



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.)

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|---------------|--|
| 13.00 – 14.00 | <i>Registration</i> |
| 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: Whose Universities are They? Stakeholder Representation in Higher Education Governance Malcolm GILLIES (Australian National University, Canberra, Australia) |
| 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)**

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|----------------------|--|--|
| 8.30 - 9.00 | <i>Registration (Monument Building, 1st floor, Popper Room, 102)</i> | |
| 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: The Growing Social Stratification in European Universities: Research Productivity and Collaboration as Key Change Drivers? Marek KWIEK (Poznań University, Poland) | |
| 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 | <i>Lunch Break</i> | |

| 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 | <i>Farewell Coffee</i> | |

Keynote speakers



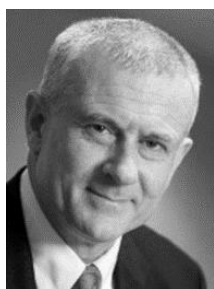
Jonathan COLE

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 Indispensable 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 enlighten 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'être* 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 feedback, 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 intensify 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)