Our solution underlines the concentration on a reduced volume of the content – the one that directly relates to our students’ expectations, without unnecessary digressions. Consequently, the learners build higher levels of their knowledge pyramid upon a solid base and are capable of presenting observable progress in a short period of time. In a way, our philosophy can be expressed as: *Less is sometimes more*. In practice, it is often implemented as a series of short, well-targeted courses instead of a long and complex one.

The final 7th step is devoted to the analysis of whether the goals were reached and at what level. Often, the students get to their demanded target state earlier; sometimes some areas remain uncovered to the full expectation. Their disclosure can become an inspiration for a prolongation of the study. In any case, the specification and recognition of the students’ improvement is substantial in order to show them their capacity to learn, and to motivate them to develop their knowledge.

An interested reader can learn more about Educational Strategy in [Rábeková & Hvorecký].

Evaluation by students and teachers

In April and May 2016, a survey addressing the educators and (former) students was accomplished. It had the form of a questionnaire.

Its purpose was to find out whether:

- Our educational approach is appropriate for adult professional learners,
- It fulfills their learning expectations i.e. usefulness of their knowledge, time frame, etc.
- The respondents would prefer courses developed using Educational Strategy to traditional ones in the future.

The questionnaire was prepared using two overlapping sets of questions. The difference between them reflected the fact that some of the questions were applicable only to one of the groups.

Results of the students' questionnaire

We sent out 64 questionnaires and we received 50 completed questionnaires.

The following table summarizes answers to the first question "*To what extent do you remember the educational strategy and its application in the educational courses which you completed in the past?*"

Table 2 Retention of Educational Strategy

Level	Number
100%	12
75%	24
50%	9
25%	4
0%	1

The purpose was to exclude the questionnaires of those respondents who did not remember it well enough, and to consider the answers of only those who remember. We ignored all questionnaires with very low retention rate (i.e. 0% and 25%). As a result, the responses of 45 questionnaires of our former students were taken into account. On one side, such a step decreased the number of respondents. On the other side, it increased the credibility of our results.

39 respondents agree and fully agree with the statement: *I evaluate the Educational strategy positively*. Only 6 of them had no opinion, with no negative reaction.

This is also confirmed by the answers to the third question "*To what extent would you prefer a course with the use of the educational strategy to a course without the use of the educational strategy?*" – see Table 3.

Table 3 Preference of Educational Strategy to Other Methods

Rate of preference	***Number***	***Ratio***
100%	25	55.6%
75%	17	37.8%
50%	3	6.7%
25%	0	0.0%
0%	0	0.0%

Table 4 Usefulness of the approach

	Very suitable /High	Suitable/ High	Hard to say	Unsuitable /low	Very unsuitable /low
Optimization of your time necessary for learning	39	6	0	0	0
Usefulness of the ES for your practice	33	12	0	0	0
Selection of the knowledge relevant for you	34	11	0	0	0
Intensity of the cooperation between you and your lecturer	18	26	1	0	0
Speed of gaining knowledge in comparison to other courses you know from the past	29	16	0	0	0
Contribution of the ES to your ability to learn (In the future, will your experience help you look for what to learn and how?)	19	20	6	0	0

As there are in fact no negative reactions, our proposed Educational Strategy can be suggested as a methodology for preparing courses for busy professionals. It respects the learners' needs and allows them to optimize their time. It is also highly interactive and contributes to their ability to learn.

Answers of teachers and their comparison with those of students

We sent out 12 questionnaires and got back 9. The lower number of respondents corresponds with the fact that we started to spread the educational strategy just three years ago. Together with the limited experience of the respondents, this fact to a certain extent affects credibility of the results. Still, we decided to make a comparison of their responses to those collected from the students. To do so, we recalculated the results using a grading

system with 1 as the best grade and 5 as the worst one. In this way, the first line of Table 4 result in 1,44:

$$(39x1) + (6x2) + (0x3) + (0x4) + (0x5) = 1,13$$

The following comparison shows surprisingly big correspondence between the responses of the two groups – Table 5.

Table 5 Comparing the answers of students and teachers

Feature of the Educational strategy	Teachers	Students
Optimization of your time necessary for learning	1,11	1,13
Selection of the knowledge relevant for the student	1,22	1,24
Popularity of the courses based on the ES among students	1,33	1,20
Contribution of the ES to student´s ability "to learn how to learn"	1,56	1,71
Popularity of the courses based on the ES among HR managers or workers responsible for the educational courses	1,67	1,73
Contribution of the ES to the self-reflection of a student	1,89	1,71
Comprehensibility of the principle of education in case of a new student (first contact with the ES)	2.00	1,62
Usefulness of the ES for broader practice (for the fields in which you do not use it)	2.33	1,27

Both groups agree on the effectiveness of the courses based on Educational Strategy. They see it as time-effective, knowledge-relevant and popular. They even presume that it is (or would be) popular among their HR managers and coworkers.

The last two rows show their difference on the methodology's wider applicability. The students are more optimistic than the teachers in both cases, about the comprehensibility of the approach to new students as well as its usefulness for a broader practice. Our interpretation says that it might be caused by the fact that the Slovak educators are quite conservative and intuitively prefer more traditional approaches.

Very similar results also appear in both groups' evaluations of the legibility and understandability of the individual steps of Educational Strategy.

Table 6 students' and teachers' opinion on the complexity of 7 steps

Step of the ES	Teachers	Students
Mapping the real state	1.56	1.44
Mapping the desired state	1.44	1.53
Mapping the lack of knowledge	1.33	1.60
Selection of the method based on the personality	1.78	1.73
Preparation of the educational methods	1.78	1.82
Progress of the course	1.44	1.80
Verification of the knowledge	1.56	1.80
Average:	**1.56**	**1.68**

Here, the scale moved from 1-very easy to 5-very difficult. The results of the teachers are a bit more optimistic – possibly due to their more frequent encounters with the method.

Conclusions

Our methodology has already been applied to real-life courses for managers. It proved its value for example on "English for business negotiations", "Effective presentations" or "Interviews with applicants". As one can see, the content of each of them is rather narrow. As the number of learners is usually very small (up to 8 persons), the course can be run in a very friendly environment and address individual needs. Often, gamification approaches are applied with learners playing the roles they will soon face in reality. Thus, coaching, mentoring, and sometimes even drills are exploited to help the learners adopt their knowledge and develop their skills.

Our proposed Educational Strategy's design and execution differs from traditional education used in Slovak schools and universities. The differences can be expressed as follows:

- The traditional approach expects to define the course syllabus around a particular theory. The teacher is the authority navigating how course runs. This is an acceptable approach for students who are not familiar with the field and are introduced to it. The experts expect the educator's experience and participation.
- Our approach addresses professionals. In such a learning environment, the "students" can exploit their current knowledge and experience. The course syllabi and teaching approaches are collaboratively designed by the future students and shaped to their factual needs. The teacher plays a role of a collaborator during the course design and helps the students to build realistic and achievable visions. In this process it takes into account the would-be students previously gained knowledge, working experience and

available time frame. During the course execution they acts as a moderator and facilitator rather than a final authority.

Our proposed educational strategy is aimed at small groups of managers and experts who need to apply a certain volume of knowledge in their practice as quickly as possible. Instead of offering a wide range of theory, it moves forward using small, well-specified steps – each of them combining the theory with the instant needs of the learners.

The course is collaboratively developed in a stepwise manner. During each step, the syllabus is discussed and outlined. The content is taught using a student-centered approach in which communication and collaboration within the "class" play key roles. The reason is obvious: The education of adults must be based on a strategy derived from the knowledge of experts and must remain brain-compatible with the previous one. Such an approach speeds up its internalization. Instead of retraining them and expecting them to accomplish something absolutely new, their preparation should be (to the maximum level) based on their previous knowledge, skills and experience and be their natural extension. To achieve this, their motivation, learning styles, strategies, coaching and personality typology should use mind-mapping techniques, psychological tests, and neuro-linguistic programming. Such proper and intensive preparation results in an intensive cooperation between the teacher and student. In a way, the students become their own teachers.

The teacher does not act as the "knowledge owner and distributor". Instead, they become a kind of coach, holder of explicit and tacit knowledge with the ability to share it with their neighborhood with respect to the mental capacity and factual needs of every individual student. The teacher further leads students to discover their creative potential, helps them to understand connections, and reveal their own tacit knowledge that gives sense to their explicit knowledge and hopefully leads to wisdom.

Traditionally, the knowledge taught in schools goes "outside-in" – from the teacher to the learner. Our Educational Strategy could be identified as "inside-out" – the internal motivation of the individual is exploited as the engine not only for their own growth but also for the benefit of their classmates and teachers. The authors would like to thank their students for the many ideas that helped them deepen and develop this educational methodology.

The differences between "inside-out" and "outside-in" study are specified in Table 7.

Table 7 Learning Outside-in and inside-out

	Outside-in	Inside-out
Syllabus	Specified by the lecturer or relevant course book	Specified by students and lecturer and reflects their immediate needs
New curriculum	Limited connection with existing knowledge of the student	Strong connection with existing knowledge of the student
Forming neuron nets	The student can hardly connect pieces of information with their previous knowledge when he/she does not see connection between them. The new information remains isolated; their neuronal nets are not linked. As a result, he/she often cannot remember unconnected new knowledge.	Nets with „existing knowledge" are activated, synapses between neurons are strengthened and the neuronal net intensifies and incorporates the new element. It helps the student recall the recently introduced piece of knowledge faster.
Practical utilization	The student has trouble in using the new knowledge in practice. He/she must learn again until the relevant "knowledge network" is formed.	The student can immediately use the gained new knowledge in practice.
Time	The time needed for transformation of the new knowledge into subsequent practical utilization maximises.	The time needed for transformation of the new knowledge into subsequent practical utilization is minimised.

Source [Rábeková]

As [Petty] says in his Teaching today: "*Everything we know is recorded in our brain in the language of nerve connections. When somebody asks us to remember the newly learned knowledge we refer to the net of neurons to "read" it. If we understand the newly gained knowledge, it means that it is connected with the knowledge we learned at some point in the past*". One will likely agree with this idea even if one is not a supporter of neurolinguistics programming.

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Sudeshna LAHIRI

Teacher Appraisal at Universities in Hungary: Comparison of Indian Policies and the European Context

Abstract

Teacher Appraisal has been a central thrust for Quality assurance in European higher education following the signing of the Bologna Declaration (1999) and has been highlighted as a policy implication in the discussions being sponsored by the Global Agreement on Trade in Services (GATS) (Barrows 2002). The Hungarian Accreditation Committee (HAC) considers the vetting of prospective university professors an important part of its mission to ensure the quality of higher education. The Higher Education Act of 2011 provided the criteria for the evaluation of teachers in higher education. Based on the legal mandate, the HAC has developed and applies a set of evaluation criteria. Farther east, Post-independent India had shown concern for developing appropriate 'accountability measures for teachers' to ensure positive action for professionals towards the beneficiaries of the education system. Hence, the objectives of the research conducted are to: present a meta-analysis of policies for teacher appraisal for Higher Education in Hungary; and compare procedures employed for teacher appraisal in universities in India and Hungary. The study employs literature survey on policy documents, university circulars/notifications, news bulletins and research articles for the meta-analysis. The extensive qualitative survey of literature has analyzed teacher appraisal policies and practices in Hungary, as the center of the study, in comparison to Indian campuses and universities. There is a commonality in teacher appraisals found in India, Hungary and other European countries that it is, mainly and sometimes solely, the research credentials of university teachers which are considered as the yardstick for performance appraisal. Thus, leaving behind unnoticed teaching assignments.

1 Introduction

The recommendations of the Seventh Central Pay Commission (CPC-VII) in India were launched in September 2015,to review the hike of pay scales and service conditions of teachers in every level of education. It has been debated over and again: how does a university want to see its teachers evaluated? The evaluation of teachers in higher education

opens up a dual front: research as creation of knowledge; and teaching as dissemination of knowledge. While it is, of course, true that the basic roles of academics everywhere are similar—teaching, research, and service, in different proportions, it is also true that in all countries, most academics are mainly teachers, with research and service as minor or negligible parts of their work (Altbach, 2002). It must be accepted that the everyday work of college or university teachers does not lend itself easily to policing or surveillance, as in the case of many other kinds of work (Jayaram, 2002). The practice of teacher appraisal at higher education has opened up a discourse that accountability has limited the traditional autonomy of the profession, more tightly regulating academic work and eroding one of the major attractions of the academic profession. Meanwhile, researchers have demonstrated that teacher appraisal has the potential to facilitate teacher professional development (Beerens 2000; Ovando 2001; Tian and Zhang 2004; Zarro 2005).

Almost every pay commission and education reform committeein India has shown the serious concern towards the appraisal of classroom teaching and suggested its evaluation. However, the appraisal of classroom teaching has been hurriedly mentioned, often as a "suggestion" or "recommendation" leaving the practice to be under the consideration of the higher education institution. Thus, the recommendations of teacher appraisal with every pay commissionin India, constituted at the Federal level to be implemented for all the academic institutions, have met different fatesin Indian campuses. While developed countries further west have devised the teacher appraisal guidelines in their respective universities, developing countries are still aspiring towards it.

There may be many reasons for bare or loosely implemented teacher appraisal policies and practices. As Altbach, in 2002, says realities for academics in developing countries are in general significantly less favorable than for their colleagues in the north. Furthermore, India is still toying with the concept of what the model for teacher appraisal should be. Who should be the potential appraisers? What should be sampled from a job profile to appraise a teacher from a higher education institution? Hence, the teacher appraisal policies and practices in Indian academies may refer o how other countries have developed strategies in their campuses.

The need for performance appraisal may well be justified by Béteille (2000) who states that the regular and dependable service may only be guaranteed for is the internal censoring. It is this internal censor that is damaged and sometimes destroyed by frequent and prolonged strikes. Hence, it was only in 2000 that the Delhi University Teachers' Association formally recognized the problem of teacher absenteeism and decided to monitor its members for performance.

Soon after Independence and through the establishment of diplomatic relations in 1948, India has enjoyed a close and friendly relationship with Hungary. This relationship has been substantive and multifaceted (Ministry of External Affairs 2013). The recent Educational

Exchange Treaty, in 2014, has also made the ties stronger and opens the avenue for enabling the academic community to come closer. Having the similar challenges of a developing country, India may look to Hungary and its educational practices to synergize and frame policies for its reforms in Education.

Thus, the present article investigates the teacher appraisal policies and practices employed in the higher education institutions of Hungary. The study focuses on evaluation policies and practices in Hungary; analyzing them in reference to its European neighbors. A comprehensive analysis of Hungary as a case study in relation to India and European countries helps to frame a model for teacher appraisal to be implemented in Indian campuses.

The analysis will revisit the dialogue and cooperation opened up during the Bologna Process, which has come to a crucial juncture as mentioned in its Executive Summary (Eurydice, 2015).As it finds comparable standards and procedures across all 47 European Country stakeholders. Among these, Hungary has taken part in various indicators of quality assurance. The subsequent communiqué and meetings, after the Bologna Declaration (1999), have also followed up on how teaching evaluation in universities has been the indicator of student centric learning and governance. The main objectives of this research are: to meta-analyze the policies for teacher appraisal for higher education in Hungary, and to compare the procedures employed for teacher appraisal in universities in India and Hungary. Thus, the teacher appraisal policies and practices in higher education will be investigated in relation to European countries, as well investigating the status of Hungary's take on performance appraisal of teachers.

2 Methodology

The present article employed a qualitative research approach for the analysis of primary data from various government documents: survey reports; and literature from national and international research papers and journals.

2.1 Sample

The narrative synthesis analyzes the reports, research papers, university circulars/notifications, news bulletins and policy documents to generate the secondary research. The paper's qualitative research approach for the study has sampled Hungary as a reference for region, to compare teacher appraisal policies with India as the international and multi-national context.

2.2 Tool

The measuring tool for the study employs qualitative analysis through extensive reading of surveys, policy documents, draft regulations, commission reports, research articles and government notifications.

2.3 Procedure

The methodology entailed meta-analysis of primary studies to statistically synthesize . It used narrative synthesis as a method of research to summarize and report qualitative research. An extensive literature review has been done in the Indian and European contexts, keeping Hungary as the main reference of study. A snowball sampling of literature and policy documents have been done through the referral from policy makers, education managers and researchers during face-to- face interviews conducted in Hungary.

3 Teacher Appraisal in Indian campuses

The first ever constituted University Education Commission (1948-49), created soon after the independence of India, realizes that the success of the educational process depends so much on the character and ability of the teacher. Similarly, the Education Commission (1964-66) indicated that, of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant (NCERT 1966). According to every Commission and policy there is an urgent need fora proper status and improved working conditions of teachers in order to enable them to reach higher levels of performance and effectiveness (National Commission on Teachers 1983). However, the recommendations are always made by federally appointed commissions which hardly infiltrate the subsequent levels of governance. Therefore, many times classroom teaching remains unchanged.

3.1 Teacher Appraisal and Accreditation agencies

The agencies responsible for the accreditation of the program and institution recognizestudents' evaluation of teachers as one of the indicators for assessment. The National Policy on Education (NPE 1986) has recommended transforming the system of inspection and supervision (Government of India 1998)into an "Annual performance Appraisal" for the teachers. It has observed a comprehensive, open participatory database system of teacher evaluations which included self, peer, heads of institutions/departments, students and others.

In the intervening period, subsequent to NPE 1986, several initiatives have been taken to improve upon the existing system. Taking notes from the worldwide initiatives, the National Assessment and Accreditation Council (NAAC) of India has launched various enterprises to promote student participation in quality assurance. The NAAC is encouraging higher

education institutions to put in place a system of student feedback, particularly on teaching-learning, assessment, and support services (Prasad & Patil 2006). Similarly, the Technical Education Quality Improvement Programme (TEQIP) by the Government of India, aims to implement reforms derived from the National Policy of Education (NPE-1986 as revised in 1992) by institutions; it includes the practices of student evaluation of teacher performance. The committees recommending student evaluation of teachers (SET) as an integral part of the appraisal system are the Prof. Amrik Singh Committee, Ashok Mitra Education Commission during early 1990s and 'Perspective Plan' by Higher Education Commission of West Bengal. However, these evaluations are the part of institutions or program portfolios ritually done before the accreditation or re-accreditation. In the midst of many documents and institutional data, teacher appraisal for classroom teaching is ignored.

3.2 Teacher Appraisal and Central Pay Commissions

During every promotion in the higher education academe of India, teachers enlist for research papers, consultancies, patents, research projects, participation in workshop/conferences and many others. This often leaves the question: did the policymakers keep a deaf ear towards the quality of classroom interactions? The review of policy documents, draft regulations and pay commission reports tella different story.

In 1971 the S.R. Sen Committee, while recommending the higher pay scales added the need for a code of conduct (Professional ethics) to be made a part of it. In 1987, the Mehrotra Committee too stressed the need for compulsory annual submission of 'performance appraisal' (an assessment of the performance of teachers which would encourage their accountability). It prepared two different formats of performance appraisal, one for the teachers of Arts and Science Colleges and another for teachers of Professional Colleges with the involvement of the All India Federation of College and University Teachers. Besides, the recommended, "Annual Submission of Performance Appraisal Reports by the Teachers" it required the performance to be evaluated by students. Emphasizing the need for accountability in the teaching profession, the Rastogi Pay Committee(1996), for the Fifth Pay Commission suggested, "self-appraisal by teachers, assessment by students in an appropriate manner, periodic performance appraisal having regard to the number of teaching days, workload and code of professional ethics". The Sixth Pay Commission (2006) has been the pioneer jotting in clear lines the Performance Based Appraisal System (PBAS) for appraising teachers, where the indicator is used in terms of Academic Performance Indicator (API).However, this Pay Commission has been no different from its predecessors regarding the implementation of student evaluation of teachers.

3.3 Performance Based Appraisal System

Before every promotion, the Sixth Pay Commission (2006) made it mandatory to fill up a self-evaluation form, known as Performance Based Appraisal System (PBAS), which has three distinct categories. While the first two categories deal with a kind of self-declaration about the extent and volume of the teaching activities, the third category takes an important and essential determinant for the performance appraisal of the teachers. Thus, the debate continues whether a good researcher is also a good teacher? Apart from PBAS, the report recommended the student evaluation of teachers. The PBAS samples teaching activities. It is self-evaluation and mainly a checklist of performed duties rather than evaluation of classroom teaching. However, this three layered PBAS has kept a major stake in the research activities of University/College teachers based on the teacher's self-assessment, (refer Table 1).

Table 1 Academic Performance Indicators (APIs) in Career Advancement Scheme (CAS)

Category	Domains of Assessment	Activities for the Assessment
Category I	Teaching, Learning and Evaluation Related Activities	Lectures, seminars, tutorials, practical, contact hoursundertaken taken as percentage of lectures allocated
		Lectures or other teaching duties in excess of the UGCnorms
		Preparation and imparting of knowledge / instruction asper curriculum; syllabus enrichment by providingadditional resources for students
		Use of participatory and innovative teaching-learning methodologies; updating of subject content, courseimprovement etc.
		Examination duties (invigilation; question paper setting, evaluation/assessment of answer scripts) as per allotment.
Category II	Co-curricular, Extension and Professional Development related Activities	Student related co-curricular, extension and field based activities (such as extension work through NSS/NCC and other channels, cultural activities, subject related events, advisement and counselling)
		Contribution to corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities.

Category	Domains of Assessment	Activities for the Assessment	
		Professional Development activities (participation in seminars, conferences, short term, training courses, talks, lectures, membership of associations, dissemination and general articles)	
Category III	Research and Academic Contributions	IIIA	Research Papers published
		IIIB	Research Publications(books, chapters in books, other than refereed journal articles)
		IIIC	Research Projects
		III D	Research Guidance: M.Phil/Ph.D
		III E	Training Courses and Conference /Seminar/Workshop Papers

Source: University Grants Commission, India (2010)

Moreover, the model table gives groups of activities and API scores meant to be implemented uniformly to all the public Universities in India. The universities may detail the activities or, in case institutional specificities require, adjust the weightages without changing the minimum total API scores required under this category. There may be several reasons for giving sole berth to the research activities of a teacher during the performance appraisal, however, it has been realized that teachers' role for dissemination of knowledge cannot be ignored.

The reflections from the Seventh Pay Commission, set up by the University Grants Commission of India in 2015, have led to the boycott from Delhi University Teachers' Union (DUTA) against the upcoming evaluation process (Jha 2016). DUTA is asking to withdraw the Academic Performance Indicators (API) system of evaluating teachers and to set up a pay review committee (Express News Agency 2016). The API is being widely criticized by various quarters of academe. The concern has been raised that the Seventh Pay Commission could not overcome the widespread criticism of the Performance Based Appraisal System (PBAS) which has retained this irrational quantification of quality of teaching. Thus, the pertinent question is whether the "quality" is determined by "quantity", thereafter, deciding the performance of teachers.

Somehow, there may be a lack of a well thought and scientifically devised mechanism which leads to confusion among teachers as well as education managers. As the teacher evaluation is not compulsorily implemented in Indian campuses, the concept has attracted fewer research. An investigation is reported by Watkins & Thomas (1991), which tests the applicability of two American Instruments designed to assess tertiary students' evaluations of teaching effectiveness, indicating that teaching effectiveness can be measured in an Indian setting. No matter what studies reflect about teacher effectiveness in classroom

teaching, it may be the quantification of research fetching the upward mobility in a career ladder of a teacher in higher education. The teaching may lose its meaning in the midst of a numbers game of research, and quality research will be lost among a teaching overload.

4 Teacher Appraisal in Hungary

The Hungarian Accreditation Committee (HAC) considers the vetting of prospective university professors an important part of its mission to ensure the quality of higher education. As an internal regulation, university and/or college councils establish both structural and operational regulations which also involve student evaluation of teaching to assess teacher performance. The Higher Education Act (2011) provided the criteria for the evaluation of teachers in Higher education. Based on the legal mandate, the HAC has developed and applies a set of evaluation criteria. The executive summary of Self-Analysis Document by Hungarian Accreditation Committee (HAC) enveloped key issues including for the teaching staff that there is a risk regarding the aging professoriate and working conditions of instructors may lead to deteriorating quality of higher education; and Students' influence on the governance of institutions is governed by law and their participation in the process of quality assurance is increasing (Szanto 2004).

4.1 Teacher appraisal practices

The Act on National Higher Education Section 61 (1a) discusses that assent of the student union shall be necessary for adoption and amendment of the statutes, in respect of the rules pertaining to lecturer evaluation by students (Magyar Közlöny 2011). The student union shall cooperate in students' evaluation of the lecturers' teaching activity. Students' participation in institutional governance is rather extensive. In their formal participation in internal Quality Assurance (QA), students have the right to express their opinion on teaching work of instructors (Higher Education Act, Sections 32 and 67). Students are usually asked to give their feedback in writing about their instructors (and/or course or subject).For example, Eotvos Lorand University (ELTE) has developed its online student evaluation of teaching. Similarly, Institute of Business Sciences, Károly Róbert College; and Obuda University have also developed their teacher appraisal pooled through students. The average of the ratings across every question has been communicated to the individual teachers. It is in the autonomy of the teachers to make the feedback public. The Eszterházy Károly University of Applied Sciences (EKU) introduced a novel system in 2015, targeting the in-depth and up-to-date evaluation of the performance of teachers working in the institution. The Teacher and Researcher Performance Quality Assessment Scoring System (Oktatói, Kutatói Minőségértékelési Rendszer 2015), OKMR, evaluates teachers' performance in outlined aspects (refer Table 2).

Table 2: The Teacher and Researcher Performance Quality Assessment Scoring System (OKMR)

Assessment fields	
Scientific and Creative Activities	(i) Publication activity, (ii) Thesis consultancy, dissertation supervising (iii) Participation in academic qualification and referee board(s)
quality of teaching	(i) Students' evaluation of teaching quality 1) overall planning of the semester 2) teaching activity during term-time 3) assessment of teachers' evaluation activity during term-time and examination period (ii) Subject description (iii) Contact teaching (iv) Teaching material, course and training development (v) Quantity of teaching activity (vi) Higher education instructional competence
activities in scientific organisations	(i) Committee membership/active participation (ii) Involvement in professional associations (iii) Publication reviewing and journal editorial activities (iv) Conference and event organisation (v) Scientific and professional awards and acknowledgements (vi) Dissemination, media activity related to science promotion

The main objective of the evaluation is to draw up a unique profile for each member of academic staff so that the University can design tailor-made career development plans in line with their needs. The system assesses different factors independently and the unique profile of the teacher/researcher is drawn up by taking into account of all the results of the separate areas.

4.2 Teacher Appraisal policies and need

As given in the Self-Analysis document by the Hungarian Accreditation Committee (HAC), there may be various important reasons reported (Szanto 2004) to appraise the university teachers. The assessment of teachers is the essential part of quality assurance in the institutional level. As cited by Sinka, Kaposi & Varga (2014), the National Public Education Act (Magyar Közlöny, 2011-1) provides for the management of the inspectorial system (pedagogical-professional monitoring), while also recording the framework for monitoring in the 86th and 87th paragraphs: *"The goal of the national pedagogical-professional monitoring is to monitor and evaluate the work of teachers based on external, uniform criteria, with the aim of improving its quality."* For the accreditation of the institution,

faculties and programme, teacher appraisal is the part of external institutional quality assurance process to take students' opinion about the faculties and courses.

Importantly, teacher appraisal is required according to 28(5) of Higher Education Act 2011/CCIV, as the condition for the employment, a university professor should have a Doctoral degree and strong research credentials. Part 69 (4) of the Act states that beyond the conditions stated in the legislation, the Hungarian Accreditation Committee (HAC) shall evaluate the candidate's teaching and scientific achievements. Thus, there are lists of scientific activities for the candidature of a professorial position given by HAC. Moreover, evaluation of teaching also enlists activities to be audited. Thus, it is an evaluation of teachers, for the professoriate, at many-folds, where research activities hold a major stake and teaching activities takes a second lead.

One more reason which calls for necessity of teacher appraisal in Hungary is the "Self-multiplication of professors". Due to the growing number of students and a relative shortage of highly qualified instructors, professors in growing numbers teach at more than one institution (not always as part time basis). This practice has led to the appearance of the "inter-city professors" that, having jobs in various parts of the country spend considerable time travelling from one institution to another (Szanto 2004). However, the worst part of this self-multiplication phenomenon is one where professors "lend" their names for a programme to be accredited (preliminary) and licensed but do not take part in the actual teaching process of that programme (virtual Professor). Takács (2013) gives an explanation why there should be teacher appraisal in the university system. Higher education institutions operate on the border of non-profit and the business sector. Although the state higher education institutions are financed by the state budget, they are also connected to the business sector through a lot of channels as they also perform business activities – both in the field of education and research. The analysis of policies, literature and draft regulations have amply shown the seriousness of Hungary towards teacher appraisal. The limitation of the analysis is the insufficient availability of literature in English, which lessens the scope of a detailed spectrum. However, the higher education academe in Hungary translates "Teacher Appraisal" in to auditing of research activities of a teacher as of that in India.

5 Discourses on Teacher Appraisal in Europe

If the "quality" assurance is the key objective to conduct teacher appraisal in higher education, do the policies and practices in neighborhood affect and shape up how Hungarian campuses appraise their university teachers? The OECD research-intensive universities, are increasingly challenged by the globalization of research and international competition on innovation (Hazellkorn 2008). Consequently, they have hired high-level lecturers and offered a wide range of scholarship activities and lab research opportunities, thereby minimizing the teaching process. The institutions argue that research is typically encapsulated in

laboratories for the purpose of knowledge creation and transfer, which ultimately benefits the reputation of the institution (Altbach 2006).

It is not always easy to compare the teacher appraisal among different countries even if it is within the same continent sharing land borders and similar cultures. Every country has its allocation of budget for higher education, infrastructure, policies, and other environmental variables with different realities. Moreover, increased accountability has subjected academics to bureaucratic controls and weakened academic autonomy. The private players in the market have thrown a challenge in front of public universities on how to attract students to their campuses and how to ensure "quality" education. Generally, the public spending for higher education in Central Europe is expected to decrease due to other huge social needs. Traditionally, academic prestige is gained through advanced research; teaching is an undervalued activity associated with a research-oriented academic life. As the importance of teaching is increasingly recognized and workloads grow, greater emphasis will be placed on teaching performance. If research earns a name for the university, teaching prepares the human resource for the nation.

5.1 Teacher appraisal practices in European countries

In every country, universities are bureaucratic institutions, and professorial power has weakened everywhere as academic institutions become larger and demands for accountability mount (Altbach, 2002). Two subsequent World Wars and intermittent unrests have changed the political equations for power, thus transforming the academic state of affairs. Regarding teacher evaluation, the University of Amsterdam Quality (UvA Q) Evaluations explains in its University website (source: http://www.uva.nl/en/education/quality-of-education/results/teaching-evaluations/teaching-evaluations.html), is for the harmonized evaluation of teaching quality. In its detailed explanation of the procedure, the UvA Q is used to gather student opinions, as well as information about courses and experiences with lecturers. The information enables the Boards of Studies to identify differences in appraisal and ratings and to take appropriate action, while Colleges and Graduate Schools can use the information to permanently steer performance on the basis of teaching quality. Not much literature was obtained about German Campuses except that evaluation of tenure-track or junior professoriate is recommended at the University of Freiburg, Germany (University of Freiburg 2014).

For the indicators concerned with the activity and performance of higher education institutions, *Trente indicateurs sur les universités françaises* ("thirty indicators on French universities") includes the third group of indicators which focuses on the structure of research: the percentage of those who are both teachers and researchers pursuing their activity in nationally recognized teams; the percentage of full-time researchers and of engineers and technicians who belong to research organisations (Tavenas 2003). At the unit level, evaluation of research activity is limited to examining the number of teachers with grant

support, the number and amount of grants obtained, the size of the publication output, and the supervision of doctoral students (numbers, average length of courses, graduation rates). Interestingly, all Swiss universities have policies for the evaluation of teaching. The Grand Duchy of Luxembourg, while establishing the University of Luxembourg, explains the Articles 41 and 42 of Chapter V of the law refer to the mechanisms planned for the internal and external evaluation of the university. The evaluation will cover all teaching, research and administrative activities.

There has been sparse implementation and experimentation of teacher appraisal at higher education in different fringes of Europe. Various professors from the Universidad Politécnica and Autónoma de Madrid [Polytechnic and Autonomous University of Madrid] carried out a study in 2010, in which they attempted to develop a system of university teaching and quality evaluation indicators used at different Spanish universities (Moreno-Murcia, Torregrosa & Pedreno 2015). In Spain, the National Agency for Quality Assessment and Accreditation (ANECA) has established a teaching performance assessment programme, DOCENTIA, in cooperation with all regional evaluation agencies where the participation is voluntary for universities. Assessment of the teaching staff based on the DOCENTIA programme plays a very important role in teachers' accreditation applications. On 21 December 2006 the Ministry of Education and Science (MEC) published the *Directrices para la elaboración de títulos universitarios de grado y master* [Directives for the preparation of university degrees and master's degrees], where the teaching evaluation has been focused solely on assessing the acquisition of knowledge or lack thereof on the part of the students in terms of higher or lowers academic performance (Buendía 1996). The students are the ones who have most commonly been chosen to evaluate the quality of teaching performance. In this regard, Tejedor and Gracia (1996) point out that the reference criteria of the students should not be the only one, since there are a number of contributions to be made in relation to the agents evaluating the professor, with the main ones being the students, other professors, and the professor him or herself (García and Congosto, 2000).

In Polish Universities, periodic reviews of faculty are performed, but they generally do not have any direct consequences for academics (Kwiek, 2002).The Bulgarian universities connect promotions directly to the central issue of faculty evaluations. In this regard, Slantcheva (2002) reiterates that the evaluations precede every promotion decision and dissertation defense. Regular evaluations take place every three years for non-habilitated staff and every five years for habilitated staff. There has been changes since1999 to the law on higher education: minimum evaluations should consider course attendance; development of new seminars and related exercises; textbooks and readers; research and participation in research contracts and international research cooperation; and advising students and consulting with specialists. On this basis, institutions of higher education develop their own evaluation criteria. Evaluations are conducted mainly through peer review by the scientific council (which consists mostly of habilitated staff) at the faculty level. However, regular

evaluations are rather routine, rarely yielding any significant results. The procedure involves courses taught, students, exams administered, publications, and meetings attended. Slantcheva further elaborates that the use of student evaluations has gradually increased at some institutions, but not to the extent that would allow them to be employed as a mechanism for the improvement of teaching.

Although the analysis has given a picture of what has been held more than a decade ago, it is still the case that at many institutions student evaluations do not exist. Where they do exist, it is often only due to the goodwill of individual faculty members that student feedback is sought. Results from student evaluations are only rarely taken into consideration in faculty evaluations and promotions. This panoramic depiction of teacher appraisal, somehow, explains the similarity of academic sociology in India.

On Russian campuses, the assessment of teaching and research at higher education institutions is based on the number of publications and the caliber of journals in which they appeared, the references in the relevant citation indexes, the number of specialist, master's, candidate, and doctoral students prepared, the evaluations by colleagues and administrators, and course ratings by students (Smolentseva 2002). The student rating system is the aspect of faculty evaluation that has provoked the most debate in the academic community. As a rule, students are asked to evaluate faculty members on professional competence, teaching skills, and personal attributes. The evaluations are usually initiated by the administration, and are either made available to all or restricted to the faculty member, the Chair, and the Dean. The main argument against them is skepticism about students' ability to evaluate teaching quality. A sampling of European countries has shown an interesting trail of teacher appraisal. While Western Europe has been generous enough to pool student evaluation of teachers, Eastern and Central Europe keep a conservative eye in considering students as the potential appraisers of "teaching". In this regard, Hungarian Universities have shown the autonomy to design their own appraisal procedure and student evaluation of teachers. Although, since student feedback hardly affects favorably or adversely a teacher's career, more emphasis has been given to quantification of research activities. This overemphasis on research activities and publication of papers has given a rise to predatory publication, mainly in developing countries. One broad area that has seen many victims of predatory journals is Eastern Europe, the former Soviet republics, and Russia. In these regions, academic evaluation is often based merely on counting the number of papers published. This matches perfectly with predatory journals, who offer quick, easy, and cheap publishing (Beall 2016).These predatory journals have quickly penetrated and bloomed as an industry in Indian due to blind reliance on quantification of published papers as the main criteria for faculty evaluation. Of course, research activities of the teachers are evaluated primarily while teaching remains in the background. However, evaluation of classroom performance is slowly progressing.

5.2 Teacher Appraisal and the Bologna Declaration

Although the Bologna Process, through its series of meetings and communiqués, does not probe into university teacher appraisal as a part and parcel of quality assurance, the student evaluation of teaching has been considered as one of the indicators of external as well as internal evaluation of institutional standard. There appears to be a high degree of consensus on the issues under consideration during external quality assurance evaluations in different European Higher Education Area (EHEA) countries (Eurydice 2015). Most of the Countries have given enough importance to student evaluation of teaching as an indicator of quality assurance. It has been found that the most critical problems for a group of Eight (8) countries taking part in the Bologna Declaration are higher education institutions' lack of esteem for the student evaluation of teaching. Two years after signing the Bologna Declaration, the Prague Declaration in 2001 acknowledges, by Ministers of 32 participating countries, the importance of students' participation in the quality assurance process in the Bologna Process. Despite the emphasis given to the contribution that students can make to the quality of education, their involvement varies not only from country to country (see Table 3), but also between the universities within the same country. Not all the universities in Hungary have given due weight to student evaluation connecting it with quality insurance even if the online /physical feedback is pooled from the beneficiaries. This part of the Bologna Process for involving students in internal assessment as feedback/evaluation about faculty has been implemented varyingly in different countries. Furthermore, the use of these results is much debated for its usability, practicality and feasibility. The student evaluation of teaching as external evaluation is included as a part of subject/university evaluation (Aquario, 2009) and is a procedure in line with the Bologna Process. Despite this, only some countries use it.

Table 3 Student evaluation of teaching for external and internal assessment

EXTERNAL ASSESSMENT	
TYPE OF INVOLVEMENT	COUNTRIES
Involvement of one or more students	Norway ; Sweden; Finland
Perceived as being at the same level of involvement as the other university participants	Norway ; Sweden; Finland and the United Kingdom
Student Evaluation is not taken into consideration	Italy and Malta
INTERNAL ASSESSMENT	
TYPE OF INVOLVEMENT	COUNTRIES
For internal evaluation typologies	All the participating countries of North-Europe; the United Kingdom; Belgium; Hungary and Bulgaria
Only for the assessment concerning the lessons	Netherlands; Germany; Switzerland; Estonia; and Italy
Never asked to express opinion	Bosnia; Serbia; Greece and Romania
Regularly implemented and constant involvement as per Bologna Process	Norway, Finland and Sweden

Source : Aquario, D. (2009). The Active Participation of Students in Teaching Evaluation Processes within Universities. In A. Lazinica and C. Calafate (Eds.) Technology Education and Development (pp. 40-56).

The students' participation in teaching evaluation (as in Table 3) consists mainly ofa questionnaire administered in many universities, even if in various forms and formats. As a follow up project for the Bologna Process and what happened since the Bologna Declaration, in 1999 until 2015, the European Student Union (ESU 2015) appealed that teacher evaluation needs to be designed to allow students to express themselves in the best possible way, giving them the freedom to comment on and shape their learning paths. The majority of these evaluations are online, distributed through university emails or special online systems and platforms established at universities However, evaluations based on research activities have more robust design and brings noticeable changes in a teacher's career graph. Hence, evaluation of teaching has not been given enough berth, also seen in the meetings and communiqués of the Bologna Process. Hence, Hungary's policies, as a crucial player of the European Union and its geographical holding of a central part of Europe, have to synchronize with those of its region. Moreover, India and Hungary, are both countries aspiring to draw in students from their neighborhoods as well as from overseas, and both aim at arresting the "brain drain" of domestic students. Lastly, since India has several ties with European countries it has to orient itself for the global market. To prepare its students for overseas universities and to attract students from European countries to its campuses, India needs to ensure "quality" teaching through regular formative and summative evaluation.

6 Comparison and Conclusion

It may be a difficult to compare the teacher appraisal policies, procedures and practices in higher education institutions of Hungary and India because of their geographical distance, ethnographic differences and socio-cultural gaps. However, the rapid expansion of information technology and inter-governmental friendly diplomatic relations have helped to overcome the distance and diffuse the political boundaries. The cross-sectional analysis of policies and practices in Hungary in comparison to India and the European countries has drawn few of the observations. The commonality among the countries in teacher appraisal is that "teaching" as an assignment is, by and large, ignored during evaluation.

Even in India as most of the European countries along with Hungary, teacher appraisal of teaching is one of the indicators of course/institutional evaluation. It is very debated in Hungary and also in India (wherever students evaluate teachers), how the online or paper-pencil questionnaire is administered and whether students are the stakeholders or not for the preparation of the questionnaire. As a result, students are evaluating their teachers exactly how the university wants them to do so. Assessment of teaching is never considered the denial and granting of teacher promotion to the next level of hierarchy in both the countries under study (India and Hungary). In most of the countries in Eastern Europe and also in India, appraisal is pooled through self-evaluation. The appraisal of teaching assignment is a "quantity check" rather than a "quality check". While India has federal policies for teacher appraisal meant to be implemented uniformly in public universities, Hungary has the practices which have been exercised by universities.

The indicator of "research" is publication in peer reviewed journals, research funding, conferences, which could bring the name of the university to the map of the academic world and improve its world rankings. This emphasis on research and publication is defended by the doctrine that research article publications are one of the potential criteria for improving world rankings of the university. However, a quick and efficient industry of predatory journals has bloomed in Europe and India. When a few predatory journals invade a region and become successful at attracting articles and payments from researchers, others quickly follow (Beall 2016). It is a matter for concern for India as well as for Hungary: what to evaluate and what not to? Teachers and education managers tend to distance themselves from their traditional job of "teaching" in the classroom and the momentous job of preparing human resources for the nation. Most importantly, universities are generating a major share of revenue from tuition fees taken from domestic and international students.

Overall, evaluation of classroom teaching does not have any individual entity in policy drafts, surveys or graft regulations. This essentially poses the questions: even if the university was able to merchandise its courses/programmes to the students, would it be able to prevent the students from being drop-outs in the absence of good classroom teaching? And will the poor quality of teaching not earn bad reputation for the concerned programme/course?

Hence, higher education institutions cannot afford to create an imbalance between research and teaching. The outcome of such imbalance will be over-reaching: the course/institution will not earn accreditation/funding from the agencies responsible, the course/institution will lose meritorious domestic as well as international students, and it will generate loss of motivation among teachers displaying "quality" teaching.

Both the countries, India and Hungary, under study could learn from each other's experiences and work in symbiosis to escalate the quality of the education sector in their respective countries and neighboring regions. While Indian universities have to generate self-reliance and initiation to make "teacher appraisal" and let their students evaluate the classroom teaching (as in Hungary), the Hungarian Universities could federally organize orientation/refresher courses as in India (organized by the University Grants Commission) where faculties refresh their teaching practices and get updated with new knowledge of the field. In sum, teacher appraisal is not "research versus teaching", rather, it is a process of evaluating "research and teaching" and the synchronization of research with teaching.

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Pusa NASTASE - Mátyás SZABÓ

Good Practices in Student Centered Learning in Central and Eastern Europe

Abstract

This paper offers an insight into what Student Centered Learning (SCL) looks like when implemented at institutional level. It highlights initiatives identified as good practices during peer-assessment visits conducted in 2015 and 2016 at universities in Serbia, Romania, Poland, Croatia and Latvia as part of the Peer Assessment for Student Centered Learning (PASCL) project supported by the Erasmus+ program. The authors participated both in project design and in the site-visits as members of the peer-assessment teams. The study covers university policies and practices relevant to SCL in areas such as student participation and engagement in governance and management, teacher training and teaching support, students' assessment and feedback, support services, the social dimension of higher education and quality assurance.

1 Introduction

In the last decade the concept of student centered learning (SCL) made its way into policy documents of the European Higher Education Area (EHEA) to a large extent due to the lobbying and promotion efforts of the European Students' Union (ESU). The latest notable development in this regard was the adoption of SCL by the 47 education ministers who signed the Yerevan Communique, a document whose primary purpose is *"enhancing the quality and relevance of learning and teaching [as] the main mission of the EHEA"*. To implement this goal, the revised 2015 European Standards and Guidelines (ESG) outlines the need for a "fundamental shift" towards student centeredness: *"Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula."* Moreover, one of the standards included in the new version of ESG explicitly refers to student centered learning: "*1.3 Student-centred learning, teaching and assessment: Institutions should ensure*

that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach."

Despite political commitments at national level, the implementation of the SCL policies and practices in universities has been very slow to a large extent because there are limited guidelines and support on how SCL should be put in practice. Even in countries where there are such guidelines (usually provided by the national quality assurance agency) the implementation might be inconsistent (Matei et. al. 2015). To support universities in their attempts to become more student-centered, a consortium led by the European Students' Union and bringing together several European universities and think tanks[1] received funding from the European Commission to develop and implement the Peer Assessment of Student Centered Learning (PASCL) project. The project trained a group of experts on student centered learning, who then conducted enhancement-led peer-assessment visits to seven European universities that volunteered to be peer-reviewed. The visits aimed at helping the participating institutions recognize their best practices with regards to SCL and to develop further their educational philosophy and practices related to teaching, learning and student participation. The most important benefit to the participating institution was its own contemplation, with the peer assessment team working as a catalyst of this process. The present article describes good practices in SCL as reported by the peer-assessment teams visiting the seven universities included in the project. It also reflects on the additional findings of the project with regard to the institutional responses to the move towards SCL.

2 The concept of student centered learning

The present article employs the notion of "student centered learning" as understood in the Student Centered Learning Toolkit developed by ESU and Education International, whereby: "*Student-Centered Learning represents both a mindset and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem solving, critical thinking and reflective thinking."*

The concept of SCL builds on the theory of learning developed among others by Piaget (1952) and it broadly describes a paradigm realignment in universities by moving the focus from teachers and teaching to learners and the construction of knowledge. SCL is often described as constructivist, problem-based, experiential and inquiry based learning. In another definition, SCL is an "instructional approach in which students influence the content,

[1] ESU (European Students' Union), UNICA (Institutional Network of the Universities from the Capitals of Europe), FIER, (The Finnish Institute for Educational Research), CEU, (Central European University), Melius s.r.l., KIC, (Knowledge Innovation Centre)

activities, materials, and pace of learning" (Collins & O'Brien, 2003). This approach requires revised teaching methods that empower the students by recognizing their prior knowledge and by giving students an active role in learning. While students are actively engaged in learning and the power balance in the classroom shifts, the faculty nevertheless plays a crucial role in student learning and student engagement (Umbach and Wawrzynski 2004). SCL requires a refined and nuanced application, with researchers warning against the dangers of minimally guided instruction of learners that are not ready or able to be autonomous learners (Kirschner et al. 2006). For this reason SCL does not have a one-size-fits-all interpretation but it merely promotes teaching practices and institutional policies that acknowledge students' diversity.

To sum up, SCL is both an educational philosophy that gives students a more active role in learning and a policy principle on the role of students in the leadership and governance of their universities.

3 Project findings

The site visits were made under the understanding that they will result in an enhancement-led peer-assessment of institutional practices and policies from a student centered perspective. Peer reviews are usually evaluations that focus on processes and structures and not only on outcomes, therefore were suitable for this type of institutional exercises. The peer-review teams were led by an experienced academic and university leader and in all cases included students. The teams spent two-three days visiting the host institution and meeting with tens of faculty members, administrators and students either individually or in focus group formats. A self-assessment report was sent to the team prior to the visit by the hosting institution detailing policies and practices in all areas including research and teaching, management and student activities. Following the site visits, the teams produced a report outlining good practices and areas for improvement including specific suggestions.

The reports from the seven site visits highlighted numerous examples in which the institutions visited have employed student centered approaches. We shall present them clustered along main themes that capture the range of activities and services where student centeredness can be adopted.

First, there were examples of student-centered practices in **student support activities and services**. These included tutoring and mentoring programs such as the one carried out by young teachers that focuses on helping students at the beginning of their education overcome the difficulties of adjusting to university life and cope with the high demands of their curriculum. It also included career counseling activities and graduate tracking to understand educational outcomes from employment perspectives, well-developed guidance and orientation services and university-business cooperative councils. Additionally, some of the peer–reviewed universities had several initiatives aimed at providing academic support

to students, such as the flexible scheduling of exams (with option of taking them at different times), the availability of faculty for consultations after working hours to meet the needs of working students, a flexible pace of study as well as remediation courses designed for students who lack the knowledge to keep up with coursework. In other examples, soft skills courses were available to all students and internships were made part of curricula, with the university working actively to assist students in securing internships with relevant organizations. Yet, other universities offered courses to their students on time-management and ways to prioritize their learning.

A separate area where student centered approaches were noticed was **the management of facilities and resources.** More than half of the institutions visited had campuses that were built decades and even centuries ago and were therefore severely constricted in the design of many learning spaces. In this regard, younger institutions had the advantage of a campus that was both newer and less restrictive. The peer assessment teams highlighted that facilities that are student-centered include auditoriums equipped with modern technology allowing the recording and digitization of lectures that were then made available to students, medical centers with simulation facilities as seen at a Medical School, and classrooms and common spaces designed to encourage collaboration and interaction between students. Along with online course platforms, these technologies increase the efficiency of students' independent studies, allows them to access materials from outside the campus and to prepare in advance for classes.

Third, student **engagement in governance and quality assurance** was a separate area in which student-centered practices were noted. The SCL approach views students as active participants not only in their education but also in managing their institutions. For instance among the institutions visited were ones that gave students veto right in Senate and set high percentages of students' representation in the most significant decision-making bodies of the university. In another case the students were systematically encouraged to participate and express their opinion in the governance process, from deciding on the name and focus of a degree program to the type of additional support activities needed. In most of the universities visited, students were genuinely involved in all processes of quality assurance, both through their representatives in various bodies and groups, but also directly through open consultations, regular discussions with deans and heads of departments. They were also represented in various working groups that are developing criteria for measuring the quality of study programs and evaluating the courses.

Fourth, the teams highlighted examples of institutional support for and **recognition of quality teaching**. These included instances when pedagogical support was available either through internal Centers dedicated to academic support, through availability of grants for improving teaching and course revision, or through mentoring schemes whereby new and inexperienced professors were assigned a more experienced colleague as a mentor within the faculty. Equally important were instances when good teaching was not only supported

but also recognized either because the quality of teaching was considered an important criteria for faculty promotion, or through awards for excellence in teaching such as the Bologna teacher award organized and developed by the Student Union. Teachers were also supported by regular classroom visits done by their more experienced peers, followed by discussions, exchange of ideas on how to improve students' classroom experiences.

Fifth and last, in the area of **access and equity in higher education** there were highlighted several examples of student-centeredness such as a university working with students with disabilities to make its spaces and facilities more accessible with wheel-chairs and when a unit of a university was dedicated to support the specific needs of students with disabilities. Merit-based scholarships and tuition waivers are complemented with need-based financial packages offered to students in difficult financial situations. The help of private foundations and donors are often sought for, assuring that students from disadvantaged groups could benefit from access to higher education.

4 Limitations of the project and reflections on the institutional responses to the move towards SCL

The limitations of the project and the findings in this article are multiple. First, while the institutions visited within the PASCL project were quite diverse, both large and relatively small by comparison, private and public, and of different profiles including medical schools, the number of institutions is very small to be able to make any kind of generalization. Second and equally important, the inviting institutions decided on which particular departments or schools they wanted the team to visit and also on who was available to answer questions. In consequence, the inviting institution had a major influence over the findings of the reports, although in practice the teams felt they were allowed to meet with most of the faculty and administrators they wished.

The project was advertised through all channels available to the six consortium partners, two of which (the European Student Union and UNICA - the Network of Universities from the Capitals of Europe) had means of reaching hundreds of European universities. While mass advertising has its limitations, particularly in terms of whether the relevant persons at any given institutions are reached, the consortium was confident that the offer to take part in the project reached a significant number of universities throughout the continent. Taking into account this fact, it is important to note that the institutions that were most interested in taking part in the peer-assessment exercise were located in Central and Eastern Europe (Croatia, Poland, Serbia, Romania) and the Baltics (Latvia). A possible explanation could be that higher education systems in these parts of Europe have been in a perpetual reform mode in the past two decades and are potentially more receptive to changes. It might also be that these regions lag behind in terms of student-centered teaching when compared to Western European universities and they found the project an opportunity to get an

assessment and to catch up on this front. In another interpretation there might be a case of transnational isomorphism (Dobbins 2011) with the institutions perceiving the European Standards and Guidelines as carrying more legitimacy because they are part of a coherent pan-European effort.

The authors also found it notable that the initiative at institutional level to invite the peer-assessment teams was taken by both students and university leaders with the decision being ultimately endorsed by the Rector. When the initiative came from students it was both to showcase how open and student-centered their institution was but also to advance the degree of student-centeredness as per the peer-review team's recommendations. When the initiative came from university leaders it was either because they had an upcoming national accreditation or other quality-assurance visit and wanted to have an early assessment and recognition of the degree of student-centeredness, knowing that the institution was performing fairly well in this area, or because they wanted to get the recommendations on ways to improve policies and practices.

Last but not least, the visits and reports have also shown that the institutions were in processes of reflection about the teaching and learning with many of them indicating that faculty's professional development was important. This finding might support the discussion about reconsidering the importance of teaching when compared to research in the EHEA.

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Conference papers published in the Hungarian Educational Research Journal

Five conference papers were selected to be published in the Hungarian Educational Research Journal (Volume 7, Issue 1). The following papers can be downloaded freely from http://herj.lib.unideb.hu/

Gabriella KECZER

An Appropriate Organizational Model for Community Colleges in Hungary

The *Hungarian* government has recently decided to establish a new type of higher education institution: the Hungarian version of the American community college. While the existence of an institution that serves the local needs is inevitable, the organizational solution elaborated by the Hungarian educational government raises doubts about the viability and efficiency of the so called "community higher education centres" (CHEC). Based on extensive research we propose the modification of and amendments to the present organizational model. Our suggestions do not overrule the most important governmental principle: CHECs should not be independent institutions, but affiliates of existing universities. Yet, according to our proposal, CHECs should be more than just training locations of faraway universities. We are convinced that the organizational solutions outlined in our paper are more appropriate in terms of management, quality, learning outcomes and local impact. We underpin our proposals by analyzing the deficiencies of the current model, building on our primary survey and the foreign experiences well documented in the literature.

Elene JIBLADZE

Reforms for the external legitimacy in the post Rose Revolution Georgia. Case of university autonomy

This article investigates higher education system-change in a region undergoing post-Soviet transition, specifically – in post-Rose Revolution Georgia. It considers the Bologna Process-inspired reforms that represent instances of transnational policy and institutional transfer into national contexts. On the example of university autonomy, the article argues that in Georgia, Bologna-inspired reforms were introduced in order to gain legitimacy in the global higher education arena. However, these reforms have produced a symbolic system-change and have created decoupled institutions. The findings of the article bare policy relevance to those post-Soviet transition countries that have or plan to embark on the transformative changes in their national (higher) education systems.

Šimon STIBUREK - Aleš VLK - Václav ŠVEC

Study of the success and dropout in the higher education policy in Europe and V4 countries

In Europe, including the Visegrad region (Hungary, Poland, Czech Republic and Slovakia), the issue of student success and dropout is increasing in attention among policy makers on both the national and international level. This paper provides an overview of the major policy perspectives on the issue as well as the main categories of measures adopted to stimulate student success. The Visegrad countries show substantial similarities in their policy attitudes, yet they retain differences, in particular how much importance they assign to the agenda. The regional trends are illustrated by the case study of the Czech Republic: although the goal of reducing dropout rates has been included in policy documents since 2000, so far only few measures have been implemented and the dropout rates continue to grow.

Kata OROSZ

Predicting the Skill Proficiency of Central European Adults: The Role of Higher Education, Work Experience, and Socioeconomic Background in "Credential Societies"

In this study, I use data from the PIAAC 2012 survey and instrumental variable regression to identify predictors of adult skill proficiency in three Central European countries. I find that higher education attainment and work experience are both predictive of cognitive skill proficiency, and that even after accounting for differences in socioeconomic background, higher education credentials in Central Europe capture important information about adult skills.

Valér VERES

Social effects triggered by the expansion of higher education in Romania

The recent expansion of higher education in Romania triggered significant social changes in the composition of the country's student population. Despite the presumption of merit-based admission, prior to 1990 the student body was mostly urban, the massive expansion of university places starting in the early 1990s opened the doors to higher education to a wider category of people. Additionally, certain policies were introduced to increase the access of minorities to higher education. This paper analyses the characteristics of the student population in terms of gender, place of primary residence (urban/rural) and ethnicity, and it looks at whether the expansion of education contributed to the decrease in structural inequalities between the ethnic Hungarian and Roma minorities and the ethnic Romanian majority population.

Central European Higher Education Cooperation (CEHEC)
2nd Conference

Distinctiveness of Central and Eastern European Higher Education

June 16-17, 2016
Budapest, Hungary

In 2014, the Central European Higher Education Cooperation (CEHEC) project launched a new series of annual conferences co-hosted by the Center of International Higher Education Studies (CIHES) at the Corvinus University of Budapest and the Yehuda Elkana Center for Higher Education at Central European University (CEU), in collaboration with partners from the Czech Republic, Poland and Slovakia. Each conference in this series brings together researchers, policy makers, university leaders and other experts in higher education from Central and Eastern European (CEE) region and from other parts of the world. The main aim is to stimulate scholarly and professional dialogue on current trends and key issues in the region's higher education, as well as to promote enhanced collaboration and experience sharing in higher education and science policies.

The 2016 CEHEC conference focuses on three main themes:

1) **Management and governance** This theme will look into topics related to the relationship between the state and institutions, higher education reforms, policy adoption and implementation, the governance and management of universities, models of higher education institutions and students' organisations and their impact.

2) **Societal relevance.** Under this theme we will discuss the understanding by various actors of how higher education can be made more relevant to the society, and how to close the gap between theory and practice. The presentations will cover a wide range of topics including university branding, role of university managers in student recruitment, the social effects of massification of higher education, life-long learning programs, skills building for the labour market, student mobility patterns and retention increasing practices.

3) **Research and development policy in the CEE region and its impact on universities** Most higher education institutions from the CEE region do not score very high in global rankings based on scientific achievements and at the same time underperform in the competition for European Union research grants. This theme focuses on addressing this "lagging behind" by looking into research and development policies, the development of research cultures, the accreditation framework and the European quality standards.

Programme

Thursday June 16, 2016

Venue: Corvinus University of Budapest, Main Building (Budapest, Fővám tér 8.)

13.00 – 14.00	*Registration*
14.00 – 14.05	**Welcome** József BERÁCS (Corvinus University of Budapest and Kecskemét College, Hungary)
14.05 – 14.10	**Opening** Károly MIKE (Corvinus University of Budapest, Faculty of Economics, Vice-Dean)
	Plenary Session I. **Chair:** Liviu MATEI (Central European University, Provost and Pro-rector)
14.10 – 14.20	**Introductory remarks** Liviu MATEI (Central European University, Provost and Pro-rector)
14.20 – 14.45	**Keynote speech: A Path Toward A Great 21st Century Research University** Jonathan R. COLE (Columbia University, USA)
14.45 – 15:00	**Discussion**
15:00 – 15:20	Coffee break
	Plenary Session II. **Chair:** József BERÁCS (Corvinus University of Budapest and Kecskemét College, Hungary)
15.20 – 15.45	**Keynote speech: The Growing Social Stratification in European Universities: Research Productivity and Collaboration as Key Change Drivers?** Marek KWIEK (Poznań University, Poland)
15.45 – 16.10	**Keynote speech: Facilitators for and Barriers of Attracting International Faculty in CEE Countries** Liudvika LEISYTE (University of Dortmund, Germany)
16.10 – 16.30	**Discussion**
16.30 – 16.40	Break
	Plenary Session III. **Chair:** Mátyás SZABÓ (Central European University, Budapest)
16.40 – 18.00	**Introductory presentations of Central European higher education policy and research centers**
19.00	Welcome dinner: **Academy Club**, Hungarian Academy of Sciences (Széchenyi István tér 9)

Friday, June 17, 2016

Venue: Central European University, Monument Building (Budapest, Nádor u. 9, 1051)

8.30 - 9.00	*Registration (Monument Building, 1st floor, Popper Room, 102)*	
9.00 – 9.10	**CEU Welcome/Introduction** John SHATTUCK (Central European University, Rector and President)	
	Plenary Session IV. **Chair:** Gergely KOVÁTS (Corvinus University of Budapest)	
9.10-9.30	**Keynote speech: Whose Universities are They? Stakeholder Representation in Higher Education Governance** Malcolm GILLIES (Australian National University, Canberra, Australia)	
9.30 – 9.45	**Discussion**	
9.45 – 9.50	Break	
9.50 – 10.50	**Book Launch: Jonathan R. Cole: Toward a More Perfect University** **Moderator:** Liviu MATEI (Central European University) **Contributors:** Gergely KOVÁTS (Corvinus University of Budapest) and Aleš VLK (Czech University of Life Sciences, Prague, Czech Republic)	
10.50 –11.00	Coffee break	
11.00 –13.00	**PARALLEL SESSIONS I.**	
	Management and governance Popper Room, 102 **Chair:** Balázs HEIDRICH (Budapest Business School)	**Societal relevance** Gellner Room, 103 **Chair:** Pusa NASTASE (Central European University, Budapest)
11.00 – 11.20	**The Higher Education Policy of the Central-Eastern European Countries in the Context of Welfare Regimes** Krzysztof CZARNECKI (Poznań University of Economics and Business, Poland)	**Teacher Appraisal at Universities in Hungary: a Comparison of Policies with India** Sudeshna LAHIRI (University of Calcutta; India)
11.20 – 11.40	**Reforms for the External Legitimacy in the Post Rose Revolution Georgia. Case of University Autonomy** Elene JIBLADZE (Central European University, Budapest and and Ilia State University, Georgia)	**Distinctiveness Leads to Distinction. A Conceptual Model of Brand Orientation Within the Context of Higher Education** Wolfgang NEDOBITY (Universities Austria, Austria)

11.40 – 12.00	**Transition Legacies, Rules of Appropriateness and 'Modernization Agenda' Translation in Higher Education Governance in Lithuania, Romania and Slovakia** Renata KRALIKOVA (Central European University, Budapest and MESA 10, Slovakia)	**Antecedents to the Export Market Orientation of Hungarian Higher Education Institutions and Their Performance Consequences: The Role of Managers in Fostering Export Market Orientation in the Organization** Gábor NAGY (INSEEC Business School, France) József BERÁCS (Kecskemét College, Corvinus University of Budapest, Hungary)
12.00 – 12.20	**Dynamics of Student Organisation in Central and Eastern Europe: A Neo-institutional Perspective** Viorel PROTEASA (West University of Timișoara, Romania)	**Inward Student Mobility in Hungary and in Western Europe – Some Important Differences** Zsuzsanna M. CSÁSZÁR, Tamás Á. WUSCHING (University of Pécs, Hungary)
12:20 – 12:40	**Community College – A Proposal For a Viable Hungarian Model** Gabriella KECZER (University of Szeged, Hungary)	**Study Success and Dropout in the Higher Education Policy in Europe and CEE Countries** Šimon STIBUREK and Aleš VLK (Czech University of Life Sciences, Czech Republic)
12:40 – 13:00	**Discussion**	**Discussion**
13:00 – 14:00	*Lunch Break*	
14.00 –15.40	**PARALLEL SESSIONS II.**	
	Research & Development Popper Room, 102 **Chair:** József TEMESI (Corvinus University of Budapest)	**Societal relevance** Gellner Room 103 **Chair:** Julia IWINSKA (Central European University, Budapest)

14:00 – 14:20	**Slovak Accreditation Processes and European Standards** Jozef HVORECKÝ (Vysoká škola manažmentu, Slovakia / City University of Seattle, USA) Peter SÝKORA (Centre for Bioethics, University of Trnava, Slovakia) Emil VIŠŇOVSKÝ (Comenius University, Slovakia)	**A Sustainability Approach of Higher Education** Liliana Eva DONATH (West University Timisoara Romania)
14:20 – 14:40	**Should I Stay or Should I Go: R&D Policy in Visegrad Countries** Aleš VLK (Tertiary Education & Research Institute, Czech Republic)	**Social Effects Triggered by the Expansion of Higher Education in Romania** Valér VERES (Babes-Bolyai University, Romania)
14:40 – 15:00	**Good Practices in Student Centered Learning in Central and Eastern Europe** Pusa NASTASE, Mátyás SZABÓ (Central European University, Budapest)	**Tailored Courses for Adult Learners** Lenka RÁBEKOVÁ, Jozef HVORECKÝ (Vysoká škola manažmentu, Slovakia / City University of Seattle, USA)
15:00 – 15:20	**Attitudes of PhD holders towards Business Sector in Hungary** Éva PÁLINKÓ (Hungarian Academy of Sciences, Hungary)	**What Explains Variation in the Skills of Central European Adults? Assessing the Role of Higher Education and Labor Market Experiences** Kata OROSZ (University of Pennsylvania, USA)
15:20 – 15:40	**Discussion**	**Discussion**
15:40 – 16:00	**Concluding remarks** Liviu MATEI and József BERÁCS	
16.00	*Farewell Coffee*	

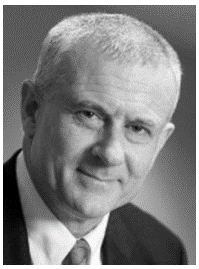
Keynote speakers

Jonathan COLE

Jonathan R. Cole is the John Mitchell Mason Professor of the University at Columbia University. He served as its Provost from 1989 to 2003, after being its Vice President of Arts and Sciences. His work has focused principally on the sociology of science and knowledge and on features of higher education. He has published widely in these research areas and lectured on them around the world. He is an elected member of the American Academy of Arts and Sciences, the American Philosophical Society, the Council on Foreign Relations, and an associate member of the National Academies of Sciences. He has and still serves on many non-profit Boards, most recently as a member of the Board of Trustees of the Central European University.

A Path Toward A Great 21st Century Research University

How did the American research university system rise to preeminence among the world systems of higher learning? What must the European system, which for many decades before World War II dominated the world of scholarship and the production of new knowledge, do to reassume its position of true distinction among seats of learning in the 21st century? What ought the elite public and private American universities do now to enhance their quality in order to maximize their true potential and continue to be the engines of discovery and innovation in the United States and the world – while also furthering the quality of its mission to transmit knowledge to undergraduate, graduate, post-doctoral and professional school students? How can we continue to change the world for the better and further the values of an open society? What are some of the forces that are acting to prevent the realization of these goals? Drawing upon three of his recent books, *The Great American University: Its Rise to Preeminence, Its Indispensible National Role, Why It Must Be Protected* (2011), *Who's Afraid of Academic Freedom?* Ed. (2015) and his most recent book, *Toward A More Perfect University* (2016), Jonathan Cole will address aspects of these large questions in his talk and then welcome discussion of alternative points of view as well as different ideas about what will make a university truly great in the 21st century.



Malcolm GILLES

Malcolm Gillies is a Visiting Professor at King's College London and Mathias Corvinus Collegium (Budapest), and an Emeritus Professor at the Australian National University. During the last decade he was Rector of City University London and London Metropolitan University, with special interests in university governance, assessment policy, access education, and research impact.

Whose universities are they? Stakeholder representation in higher education governance

Governance structures of universities reflect their societies' views about appropriate ownership of these institutions. The question of "whose universities are they?" leads to legal list of technical ownership or responsibility, to a wider list of those with a stake in the institution (stakeholders), and on to deeper questions about academic freedoms, international knowledge networking, even human rights. The stakeholder question, perceived as crucial to the effective working of the so-called "shared governance" model of Anglo countries, is underplayed in traditional European-style governance, yet at the very heart of communitarian governance in Latin America, and, peculiarly important in community-based models of private education, particularly in East Asia.

The presentation pursues several themes raised in Gabriella Keczer's "University Governance in Western Europe and in the Visegrád Countries" at the 2015 CEHEC Conference. It considers this international range of stakeholder representations mainly in relation to "external" forms of higher education governance and against the backdrop of recent changes in continental Europe, notably Eastern Central Europe. Gillies traces the rapidly changing relative stakes of faculty and staff, the state, business, students and alumni in times of rapid shifts in financial responsibility and institutional authority. The presentation concludes with observations about the effectiveness of different forms of "external" governance, in relation to their societies' needs.

Marek KWIEK

Marek Kwiek, Professor (full) and Director of the Center for Public Policy Studies (since 2002), and Chairholder, UNESCO Chair in Institutional Research and Higher Education Policy, University of Poznan, Poland. His research interests include university governance, welfare state and public sector reforms, the academic profession, and academic entrepreneurialism. He has published about 150 papers and 12 books. A higher education policy expert to the European

Commission, USAID, OECD, the World Bank, UNESCO, OSCE, and the Council of Europe. Apart from about 25 international higher education policy projects, he has participated in about 20 international (global and European) research projects. An editorial board member in Higher Education Quarterly, European Educational Research Journal, and European Journal of Higher Education, and a general editor of a book series HERP: Higher Education Research and Policy for Peter Lang International Scientific Publishers.

The Growing Social Stratification in European Universities: Research Productivity and Collaboration as Key Change Drivers?

The presentation discusses the increasing stratification of the academic profession in Europe: there seem to emerge several parallel segments of academics in universities. They have different academic roles, diversified academic attitudes and sharply different contributions to the global academic knowledge production. The dividing line between the haves and the have-nots in research achievements tends to be correlated with international research collaboration. The presentation provides a (large-scale and cross-country) corroboration of the systematic inequality in knowledge production. Highly productive academics studied are similar from a cross-national perspective, and they substantially differ intra-nationally from their lower-performing colleagues. The presentation is based on the empirical material drawn from a large-scale academic profession survey conducted in 11 European systems (CAP/EUROAC, N=17,211), combined with 500 semi-structured interviews. In particular, the patterns of differences between Poland and the 10 Western European countries are shown and policy implications for Central Europe are drawn.

Liudvika LEISYTE

Liudvika Leisyte is Professor of Higher Education at the Center for Higher Education Studies at the Technical University of Dortmund. She received the PhD from CHEPS, University of Twente in 2007 and held a postdoctoral fellowship at the Center for European Studies at Harvard University in 2008/09. Leisyte has widely published on changing academic work, higher education and research governance and management, with the paper on professional autonomy winning the Early Career Best Paper award in PRIME conference in 2008.

Facilitators for and barriers of attracting international faculty in CEE countries

This presentation presents insights into the situation of (incoming) academic staff mobility in the peripheral higher education systems of Central and Eastern European (CEE) countries. The main research question is: What are facilitating factors and barriers to attracting academic talent in Central and Eastern European (CEE) countries?

This study has been informed by existing literature on academic staff mobility, including motivations and barriers to mobility, and the role of institutional and governmental strategies and policies for mobility (e.g. Cradden, 2007; Teichler, 2015). We compare the situation in different CEE countries (Lithuania, the Czech Republic, and Estonia) regarding the main patterns of international academic mobility and conditions facilitating and obstructing it. For this purpose we have conducted a literature and document review of the national framework conditions for academic mobility in these countries, interviews in the Czech Republic and Lithuania with policy makers, university administrators as well as local and international academics.

All countries included in this study have had traditionally closed higher education systems, have slowly been opening up since the early 1990, and have become part of the European Union as well as signed the Bologna declaration. All of the studied systems perform relatively poor with regard to incoming academic staff mobility while at the same time- all of them are part of the European Research Area where mobility imperatives are high and instruments like Blue Card are at their disposal. We have found significant differences between the studied systems with regard to the existence of national and institutional policies and strategies that promote academic staff mobility as well as with regard to the international openness and transparency of recruitment processes within these systems. Data analysis further shows that for incoming academics the main facilitator for mobility is personal/family related across the studied countries. Main barriers to mobility included low salary levels, a lack of availability of research funding, and limited knowledge of local language.

Papers presented at the conference

Zsuzsanna CSÁSZÁR – Tamás WUSCHING

Inward Student Mobility in Hungary and in Western Europe – Some Important Differences *Societal Relevance Session*, June 17, 12.00 – 12.20

Room: MB 103 (Gellner room)

Internationalisation of HE is nowadays one of the most researched subjects amongst scholars dealing with geographies of education. The process has a very significant role in the transforming HE of the 21st century and the knowledge-based economy, thus it is strengthening year after year. The most important part of internationalisation is international student mobility: nowadays more and more students are moving to another country for a part of their study ("credit mobility") or a full-degree program ("degree mobility"), nowadays their number is around 5 Million. However international student mobility shows great spatial differences both globally and within Europe. These significant geographical differences have various social, economic and political reasons. Within Europe, in terms of inward student mobility a clear line can be drawn between the developed Western countries and the post-socialist countries of Central and Eastern Europe. There are major differences in the motivation behind the choice of university of mobile students, as well as other in factors which are driving student mobility. The aim of the presentation is to enlight these differences with the help of the literature and a large scale empirical research conducted at a Hungarian university: in Pécs, we implemented a complex questionnaire survey involving 546 international students. As a result of this survey, we got very useful information about the students' motivations and reasons of their study abroad, as well as their experiences of studying in Hungary and in Pécs. The results have also revealed some important differences between determinants of student mobility in Hungary and in Western countries.

Krzysztof CZARNECKI

The Higher Education Policy of the Central-Eastern European Countries in the Context of Welfare Regimes

Management and Governance Session, June 17, 11.00 – 11.20

Room: MB 102 (Popper Room)

The paper attempts to examine whether higher education policies in the Central and Eastern European countries exhibit features distinct from the classical types of welfare regimes (social-democratic, liberal and conservative) that would allow one to classify them under a single label. It also re-examines the relationship of different national approaches to higher education participation and funding with welfare regimes. Policies are operationalized in four general indicators: (1) participation in tertiary education, (2) educational expenditures, (3)

tuition fees and student financial support, and (4) pre-tertiary stratification. Correspondence analysis is used to explore the relationship between the countries and indicators. The strong correspondence between the indicators' values and a given welfare regime has been confirmed. However, no regular pattern of higher education policy has been found among the CEE countries. Thus, no distinct 'post-communist' welfare regime can be identified with regard to this policy.

Liliana Eva DONATH

A Sustainability Approach of Higher Education

Societal Relevance Session, June 17, 14.00 – 14.20

Room: MB 103 (Gellner Room)

Modern higher education governance means the involvement of all stakeholders, i.e. academics, students, businesses, university management. Under the new public management paradigm, higher education, in CEE, countries is put under pressure to adopt a new efficiency driven management approach that would answer the needs of all the stakeholders.

The study looks at this topic through the lenses of sustainability, endeavouring to find to what extent it can contribute to fill in the gap between efficiency of the employed resources and the effectiveness, i.e. the outcome of the teaching and research processes.

The study is based on the current literature concerning sustainable education, visualisation through diagrams and benchmarking against the best practices in this field. It also considers the latest experiences of the West University of Timisoara, concluding that the inclusion of the sustainability concept in higher education governance is able to give a better insight concerning the effectiveness of the entire education process.

Jozef HVORECKÝ - Peter SÝKORA - Emil VIŠŇOVSKÝ

Slovak Accreditation Processes and European Standards

Research & Development Session, June 17, 14.00 – 14.20

Room: MB 102 (Popper Room)

Compared to remaining V4 countries, Slovakia has no representative among 500 World Top Universities. There are various reasons for this situation e. g. historical ones (the first still existing university is less than 100 years old) and economic ones (Slovakia used to be a poorer part of both the Austro-Hungarian Empire and Czechoslovakia). At the same time, the authors see bad management of the Slovak higher education system as the main reason for persisting problems. In our paper we will analyze one of its components – quality evaluation. For unclear reasons, our Accreditation is not a member of European Association for Quality

Assurance in Higher Education (ENQA) and there are no visible efforts to become one. As our contributions will show, the current standards and procedures are incompatible with those of ENQA. For that reason we will not only point to the differences but will also state recommendations showing the necessary steps to remove them.

Elene JIBLADZE

Reforms for the External Legitimacy in the Post Rose Revolution Georgia. Case of University Autonomy

Management and Governance Session, June 17, 11.20 – 11.40

Room: MB 102 (Popper Room)

This paper investigates system change in higher education (HE) in the region undergoing post-Soviet transition, specifically – in post-Rose Revolution Georgia. It pays attention to the Bologna Process-inspired reforms that represent instances of transnational policy and institutional transfer into national contexts. On the example of university autonomy, the paper argues that in Georgia, Bologna-inspired reforms were introduced in order to gain legitimacy at the global higher education arena. However, these reforms have produced symbolic system change and have created decoupled institutions.

Gabriella KECZER

Community College – A Proposal for a Viable Hungarian Model

Management and Governance Session, June 17, 12.20 – 12.40

Room: MB 102 (Popper Room)

The government has decided to establish a new type of higher education institution: the Hungarian version of the American community college. While the raison d' etre of an institution that serves the local needs is inevitable, the organizational solution elaborated by the educational government raises doubts about the viability and efficiency of the so called community educational centers (CEC). Based on an extensive research we propose a different organizational model as an alternative.

Our model does not overrule the most important governmental principle, that the CECs would not be independent institutions but affiliates of universities. Yet, in our model the CECs are more than just training locations of faraway universities.

We deal with issues not covered by the governmental notion, such as what the role of the CECs would be; how to ensure the necessary teaching and administrative staff; how to govern and manage these centers; how to obtain a close cooperation and coordination between the CEC, the local actors and the gestor university; how to grant the local engagement of the Hungarian community colleges etc.

Renata KRALIKOVA

Transition Legacies, Rules of Appropriateness and 'Modernization Agenda' Translation in Higher Education Governance in Lithuania, Romania and Slovakia

Management and Governance Session, June 17, 11.40 – 12.00

Room: MB 102 (Popper Room)

This paper seeks to contribute to an understanding of the translation of internationally promoted models of higher education (HE) governance. It focuses on transition countries sharing similar starting conditions and external pressures, yet different results in the translation process; Lithuania, Romania and Slovakia, which all experienced direct Communist party control over universities prior to 1989. After 1989, they reformed HE governance by introducing organizational autonomy for universities, reacting to state centralization. During the late 1990s and early 2000s, they implemented reforms under the influence of the 'modernization agenda' spread by major international organizations. These processes are explored through the theoretical lenses of historical and sociological institutionalism, underscoring the importance of domestic institutions in the translation of international models. The paper is based on qualitative analysis of data from 121 semi-structured interviews, and 97 documents produced by proponents and opponents of changes in these countries. Results enriches the literature on HE reforms, especially in the understudied post-communist region. It provides two novel points, when showing that HE governance reforms following regime change were not built on legacies of communism and the pre-communist era, but were a reaction to the communist system. Additionally, legacies produced by critical juncture in the early 1990s critically influenced the translation of the 'modernization agenda' decades later. It also shows that the relevance of the Bologna model is overestimated (no Bologna reforms have been used in the three studied areas).

Sudeshna LAHIRI

Teacher Appraisal at Universities in Hungary: a Comparison of Policies with India

Social Relevance Session, June 17, 11.00 – 11.20

Room: MB 103 (Gellner Room)

It has been a central thrust for Quality assurance in European higher education following the signing of the Bologna Declaration and the Prague Communiqué, and has been highlighted as a policy implication in the discussions being sponsored by the Global Agreement on Trade in Services (GATS) (Barrows, 2002). The Hungarian Accreditation Committee (HAC) considers the vetting of prospective university professors an important part of its mission to ensure the quality of higher education. The Higher Education Act 2011 provided the criteria for evaluation of teachers in Higher education. Based on the legal mandate, the HAC has developed and applies a set of evaluation criteria. Further, Post-independent India had

shown concern for developing appropriate 'accountability measures for teachers' to ensure positive action for professionals towards the beneficiaries of the education system. Hence, the objectives of the research to conducted are to: Meta-analysis of policies for Teacher appraisal for Higher Education in Hungary; and Compare procedures employed for Teacher appraisal in Universities at India and Hungary. The study employs literature survey on policy documents, University circulars/notifications and research articles for the meta-analysis. The perceived outcomes include development of a model for Indian Universities based on Appraisal system employed at Hungarian Universities.

Gábor NAGY - József BERÁCS

Antecedents to the Export Market Orientation of Hungarian Higher Education Institutions and Their Performance Consequences: The Role of Managers in Fostering Export Market Orientation in the Organization

Societal Relevance Session, June 17, 11.40 – 12.00

Room: MB 103 (Gellner room)

Our paper aims at understanding the role of managers in facilitating the internationalization of higher education institutions by building and empirically testing a model on a sample of 147 effective respondents from Hungarian higher education institutions on the relationship of managerial support, organizational systems, and activities related to export market orientation, and export performance. By this we fill a gap in the literature on how managers may foster/hinder export market orientated behaviors to spread across the organization.

Pusa NASTASE – Mátyás SZABÓ

Good Practices in the Student Centered Learning in Central and Eastern Europe

Research & Development Session, June 17, 14.40 – 15.00

MB 102 (Popper Room)

Student centered learning (SCL) has been introduced in 2015 in the European Standards and Guidelines (ESG) and became officially part of the European higher education framework. Implementing SCL is therefore a binding commitment for all signatory countries of the Bologna process although it is a challenging task given that there are no guidelines on how to assess and adopt SCL practices and policies. The absence of specific guidelines is justified first because there is no one-size-fits all approach in SCL, therefore each institution needs to define its own SCL strategy in accordance with its mission and specificities. Second, the national context also plays an important role in how SCL is implemented.

This paper offers an insight into what SCL looks like when implemented at institutional level by giving the examples of good practices collected during an international cross

sectorial study conducted during 2015 and 2016 in Serbia, Romania, Poland, Croatia and Latvia. It highlights initiatives and practices deemed as good practices following the peer assessment visits conducted during the project Peer Assessment for Student Centered Learning (PASCL) supported by the European Commission through its Erasmus + program. The authors participated both in project design and the visits as members of the assessment teams. The present study covers most university policies and practices relevant for the SCL including student participation and engagement in governance and management, teacher training and teaching support, assessment and feed-back, support services, internationalization and mobility, the social dimension and quality assurance.

Wolfgang NEDOBITY

Distinctiveness Leads to Distinction. A Conceptual Model of Brand Orientation within the Context of Higher Education.

Societal Relevance Session, June 17, 11.20 – 11.40

Room: MB 103 (Gellner room)

The main purpose of this study is to investigate the correlation between an improved brand orientation and an increased reputation in the higher education environment. An important finding to emerge in this study is that the branding challenge for higher education institutions is to develop a strategy and value proposition which creates a meaningful differentiated positioning, and to promote this consistently to stakeholders and other target audiences. This project has been designed to consider the extent to which the lessons learned by business can be translated into valuable lessons for higher education.

A brand develops its value, that is the impact it derives from the goodwill and awareness it has earned over time, in the minds of the stakeholders. This process is supported by aspects such as visibility and reputation. Nevertheless, the translation of an organisation-based identity into a brand image and brand equity is a complex and sophisticated process which requires a strong brand-orientation.

Kata OROSZ

What Explains Variation in the Skills of Central European Adults? Assessing the Role of Higher Education and Labor Market Experiences

Societal Relevance Session, June 17, 15.00 – 15.20

Room: MB 103 (Gellner room)

Skill formation is endorsed as an effective policy for increasing individual and societal well-being by national governments worldwide. Prior research suggests that higher education credentials from different nations may be associated with substantially different levels of

skills; and that the skills of tertiary-educated individuals vary substantially within nations. Given that adult skills are produced at both educational and work settings, it is likely that a combination of higher education and labor market experiences may explain variation in skills across individuals and across nations.

In this paper, I use data from the PIAAC 2011 International Survey of Adult Skills to identify predictors of skills among adults who live in one of three Central European nations: Czech Republic, Poland, and Slovakia. I use literature review, descriptive statistics, and multivariate regression analyses to answer two research questions: 1) How do adult literacy, numeracy, and information and computer technology (ICT) skills vary based on individual background characteristics, educational attainment, and labor market experiences in the selected Central European nations?; and 2) What are the relationships between educational attainment, labor market experiences, and adult literacy, numeracy, and ICT skills in the selected Central European nations, after controlling for differences in individual background characteristics?

Éva PÁLINKÓ

Attitudes of PhD Holders towards Business Sector in Hungary

Research & Development Session, June 17, 15.00 – 15.20

MB 102 (Popper Room)

One of the main goals of the actual science policy documents is to intense the collaboration between academic and business sector. The study is to analyse the attitudes of PhD holders towards the business sector and its structural frames.

The aspects explored are the differences between STEM and SSH researchers in their attitudes and career path strategies. However a positive shift is recognised in the attitudes of STEM researchers between 2007 and 2012, they still avoid the business sector more than SSH researchers. The study exposes the structural background of this phenomena and identifies the determinant factors behind.

Findings could help in understanding how the science policy goals can more effectively be achieved and provide considerations for the higher education.

The grounding of the findings are the career-path researches among PhD holders conducted at the Department for Science Policy and Scientometrics at the Library and Information Centre of the Hungarian Academy of Sciences between 2007 and 2014. The focus of these research projects were different but one of their common marginal aspects was the attitudes of the researchers refer to the collaboration with the business sector.

Viorel PROTEASA

Dynamics of Student Organisation in Central and Eastern Europe: A Neo-institutional Perspective

Management and Governance Session, June 17, 12.00 – 12.20

Room: MB 102 (Popper Room)

The study of student organisation has been pioneered by Philip Altbach. According to Luescher-Mamashela (2015) Altbach manages to develop "a comparative theoretical understanding of student activism in terms of its causes, organisation, ideological orientation and outcomes, along with the backgrounds and identity of student activists, and the importance of national and institutional contexts and historical conjunctures in the emergence of student activism and in the response of national and university governments to student protest". Borrowing from Schmitter and Streeck (1999) logic of membership/logic of influence, Klemenčič (2012) proposes a more theory driven descriptive framework for student organisation. Starting from the observation that collective action is central for the definition of student organisation from both influential perspectives outlined above, we propose a conceptual frame derived from classical theories of collective action, in the rational choice neo-institutional perspective. We outline the major explicative variables and we organize accordingly evidence from literature on student organisation in Central and Eastern Europe.

Lenka RÁBEKOVÁ – Jozef HVORECKÝ

Tailored Courses for Adult Learners

Societal Relevance Session, June 17, 14.40 – 15.00

Room: MB 103 (Gellner room)

A good educational strategy can facilitate students' interest in their lifelong learning. It should support their own intrinsic motivation and desire to learn perpetually. In our contribution, we will demonstrate our recently developed methodology for courses aimed to adult professionals.

Šimon STIBUREK – Aleš VLK

Study Success and Dropout in the Higher Education Policy in Europe and CEE countries

Societal Relevance Session, June 17, 12.20 – 12.40

Room: MB 103 (Gellner room)

The issue of study success has appeared high on the agenda of the European Commission as the number of students failing to finish their university studies has been steadily increasing across the EU member states. A large comparative study was initiated by the EC and

published in 2015 focusing mainly of the governmental and institutional policies concerning dropout (HEDOCE).

The outcomes of the HEDOCE study are summarized while special attention is paid to the Visegrad countries (Czech Republic, Hungary, Poland and Slovakia) with regard to common features and differences. The appropriate definition of study success, various indicators as well as description of selected measures on national and institutional level are also discussed.

Valér VERES

Social Effects Triggered by the Expansion of Higher Education in Romania

Societal Relevance Session, June 17, 14.20 – 14.40

Room: MB 103 (Gellner room)

In Romania, the expansion of education has triggered significant changes in the composition of the population according to educational levels and in relation to the emergence of the principle of equity. We analyse this phenomenon according to three aspects: age, status of residence and sex, and all these by comparing the total population and the Hungarian population from Romania, and also with other minority populations from Romania, as the case may be.

Our main research questions in this paper are the following: How did the educational level change as a result of the extension of higher education, especially the percentage of higher education institution graduates between 2002 and 2011?

How does the expansion of education prevail in the completion of social justice and in decreasing/eliminating ethnic-linguistic inequalities?

Which are the main factors of inequality in the context of Roma and Hungarians from Romania?

Aleš VLK – Otakar FOJT

Should I Stay or Should I Go: R&D policy in Visegrad Countries

Research & Development Session, June 17, 14.20 – 14.40

MB 102 (Popper Room)

R&D is considered as the most important aspect of economic growth and national competitiveness. Currently, a lot of R&D data is available at many existing databases like OECD, EUROSTAT etc., however, a narrative of what the data mean, how to interpret them and what this leads to, are missing. This paper attempts to create such a narrative, and focuses on a comparative study of R&D systems in V4 countries – the Czech Republic,

Poland, Hungary and Slovakia. These countries are often overlooked by leading science nations, however, V4 countries wisely applied EU structural and cohesion funds and invested billions of EUR into R&D in 2007-2013 programming period, and they are quickly progressing. This paper describes R&D governance structure, national R&D inputs and outcomes, funding process and evaluation of individual research organizations, and as a special in-depth study, a progress of Czech science policies since 1990 up to now.

Conference organizers

About Corvinus University of Budapest

Corvinus University of Budapest defines itself as a research university oriented towards education, where the scientific performance of the academic staff measures up to the international standard and the students can obtain a competitive degree having a standard and knowledge content identical to similar-profile universities and acknowledged on the European Union's labour market and on a global scale. The University admitting more than 14,000 students offers educational programmes in agricultural sciences, business administration, economics, and social sciences, and most these disciplines assure it a leading position in Hungarian higher education. At the same time, its key ambition is to display the institution's uniqueness and to exploit the synergies resulting from professional diversity and from studying multiple disciplines.

About Higher Education Research at Corvinus University of Budapest (CIHES)

The Center for International Higher Education Studies (CIHES) was established in May 2008. The Center is an umbrella organization for those researches who are teaching and pursuing research in various fields of higher education at different faculties of CUB. One of the goals of the Center is to join European research consortia and to contribute to their results in the analysis of the educational processes with suggestions and proposals. Research topics include: analysis of the three-cycle system and the introduction of Bologna-type study programs, internationalization of higher education, mobility in higher education, funding reforms in higher education, social dimension of higher education, pedagogical methods, quality assurance, institutional management.

About CEU

Central European University is a graduate-level university where faculty and students from more than 100 countries come to engage in interdisciplinary education, pursue advanced scholarship, and address some of society's most vexing problems. It is accredited in both the United States and Hungary, and offers English-language Master's and doctoral programs in the social sciences, the humanities, law, management and public policy. Located in the heart of Central Europe -- Budapest, Hungary -- CEU has developed a distinct academic and intellectual focus, combining the comparative study of the region's historical, cultural, and social diversity with a global perspective on good governance, sustainable development and social transformation.

With approximately 1,400 students and 370 faculty members from more than 130 countries, CEU is one of the most densely international universities in the world. Its rare mix of nationalities, ethnicities, and cultures creates an ideal environment for examining such "open society" subjects as emerging democracies, transitional economies, media freedom, nationalism, human rights, and the rule of law. It also brings multifaceted perspective to all aspects of community life.

About Higher Education Research at CEU

The Yehuda Elkana Center for Higher Education at Central European University, named after the third President and Rector of the University, is a collaborative academic initiative promoting applied policy research and professional training in higher education. The Center builds on more than two decades of experience at CEU in promoting policy research in higher education, as well as policy advising and professional development programs for governments, international organizations, non-governmental organizations, and higher education institutions from countries on all continents. The Center also builds on the long history of cooperation between CEU and the Higher Education Support Program (HESP) of the Open Society Foundations (OSF).

The Center is committed to pursuing the overall open society mission of CEU through activities in the area of higher education policy. The Center places a particular focus on applied studies and practical initiatives regarding the relationship between higher education policies and practices, and issues of democratic development. Research, training, and applied policy projects are carried out by CEU faculty members, researchers, and graduate students in cooperation with higher education experts from other universities and organizations worldwide.

CEHEC Project Partners:

- Center of International Higher Education Studies, Corvinus University of Budapest
- Yehuda Elkana Center for Higher Education, Central European University, Budapest
- ISC Foundation, Budapest
- Polish Rectors Foundation - Institute of Knowledge Society (Poland)
- Tertiary Education & Research Institute (Czech Republic)
- Faculty of Central European Studies of Constantine the Philosopher University in Nitra (Slovakia)

Organization/Center Website	Director/Chair Contact e-mail	Short description
Center for Educational Public Policies (Romania) http://cpedu.ro	Daniela Alexe Politici.edu@gmail.com	The center was founded in 2014, as the first and only NGO in Romania that aims to contribute directly to processes of developing, implementing and evaluating public policy in the field of education through activities such as independent research in the field, policy advising, capacity building etc. The CPEdu team and its expert collaborators are specialized in policies concerning higher education, but also offer expertise and consultancy for bottom-up policy proposals for organizations specializing in primary and secondary education. CPEdu's activities include: offering expertise in the field of educational policy for adequately fundamenting decisions with an impact on higher education; research and consultancy; coordination, management, implementation, monitoring and evaluation of projects and programs in education policy; developing innovative tools; promoting examples of good practice, stimulating youth participation in educational

Organization/Center Website	Director/Chair Contact e-mail	Short description
		processes. The center's main thematic areas of expertise are: the internationalization of education and academic mobility, access, social equity and cohesion, quality assurance of education, student centered education, financing higher education, the Bologna Process, EU strategy for the modernization of universities, processes and international policies, ethics and transparency, social dimension, equity and access.
Center for Higher Education Research and Development (University of Debrecen, Hungary) http://cherd.unideb.hu	Gabriella Pusztai cherd@cherd.unideb.hu	The objective of the Centre is to carry out researches and developments in higher education in Debrecen and its region. The Centre fulfills the following functions: it seeks out, keeps record of, and conveys those R&D problems which emerge in connection with the Bologna Process at the University or in the region; it conveys the given problems to the appropriate decision preparation and decision-making bodies and it proposes R&D&I solutions; it carries out researches dealing with current development questions in Debrecen and the region. The Center also provides development services primarily for those who take part in the process of reform (e.g. providing technical preparation of those who are to habilitate, organizing courses for middle managers working in higher education in the region etc.). It takes part in scientific R&D and innovation tendering to be able to

Organization/Center Website	Director/Chair Contact e-mail	Short description
		carry out basic research related to the development of higher education.
Center for International Higher Education Research (Corvinus University of Budapest, Hungary) http://cihes.uni-corvinus.hu	József Berács nfkk@uni-corvinus.hu	The Center is an umbrella organization for those researches who are teaching and pursuing research in various fields of higher education at different faculties of Corvinus. Other researchers from Hungarian universities can join to the Center, too. One of the goals of the Center is to join European research consortia and to contribute to their results in the analysis of the educational processes with suggestions and proposals. The Center has strong interest in the following topics: management and governance of higher education institutions; funding of higher education; internationalization of higher education, mobility in higher education; social dimension of higher education; quality assurance; analysis of the three-cycle system and the introduction of Bologna-type study programs.
Center for Public Policy Studies (University of Poznan, Poland) http://cpp.amu.edu.pl	Marek Kwiek kwiekm@amu.edu.pl	The Center focuses on higher education research and policy, especially through large-scale international comparative research projects. Its major areas of interest include university governance, welfare state and public sector reforms, the academic profession, university-business links, and academic entrepreneurialism. The Center has been a partner in about 20 global and European research projects, funded by the European Commission, European Science

Organization/Center Website	Director/Chair Contact e-mail	Short description
		Foundation (ESF), Fulbright, Ford, and Rockefeller foundations. There are 7 postdoctoral researchers employed in the Center at the moment. The Center also publishes a semi-annual journal, *Nauka i Szkolnictwo Wyższe* – Science and Higher Education and hosts semi-annual national conferences of Polish higher education researchers, acting as a national hub for higher education research and policy.
Centre for Public Policy (West University of Timișoara, Romania) http://politicipublice.uvt.ro	Viorel Proteasa Viorel.proteasa@e-uvt.ro	The Centre is West University of Timișoara's recent initiative to channel university research towards public policy themes. Research and dissemination are currently performed by Centre's personnel, in cooperation with researchers, academics and students of the West University of Timișoara and from other organizations performing research. The Centre is coordinated by a scientific board, which includes reputed scholars. The Centre runs its own research projects, partly financed from West University of Timișoara resources and partially funded from external sources. The major research projects of the Centre are: (1) the evaluation of doctoral schools in Romania (2) the assessment of the socio-economic impact of the West University of Timișoara in the region, (3) the assessment of higher education funding policies, and (4) evaluation of the impact of the local budget on the economy. The Centre provides

Organization/Center Website	Director/Chair Contact e-mail	Short description
		consultancy to externals, as well, upon request.
National Academies of Sciences and Research Organisations (Research Group), (Hungarian Academy of Sciences, Centre for Social Sciences, Budapest) http://jog.tk.mta.hu/en/national-academic-landscapes-en	András Jakab Jakab.Andras@tk.mta.hu	We are an interdisciplinary research group at the Hungarian Academy of Sciences, representing various fields of social sciences and united by a shared interest in the institutional context of academic research. Our goal is to assess how career and other research-related decisions are shaped by the institutional setting, through factors like funding, employment, or the system of academic degrees and titles; how perceptions of stability, prestige, funding motivate decisions about career, mobility, cooperation; how these factors play out in the various national academic settings, and how changing these could help creating a research area in Europe that is more effective, more robust, and more integrated. We are particularly interested in possible strategies to cope with the institutional and cultural legacy of the soviet-type organization of science.
Research Group on Higher Education and Innovation (Institute of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest) http://fmik.elte.hu	Gábor Halász fmik@ppk.elte.hu	The Research Group on Higher Education and Innovation is committed to promote research in higher education with special regard to the fields of learning, teaching and organizational and management processes and to promote research of innovation systems in the educational sector including the micro and macro level processes. The Group is simultaneously engaged with the theory of higher education and

Organization/Center Website	Director/Chair Contact e-mail	Short description
		educational innovation as well as with the practical challenges of higher education research, higher education studies and innovation research in education. The Group is responsible for the conceptualization and ongoing development of the Higher Education Pedagogy specialization of the Master of Educational Sciences of Eötvös Loránd University. The group regularly organises workshops with different thematic focuses in order to cooperate with other higher education institutions and external partners and to disseminate its research results and to learn from others.
Tertiary Education & Research Institute (Brno, Czech Republic) http://teri-institute.eu/	Aleš Vlk info@teri-institute.eu	TERI is a private non-for-profit think tank whose main mission is to conduct independent research and provide education and knowledge dissemination in the area of higher education policy, science policy, research & development, innovation policy, knowledge and technology transfer. In the tertiary education area among the most relevant topics are the Bologna process, system transformation and diversification and qualification framework. In the research & development area TERI is focused particularly on the legal framework of research & development, state aid and commercialization.
Yehuda Elkana Center for Higher Education (Central European University, Budapest)	Liviu Matei elkanacenter@ceu.edu	The center is a collaborative academic initiative promoting applied policy research, consultancy and professional training in higher education. It

Organization/Center Website	Director/Chair Contact e-mail	Short description
http://elkanacenter.ceu.edu/		builds on more than two decades of experience at CEU in policy research in higher education, as well as policy advising and professional development programs for governments, international organizations, non-governmental organizations, and higher education institutions from countries on all continents. The Center is committed to pursuing the overall open society mission of CEU and places a particular focus on applied studies and practical initiatives regarding the relationship between higher education policies and practices, and issues of democratic development. Research, training, and applied policy projects are carried out by CEU faculty members, researchers, and graduate students in cooperation with higher education experts from other universities and organizations worldwide.

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