Central European Higher Education Cooperation (CEHEC)
4th Conference

Higher Education in Central and Eastern Europe: National, Regional and European Trajectories

Book of Abstracts

12-13 April, 2018
Budapest, Hungary
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## Conference program

### Thursday April 12, 2018

**Venue:** Corvinus University of Budapest, Main Building, Room 2001, 2nd floor (Budapest, Fővám tér 8.)

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<td><strong>Keynote Speech 1:</strong> Key Trends in Efficiency and Effectiveness in Higher Education Institutions with a Specific Focus on Central and Eastern Europe&lt;br&gt;Thomas ESTERMANN (Director for Governance, Funding and Public Policy Development at European University Association)</td>
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**Venue:** Central European University, (Budapest, Nádor u. 15, 1051), room 103 (1st floor)

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<td><strong>Keynote Speech 5:</strong> The Impact of the European Qualifications Reform on Higher Education in Central and Eastern Europe&lt;br&gt;Gábor HALÁSZ (Professor of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest)</td>
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József BERÁCS (Corvinus University of Budapest/ John von Neumann University) – Gábor NAGY (INSEEC, France) – Ágnes SOMOSI (John von Neumann University, Hungary) |
| 14.20 – 14.40 | Success factors to implement digital transformation in education  
László BAKONYI – Tamás ÜRÖGI (IFUA Horváth & Partners Consultants, Hungary) |
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Jerzy WOŹNICKI (Polish Rectors Foundation, Poland/Warsaw University of Technology) – Iryna DEGTYAROVA (Polish Rectors Foundation, Poland) |
|            | Successes mixed with challenges when combining Higher Education  
Internationalization with Diplomacy - A case study of Hungary's Stipendium Hungaricum scholarship program  
Linh TONG (Central European University, Hungary) |
| 14.40 – 15.00 | The future of universities - The need for introducing multidisciplinary subjects  
Károly KISS (Corvinus University of Budapest, Hungary) |
|            | Bachelor’s and Master’s Degrees: One and the same thing? A case study of implementing the degree system in Romania  
Simona TOROTCOI (Central European University, Hungary) |
|            | Hungarian Higher Education Institutions’ Response to the Prospect of Brexit  
Kata OROSZ – Norbert SABIC – Emőke KILIN (Central European University, Hungary) |
| 15.00 – 15.20 | The employability of university graduates: addressing the information gap using a big-data approach  
Viorel PROTEASA (West University of Timişoara, Romania) - Costin BLEOTU (Databus Systems, Timişoara, Romania) - Silvia FIERĂSCU (Central European University, Hungary) |
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Pusa NASTASE (Central European University, Hungary) |
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Erika TÓRÖK – Róbert PAP-SZIGETI (John von Neumann University, Hungary) | Publications in international impacted journals as a measure of academic performance: Perspectives of Czech excellent and non-excellent academics  
Jiří MUDRAK – Katerina ZABRODSKA – Katerina MACHOVOÇOVA (Czech Academy of Sciences) | Training Bedouin Women for the Workforce as Educators in the Pre-School Sector  
Ayelet GILADI – Hannen MAGADLH (The Hebrew University, Israel) |
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Zsuzsanna Eszter TÓTH (Eötvös Loránd University, Hungary) – Vivien SURMAN (Budapest University of Technology and Economics, Hungary) | Acquiring teaching experience in non-familiar higher education environments  
Agnes LEYRER – Monica JIȚĂREANU (Central European University, Hungary) | |
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Abstracts of keynote speeches

Thomas ESTERMANN
Director for Governance, Funding and Public Policy Development at European University Association (EUA)

Key Trends in Efficiency and Effectiveness in Higher Education Institutions with a Specific Focus on Central and Eastern Europe

The presentation will focus on the qualitative and quantitative findings from the EU-funded USTREAM project (Universities for Strategic, Efficient and Autonomous Management), implemented by the European University Association (EUA), Universities UK, the Irish Universities Association and the Central European University. It will give an overview of measures that are in place in universities across Europe to enhance efficiency at operational level and policies at system level that support universities in their efforts to operate more efficiently. A specific focus will provide an insight into the system-level and institutional patterns for efficiency and effectiveness in selected Eastern European Higher Education systems and conclude with efficiency related recommendations for university leaders and policy makers in Central and Eastern European countries.

Gábor HALÁSZ
Professor of Education, Faculty of Education and Psychology, Eötvös Loránd University, Budapest

The impact of the European Qualifications Reform on Higher Education in Central and Eastern Europe

One of the key features of the reform of qualifications systems triggered by the adoption of the European Qualifications Framework ten years ago is the spread of what is often called the “learning outcomes approach”. All member countries of the European Union have developed national qualifications frameworks, including those in the Central and Eastern European region. These new regulation tools have had significant influence on curriculum design and implementation practices, already challenged by the Bologna process, in higher education. The learning outcomes approach is a specific way to design and implement teaching programs: when this approach is followed, the design process starts with the definition of intended learning outcomes in terms of competences (knowledge, skills, attitudes) which is normally based on the analysis of the competence needs of those occupations which typically receive the graduates holding the qualification to be awarded after the completion of the given teaching program. This puts a pressure on higher education institutions to establish stronger partnership with employers and practitioners and give them a voice in the processes of curriculum design (including the definition of goals and content, the creation of appropriate learning experiences and the assessment of acquired competences). The reaction of higher education systems and institutions in the Central and Eastern European region to this pressure shows high level diversity. In some systems and in certain institutions the absorption of the learning outcomes approach has been a smooth process while in others this failed or required a substantial change in established practices. This presentation will discuss, among others, some outcomes of a recent European survey on the implementation of learning outcomes approaches in the general framework of qualifications reforms.
Possibilities for Transformation in Baltic Higher Education Area: Case of Latvia

The paper provides ethnographic analysis on accreditation process within EU Structural fund Project “Provide Support for Meeting the Requirements of the EQAR Agency” implemented by Higher Education Quality Agency of Latvia in 2017. In the course of study program and direction accreditation, international experts put their major focus on assessing ability to consolidate both tangible and intangible resources, student-centeredness and students’ preparedness for employability. The accreditation process, discussions and follow-up activities envisaged needs and possibilities for transformation in higher education in line with several global issues influencing education. Before efforts are put on making “required” changes in the programs, several discrepancies should be observed and thoroughly examined, e.g. to focus study programs on particular skills for a job or for a career of flexible employment path; to consolidate similar programs on common general ground or to make them as specific as possible from the very start due to the challenge of I-Gen entering universities.

Diverging Paths: University Autonomy and Academic Freedom in the European Higher Education Area

The evolution of university autonomy and academic freedom in Europe since the launch of the Bologna Process consists of diverging paths within and between these two areas of university governance. University autonomy has attracted a lot of attention in the higher education scholarship, policy thinking and regulatory reforms on the continent. The emergence of a European model of autonomy is one of the most remarkable developments of the period. Academic freedom, on the other hand, is a largely disregarded and underdeveloped area. A case can be made that they both require attention and that we may need to rethink them afresh in Europe. This argument is also supported by recent developments in the countries of Central Europe.
Immigrants, migrants and refugees comprise a growing share of the world’s population and also a larger share of the population of several nations around the globe. In 2015, the number of international migrants around the world was estimated to be around 244 million, which was a 41 percent increase over the year 2000. Education and work are key aspects of relief and support efforts among organizations serving international migrant populations. On September 19, 2016, the United Nation’s General assembly adopted a resolution known as The New York Declaration for Refugees and Migrants, identifying and encouraging nations and locales to address the needs of the large and growing movement of refugees and migrants. Facilitating education and workforce preparation/training needs of these populations are included among the primary UN requests of nations around the globe. This presentation examines recent trends and conditions of international migrants and refugees, the education and workforce challenges they face, and the substantive efforts underway and needed to address the challenges.

Over the past quarter of a century, higher education systems of the Central and Eastern Europe countries have experienced several waves of reforms. These reforms have been a result of at least two main factors: the deep political, economic and social changes after 1990 on the one hand and the challenge of integrating within the European Higher Education Area on the other. Compared to other European countries, reforms in these countries have been specifically challenging. The rational for these reforms have been influenced, on the one hand, by popular policy categories as e.g. modernisation, competition, employability etc., but on the other hand, also by a less loud and less visible discussion on the role and purposes of higher education during and beyond the “transition” period. The specific processes taking place in these countries are still under-researched. When it comes to their analysis, the approaches and paradigms that have been developed in the “world centres” are often applied to “peripheries”, while ignoring important specificities. Further on, the views from the “world centre” often simplify these countries in a monochrome “Eastern Europe”, ignoring not only the specificities of individual national systems, but also the differences that arise between them in modern reforms and which in some respects are even deepening. The focus of this contribution will be on the so-called Western Balkans countries only. After a brief introduction the changing relationship between university and the state will be discussed, followed by a reflection on the two decades of the Bologna Process in this region.
László HORVÁTH (Eötvös Loránd University)
Cross-institutional and cross-disciplinary collaborations in higher education

Keywords: cross-disciplinary collaboration, cross-institutional collaboration, teacher education, organizational structure, organizational culture

The traditional disciplinary-based organizational structure of Higher Education Institutions is a major impediment to interdisciplinary collaborations (Eisen et. al., 2009). The knowledge economy of the 21st century expects graduates that are able to cope with dynamically changing complex problems and preparation for this is not effective in monodisciplinary context. In recent years educational programmes that are building on two or more disciplines have risen in number (James Jacob, 2015). In order for Higher Education Institutions to effectively implement such interdisciplinary curriculum changing of organizational structure is not enough, it is a question of organizational culture as well (Holley, 2009). The question arises whether interdisciplinary or monodisciplinary educational programmes serve student learning better and how do different educational programmes understand and define learning and what kind of learning strategies they employ (Lattuca et. al., 2004).

In this research project, my aim is to explore the uniqueness of interdisciplinary educational programmes in Hungarian Higher Education as potential sources of innovations. I put collaboration in focus which is present during the realization of interdisciplinary curriculum across institutions, inside and between higher education institutions and with organizations providing professional practice. I would like to examine the context, supporting and hindering factor of this cross-institutional and cross-disciplinary cooperations in the following settings: (1) teacher education programme where cross-institutional collaboration within a university is present; (2) molecular biology programme (a) which is realized in a cooperation of two different universities comparing to another realization (b) where implementation is within one faculty but different institutions; (3) dual education. These settings are considered as cases in a case study mixed method research where I examine the cases via survey method, interviews and document analysis. The survey focuses on discovering collaboration intensity, content orientation as well as organizational culture (Sarros et. al., 2005) and teaching philosophy (Conti, 1985). In the interviews, I will focus on the design and implementation of educational programmes and collaborations during its realization with the programme manager. I will conduct focus group interviews with teachers that are concerned with the realization of the curriculum and also with students regarding their perception of the study programme. Where available, different documents (educational programme, syllabi, student feedback etc.) I hope that by understanding these collaborations I can contribute to designing and implementation of such programmes.

Zoltán BAKONYI (IFUA Horváth & Partners Consultants) – Tamás ÜRŐGI (IFUA Horváth & Partners Consultants)
Success factors to implement digital transformation in education

Keywords: Digitalisation, Implementation, Change Management, Digital transformation,

The need of digital transformation in education is growing for several reasons. Firstly, educational system should become digital, because it must teach new skills for the next generation. Technology is increasing in significance in our everyday life, thus, people require having more technology-related skills in almost every workspace. Some authors argue that, to teach digital skills genuinely, educational institutions should transform their processes as well to help the society (Educational Testing Service 2002). Albeit, technology is not the primary source of wellbeing per se, the adequate digital transformation in education can decrease social divides as well (Kellner 2004). Secondly,
digital transformation can provide competitive advantage for early adopters. As the business sector realised the importance of digitalisation in competition (Fitzgerald et al. 2013), educational institutions can also increase their popularity with using technological solutions (Paksi & Schmidt 2017).

This paper defines digital transformation as a process by which an educational institution successfully implements information and communication technology to its everyday operations. In our view, success means that digital solutions (1) are implemented accordingly; (2) are used properly; (3) in a cost-efficient way; (4) improve the quality of services. Certainly, as every organisational change, also digital transformation must face difficulties. According to an MIT study, several factors can hamper digital transformation such as: lack of clear strategy, no enough funding, limitations of IT systems, unclear profitability, or implementation in silos etc. (Fitzgerald et al. 2013).

Because we consider digital transformation as one of the top priorities of modernisation of education, thus, in our paper we research how educational institutions can handle the hampering factors of digital transformation. While this topic was previously researched in theory (Kellner 2004; Green & Hannon 2007; Garrison & Akyol 2009; Armstrong 2014) or with quantitative methods (Buda 2017; Paksi & Schmidt 2017), we want to contribute the literature with a qualitative case study-based method. As management consultants, we had the opportunity to support digital transformation of four educational institutions (three universities and one museum pedagogy project). Based on our practical experience, we systematically collected all of the hampering factors which our clients faced and categorised them. Finally, we selected those good practices which helped our clients to handle these factors. During the presentation of our results, we categorise factors into different four approaches, which are crucial for digital transformation.

1. Holistic approach. Most digitalisation projects focus mainly on customer experience, while operational improvements and business model changes are less popular among managers (Fitzgerald et al. 2013). In educational institutions, digital transformation should not focus only on teaching materials but on supporting activities as well (e.g. administration, finance, reporting etc.). For a Hungarian middle-size university we designed our “Smart University” concept, as a holistic approach. The main point of our „Smart University” concept is that the available digital solutions need to be installed into the institutional operations by exploiting the synergies, which covers both the core (education, research and third mission) and the supporting activities (management, operations, services).

2. Integrative approach. Digital transformation strategy must avoid maintaining silos. The transformation team should have members from every part of the organisation to support evangelisation and import new ideas from everywhere. Every contributor can be identified as a developer, who contributes to the final version of the new digital ecosystem (Tuomi 2013). We were experts in a Hungarian monumental cultural project, which included different institutions, city functions and other stakeholders. Our goal was to find an integrated concept to implement digital solutions in the project, synthetize the needs of different stakeholders and create collaboration for the actors to avoid the implementations in silos.

3. Quality content approach. As the available material in the web is increasing, the quality requirements of students are rising as well (Buda 2017). Moreover, teachers should adopt their methods as well (Tuomi 2013). According to a Hungarian survey from 2016, 75% of teachers learnt ICT skills by auto-training (Buda 2017, p.224), which is not always the most efficient way to improve digital literacy. The systematic training of teachers and back-office colleagues is crucial to implement technological solutions (Kellner 2004). With a collaboration of a university, local government and NGO-s, we analysed the digital literacy of the society, and we developed a program with actions and tools to improve the digital literacy of the stakeholders. The main benefit of the study and the development program is that each stakeholder group has to be trained with the proper solutions according their (special) needs.

4. Roadmap approach. Endless digital transformation of educational institutions may seem, but schedulable. To find the right balance between long-term and short-term investments, the possible quick wins and long-lasting projects, educational institutions must have a roadmap for the transformation. The definition of the right key performance indicators is crucial
The most important problem of higher education in the perspective is its excessive specialization. While we live in a globalized world, universities provide a knowledge of sub-areas getting more and more narrower. Changes caused by information technology and molecular biology cover all areas, while threaten with a dehumanizing effect. Therefore, higher education should convey knowledge that meets the requirements in both directions: a universal awareness and a humanistic approach – in addition to specialization in the given field. I propose to introduce six comprehensive, integrated basic disciplines. These are: (1) Mathematics and informatics, (2) Natural sciences, (3) Man and society, (4) Human discipline (5) Psychology and economics, (6) Natural environment and ecology. During the first year of bachelor level all students in all institutions should receive basic higher education consisting of these integrated subjects. (Of course, this refers to those integrated basic subjects which are not part of the profile of the given institution.) In the second year basic professional subjects of the given university should be taught, while in the third year specialization should take place. If a student makes Masters in another university, where he or she has obtained Bachelor degree, an additional year should be inserted in order to learn the basic professional subjects of the new institution. (My suggestions concern those institutions participating in the Bologna system.) As a result, Master courses could fully concentrate on specialization. In the past two decades demand in the world for high education has grown faster than for cars. In the American universities a strong cost inflation takes place which spreads to Europe. But this is only a temporary phenomenon because the rapidly expanding online courses will decrease tuition fees. Besides, in the era of quick depreciation of the old knowledge mooc-s are indispensable for acquiring new knowledge and skills. Online teaching threatens the mere existence of the European university, a historically very stable institution. But general knowledge, provided by universities is needed as never before, it cannot be replaced by micro and nano degrees, composed as Lego games. Universities should radically change both their teaching and examination systems and they should be capable of using the possibilities offered by the world wide web in order to survive.
innovative skills. Question: How can we make the development of individual innovative skills more effective? How can we increase the efficiency of further training? Some researchers say that our decisions will have to be more emotion based than before. How can we work with AI to complement each other?

The Australian-New Zealand initiative is very interesting: 7 universities have set up a Smart Farm Learning Hub. Directly available on cloud-based technologies, students can get in touch with industry partners, get real-world data from the landscape, and develop critical thinking and problem solving skills. These are the most important issues.

At the same time, it is very important to realize that, in addition to technical information technology, biological knowledge has to be deepened.

There are seven steps to the decision-making process: 1) Identify the problem or opportunity, 2) Identify the alternative solution, 3) Collect all data and information, 4) Analyse the alternatives and make a decision, 5) Implement the decision, 6) Monitor the results of the decision, 7) Accept responsibility for the decision. The basic question is what kind of tasks we can perform in the decision-making process and what to leave for AI.

These 1: The education of the 21st century should be oriented towards the project learning and at the same time to individuals. A group study also means that subtasks are selected according to the affinity of the students. Albert Einstein wrote, “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

These 2: Already in elementary school or even in kindergarten, it is necessary to start preparing the pupil for 4Cs skills. By doing so, the difference between the teaching methods used in each age group decreases considerably.

These 3: Research, practice and education are getting closer and closer together. We had previously taken the farm to school, now we have to take the school to the farm. On the other hand, the gap between basic and applied research is getting smaller.

These 4: We have to find a favorable ratio between virtual and practical education.

These 5: The characteristics of the “2nd machine age” (Erik Brynjolfsson, Andrew McAfee, MIT) and its challenges must be taken into account here, too.

These 6: Universities will soon become virtual institutions in which professors are chosen from the whole world. We can interact with their lectures from anywhere in the world interactively. The conditions for allowing students to become acquainted with the individuality of professors will be even better. A separate issue is the practical implementation of natural science and engineering education. As I mentioned, the education should be taken to the production unit. On the other hand, measurement practice can also be made partly in a virtual system. Measurement methods in atomic physics are already virtual, as the students cannot reach the particle accelerator (cyclotron).

Venkat BAKTHAVATCHAALAM (Plymouth University) – Mike MILES (Plymouth University) – Maria de Lourdes MACHADO-TAYLOR (Centre For Reserach In Higher Education Policies)

Evolution of Coimbatore’s Engineering Institutions: Current challenges and future directions

Keywords: Engineering institutions, academic perception, changing academic environment, current challenges

This paper is an overall analysis of the challenges and the prospects of the increasing number of Engineering institutions started from 1990 to 2017 in Coimbatore, South India. The paper looks at the interaction between the issues faced by the institution and its’ influence on the academics’ perception of their career. The wider lessons learnt can be used for institutions in central Europe. The paper answers the following two research questions.

1. What are the current issues faced by the engineering institutions in Coimbatore, South India?
2. How do the lecturers perceive an academic career considering the changing academic milieu?

Primary data was collected using both, focus groups and semi-structured interviews from the lecturers and the middle management. Statistics from the governing bodies and the institutional reports were used as secondary data for analysis. Content analysis was used to gain their perspective.
of how the changes influences their academic career. The results show that there has been an unplanned increase in the number of engineering institutions and the student places offered in them. The new institutions are fighting for survival, with uncertain future. Their major focus is on increasing the student pass percentage and employability. This has had a major negative impact on how the academics are perceived in these institutions and how they perceive an. The rapid increase in the number of engineering institutions and the changing milieu has affected the entire continuum of stakeholders: Governing bodies, management, academics and students to different degrees. For instance, the academics feel that their sense of being an academic is losing its meaning. The paper provides some suggestions for the policy makers and the human resource personnel to consider.

Viorel PROTEASA (West University of Timișoara) – Costin BLEOTU (Databus Systems) – Silvia FIERĂSCU (Central European University)

The employability of university graduates: addressing the information gap using a big-data approach

Graduates’ employability is one of the topics which is largely overlooked by university assessment methodologies. In our own country, Romania, employability assessment projects had been implemented both in various universities and at national-scale. Most of these are based on survey data and were not included in official methodologies which determine resource allocation in Romanian higher education, especially institutional funding, institutional classifications and study-programme rankings. In this presentation we detail the concept of a web-based platform which provides aggregate descriptive statistics on the employability of the graduates from the West University of Timișoara, cohorts 2010-2017. The platform is based on two main sources, the students’ register and the register of employees in Romania, complemented by other relevant ones. We will present the indicators we used and some of the results. The platform we present is an efficient tool to address the insufficient or expensive evidence on graduates’ employability.
System Level Reforms
April 13, 14.00 – 16.10
Room: 202

Şerban OLAH (University of Oradea)
The Investment in Higher Education and Economic Growth in Europe

**Keywords:** economic growth, Europe, quantity of education, quality of education, investment in Higher Education.

During the last three decades hundreds of empirical studies have tried to identify the determinants of economic growth. The theories of economic growth do not totally explain this phenomenon. Although a unifying theory is missing, there are other incomplete theories that discuss the role of different factors that determine economic growth (Gentimir, 2015). A wide range of studies have investigated the factors that lay at the basis of economic growth. By using various conceptual and methodological approaches, these studies emphasized different explanatory parameter sets and have offered different perspectives on the economic growth' sources (Gentimir, 2015). In addition to standard economic variables such as physical capital, human capital, innovation, investments and savings, non-standard variables such as geographical latitude, institutions, culture and the social capital are considered important factors in explaining economic success.

The author uses several data sets such as: World Bank data, Barro-Lee data set, OECD data, International PISA Test data, Lynn&Vanhanen data and International Country Risk Guide data and creates a new data set for 34 European countries observed for a period of 20 years.

Last part of the paper is dedicated to conclusions and policy measures.

Jerzy WOŹNICKI (Polish Rectors Foundation/Warsaw University of Technology) – Iryna DEGTYAROVA (Polish Rectors Foundation)

Current trends in higher education governance in Poland

**Keywords:** Higher education, governance, law, stakeholders, conference of rectors, public dialogue, Poland

The presentation gives insights into the current trends and processes in higher education governance in Poland, including model, ways and features of ongoing reform in higher education and preparing of new legislation, called “the Constitution for Science” [1], as well as emerging of a new model of governance both on the systemic and institutional level. Current higher education policy-making process is characterized by wide public consultations, and deep dialogue with key stakeholders. It is featured by consensus-oriented and participatory democracy model. It includes different elements allowing to engage the whole academic community to the process of strategic discussions on a new system of higher education and science in Poland (e.g., the contest organised and funded by the Ministry of Science and Higher Education; three expert teams developed 3 concepts for new regulation; activities of National Science Congress; the process of government consultations and dialogue with stakeholders and representative organisations, etc.) [1]. All these steps prove deep concern of the state authorities to create the national higher education regulation in synergy with the academic community. The reform is aimed at deregulation [2], gaining excellence in research, education, teaching and doctoral training, at strengthening the university autonomy and academic leadership, particularly rector’s power, creating a stronger governance structure, etc. Conference of Rectors of Academic Schools in Poland (CRASP) and National Council of Science and Higher Education as legally recognized highest representative institutions have been playing an important role in transformation of the governance model, which will be presented in the paper by authors as participants of this process.

According to the draft law, shared governance at public HEIs will be executed by three governing bodies, whose powers are precisely distributed avoiding overlapping of competencies, conflict of interest, but with the necessary safeguards for fundamental academic values for Polish academic community (autonomy, academic freedoms, collegiality, good practices, etc.). The rector, senate, and
a new body - a university board with the majority of external members (including its chairman) [1]
will constitute a governing triangle at Polish universities and will be targeted at professionalization
of governance and gaining 3Es (better efficiency, effectiveness, and excellence) in university
performance. The paper will present the contribution of CRASP and its Commission for Strategic
Issues in Higher Education [3] in this regard, their activities and core ideas, main documents and
selected proposals of regulation. One of the examples of Ministry-CRASP consensus regulation is a
model of a university board, which first was intended to be completely external supervisory
authority (as at U.S. universities), but now it is seen as a totally independent, internal governance
body appointed by the senate, which has unique competencies to select a candidate for rector or
even elect him, to contribute to HEIs strategic governance, etc., so the board will be a partner (not
supervisor) for rector and senate.
CRASP activities, participatory way of policy-making, and open dialogue with the Ministry make it
evident that the HE governance reform will be resulted in increasing university autonomy together
with accountability and responsibility of all its governing bodies.

Simona TOROTCOI (Central European University)
Bachelor’s and Master’s Degrees: One and the same thing? A case study of implementing the
degree system in Romania

Keywords: degree cycle, Bologna Process, curricula, policy implementation, (un)intended consequences

Since its start in 1999, the Bologna Process has played a particularly important role for the countries
of CEE (Central Eastern Europe), being at the very core of the transformations of their higher
education systems. A first particular justification for the special interest regarding Bologna in CEE
has to do with the post-authoritarian context of the region and the role Bologna has played in the
democratization and modernization of the higher education sector during the post-communist
transition. Secondly, Bologna reforms represent a key section of the overall efforts towards
European integration of these countries, thus they are relevant beyond the area of higher education
alone (Szolár 2011). The main aim of the Bologna Process was to continue the legacy of the Sorbonne
declaration and “to create a European area of higher education, where national identities and
common interests can interact and strengthen each other for the benefit of Europe, of its students,
and more generally of its citizens” (Sorbonne Declaration 1998, p. 3). The adoption of a system based
on cycles has been one of the core areas of intervention in the Bologna Process since it represents
the base for promoting student mobility, employability, and international competitiveness. Initially,
two cycles have been initiated: undergraduate and graduate. The difference between the two is that
the former should last at least three years and should give access on the labor market, representing
therefore the student’s level of qualification, whereas the second cycle is preconditioned by the
completion of the first, and should lead to further studies Master or Doctorate.
The implementation of the degree-cycle system started hot debates on multiple levels including on
the relevance of different study stages, how this system has been implemented (modified or
adjusted), or the extent to which the curricular emphasis would differ between the two levels. After
almost two decades since the reform has been introduced, rather than looking at the state of
implementation, current research should focus on how the reform has been implemented and what
are its effects (Kehm and Teichler 2006).

Research objectives
New legislation adopted in 2004 in Romania (Law 288 from 24 June 2004) led to full implementation
of a two- (three-) cycle degree structure from the 2005-2006 academic year. At the same time ECTS
(in use since 1998) and the Diploma Supplement became mandatory. Romania, together with other
CEE countries such as Croatia, Hungary, Montenegro, Poland or Slovakia, has adopted the 180 + 120
credit (3+2 academic years) cycle model representing the Bachelor and Master level. The intended
difference between the two, on the one hand is that the Bachelor studies offer students programs
with general and varied content, academic orientation and practical knowledge (Witte 2006),
whereas the Master’s degree offers specific professional knowledge and trains students as
researchers. For Romania, this process signifies “a core restructuring of the content in view to make
it compatible to the content from prestigious European universities” (Matei 2010, p. 5) but also an opportunity to modernize its curricula (Alesi et. al 2005). By using the Romanian case this paper aims to answer to what extent are the intentions and expectations linked to the introduction of a tiered structure of degrees have been fulfilled. By using the policy translation and design literature the Romanian case, this paper aims to shed light on the effects of the implementation of the tiered degree structure on the curricula, and the implications this can have on the profile of the graduates. First the paper provides a comparison between the pre and post Bologna degree structure with regards to the program specializations and curricula in 3 Romanian universities. Based on a series of interviews done in November 2017 with academic staff, student representatives and decision-makers from Romania, the paper continues with an analysis of the impacts these changes brought in relation to the intended intentions and expectations of the introduction of the degree structure.

Findings and conclusion
Some of the preliminary findings show that the policy translation of the degree structure has been done in a marathon, without having a vision of the system, more specifically without sufficiently differentiating the curriculum between the Bachelor and Master level. Instead of being offered a general understanding of their field, high-school graduates would be directly exposed to niche subjects and specific departments such as Economic Informatics. Secondly, most of the Bachelor students are encouraged to do a consecutive (Davis 2009) or continuation Master (a Master undertaken immediately after a Bachelor qualification in the same discipline at the same university), which makes Master students, in most of the cases, find themselves repeating some of the courses in their Bachelor.

The paper concludes by emphasizing on the one hand the pressure from the Bologna Process level to comply with the degree structure as a way to produce a higher degree of compatibility and comparability between the domestic and foreign universities; on the other hand, an in-depth analysis and differentiation of the two degrees is completely missing in the Romanian case, fact which reflects the duplication of the curricula. The paper looks at neighboring CEE countries and explore the possible impact and effects of the introduction of the degree structure.

Fjolla KACANIKU (University of Ljubljana)


Keywords: The Bologna Process, Kosovo’s higher education system, Quality Assurance, Compliance, Future Developments

This paper analyses a particular aspect pertaining to a unique case in building the European Higher Education Area (EHEA). Kosovo started implementing the Bologna Process since 2001 although, until today, it was not formally admitted as a member. The paper is based on a study exploring how the Bologna Process influenced the development of quality assurance mechanisms in higher education in Kosovo in the period of 2001 – 2017. Considering the limited documentation and the absence of prior research available on this topic, the study opted for a qualitative methods design combining content analysis – of policy documents, laws, administrative regulations, statutes, and strategies – with semi-structured interviews conducted with higher education experts, accreditation agency representatives, and academic and administrative staff across higher education institutions in using the snowballing technique. The study found that the Bologna Process has had a positive influence on the development of quality assurance components and mechanisms in Kosovo. It also shows that Kosovo’s quality assurance in higher education is indeed improving while reforming based on the European values and models. While providing evidence for the validity of the quality assurance models and principle developed by the Bologna Process and applied to a country that is not formally a member of EHEA, the study points to questions about the relevance of formal membership versus voluntary, unilateral implementation.
Pusa NASTASE (Central European University)
Obstacles and challenges to university fund-raising in Romanian universities

The paper presents the findings of a research study conducted in four private and public universities in Romania that examined the conditions for university fund-raising. It explores both the external factors impacting the ability to fund-raising (legal framework and the autonomy from the state) as well as the internal mechanisms. The study concludes that universities are able to fund-raise despite numerous adverse conditions but are not always able to capture all the existing initiative and potential.
Internationalization in Higher Education

April 13, 14.00 – 16.10
Room: 203

József BERÁCS (Corvinus University of Budapest/John von Neumann University) – Gábor NAGY (INSEEC) – Ágnes SOMOSI (John von Neumann University)

Student mobility and their strategic fit to international trade activities of nations: An empirical analysis

Keywords: student mobility, foreign trade, competitiveness, strategic fit, higher education

International competitiveness of small nations usually correlates with their export capabilities (See e.g. the indicators of World Economic Forum). This connection could be more important for those developing/emerging economies, like for Hungary, which are in scarcity of natural resources and keen on progressing their research and development and innovation capacity. The export capability of higher education as an industry from macro and institutional perspectives is regularly analyzed in annual reports of the Center for International Higher Education Studies (see recent study, Berács:2018).

From micro perspectives, the export market orientation of Hungarian higher education institutions is stronger in case of those universities where the export experience is high (Nagy-Berács:2012). Foreign students are coming mainly from the most populous nations (e.g. China and India), from neighboring countries (e.g. from Central Europe to Hungary), or from those countries where the higher education capacity is lacking (e.g. medical students from Germany, Norway).

Our research raises the question of what other predictors explain the mobility of foreign students, the capability for export activities of higher education institutions? Our hypothesis investigates, whether a high level of foreign trade between two countries (e.g. between Germany and Hungary) could be a predictor of the intensity of student exchange and mobility. The paper is going to analyze the incoming foreign students and foreign trade (especially the export) activities of all countries from the world to Hungary. As far as we know, no previous research aimed at this relationship yet. More than 160 countries are involved in exchange. The results could be used for universities to focus their strategies for specific countries and regions. Government may use the research output for elaborating their promotion policies towards selected countries (e.g. Stipendium Hungaricum, a new scholarship program for foreign students offered by the Hungarian government, could be also the beneficiary of the results.) From a theoretical perspective, the conclusions could enhance the understanding of strategic management and export market orientation concepts in general, focusing on the strategic fitness of mobility and foreign trade, causal relationships, and the distinction between causes and effects.

Linh TONG (Central European University)

Successes mixed with challenges when combining Higher Education Internationalization with Diplomacy - A case study of Hungary’s Stipendium Hungaricum scholarship program

Keywords: internationalization of higher education, government-sponsored scholarships, soft power of higher education, integration of international students

This paper presents a case study of the Stipendium Hungaricum (SH) scholarship program and contributes to the existing body of knowledge on characteristics, goals, and outcomes of government-sponsored scholarship programs, which typically feature big players like the US, the UK, Germany, France, and China while overlooking dynamics from small/ middle-sized countries. The SH program was established in 2013 by the Hungarian government with the declared mission of attracting talented international students to study in Hungarian higher education institutions and is implemented under the framework of inter-governmental bilateral cooperation. In cooperation with Vietnam, the SH offers opportunities for Vietnamese students to study in either English or Hungarian-taught programs. The SH is an interesting case study to investigate the dynamics of
internationalization in Hungarian higher education and multiple pragmatic roles of government-sponsored scholarships sponsored by small/middle-sized countries. This paper addresses the central research question: "What are the stated goals and expected benefits of the SH from the perspectives of key stakeholder groups?" The study focused on 3 key stakeholder groups, namely:

1) The Hungarian government and the Vietnamese government;
2) Hungarian higher education institutions (HEIs) hosting Vietnamese scholarship recipients; and
3) Vietnamese SH scholarship recipients.

Data collection took place from October 2017 to February 2018. At the first stage, I collected and analyzed publicly available documents concerning the SH program to obtain preliminary insights through content analysis. At the second stage, I conducted in-depth, semi-structured interviews (n = 28) with participants from three key stakeholder groups: 4 policy makers, 8 representatives of Hungarian HEIs, and 16 scholarship recipients respectively. All interviews were partially transcribed and analyzed through an iterative process of open-coding.

Preliminary findings from this study suggest that the SH scholarship program is driven by 3 motivations: diplomacy, human capital/economic investment, and internationalization. This purposeful combination has both positive and negative impacts. While the diplomatic context and human capital/economic investment ideas emphasize the political and economic importance of incoming Vietnamese students, there is clear frustration among the Hungarian HEIs about the inclusion of Hungarian-language degree programs, which appears to be inconsistent with their internationalization strategy. Furthermore, there is a question of evaluation criteria and expressed need for more transparency in recruitment of SH scholarship recipients. Universities prefer to obtain more power in recruitment and evaluation of students’ academic performances. Preliminary findings also indicate that there is a question of how to integrate international students for professional development of the studying environment in Hungarian universities. There is great diversity in the implementation of internationalization strategies across universities: some focus more on business orientation, while others prioritize integration of students or upgrading institutional capacity. Some study participants suggested that there should be systemization and standardization of the internationalization strategy and evaluation criteria to improve the quality of Hungarian higher education as a whole. Given the Hungarian government's ambitious stated goal to “raise the number of incoming international students from 25,000 to 40,000 by 2021,” findings of the research would be interesting for policy makers and practitioners of Hungary, as well as other Central European countries with bilateral education initiatives similar to the SH program, should they wish to re-evaluate their internationalization strategy and its contribution to their national interests.

Kata OROSZ (Central European University) – Norbert SABIC (Central European University) – Emoke KILIN

Hungarian Higher Education Institutions’ Response to the Prospect of Brexit

Keywords: higher education, governance, student mobility, research collaboration, Brexit

The purpose of this study was to gauge the perceptions of experts and institutional leaders of the Hungarian higher education system regarding the imminent prospect of Britain's exit from the European Union. Using case study research methods and information collected via a national survey and interviews, the research sought to answer the following questions: 1) What are the current characteristics of higher education cooperation between Hungarian and British higher education institutions?; 2) In the opinion of Hungarian higher education leaders and experts, how will Brexit influence higher education cooperation between the two countries?; and 3) What institutional and national strategies are being implemented in Hungary in anticipation of the expected impact of Brexit on the higher education sector? Data collection took place from August to December 2017 by means of an online questionnaire, as well as through semi-structured interviews. The online questionnaire included 5 open-ended questions, and it was sent out to all Hungarian higher education institutions from the secretariat of the Hungarian Rectors’ Conference on behalf of our research team.
A total of 15 Hungarian higher education institutions, or about 25% of all Hungarian higher education institutions responded to the survey. Of the 15 institutions who responded, 9 are located in Budapest and 6 in other Hungarian cities; 13 of them are universities and 2 are colleges; 10 of them are “maintained” by the state, 3 of them are private institutions, and 2 of them are “maintained” by a Church. In addition to the survey responses, interviews were carried out with two experts involved with Hungarian higher education matters on a national level, and two individuals with leadership positions at two Hungarian universities. These two universities were purposefully selected based on their size, their level of research activity, and the visibility of their international engagement. Information from publicly available data sources was also collected and used for data triangulation. Findings from the study suggest that student mobility between Hungary and Britain is imbalanced, strongly favoring the outgoing mobility of Hungarian students over the incoming mobility of British students. Research collaboration between Hungarian and British universities is happening on a case by case basis and a substantial portion of it is funded through the European Horizon 2020 program.

Our findings suggest that not all Hungarian higher education institutions have functional partnerships with British universities; partnerships with Russel group universities are especially uncommon. Institutional respondents expressed a variety of predictions regarding the impact of Brexit on higher education cooperation between the two countries. Some institutions anticipated a negative impact (e.g., partnership negotiations falling through; administrative and financial difficulties in negotiating new partnerships; drop in available research funding; visa system discouraging the mobility of Hungarian students); others emphasized potentially positive outcomes (e.g., bigger share of European research funding for Hungarian universities; increasing interest on the end of British universities to establish partnerships with Hungarian institutions). Several respondents anticipated no change, either pointing to the current, tenuous connections between UK and Hungarian institutions, or doubting the likelihood of a “hard Brexit” scenario. Institutional strategies in anticipation of Brexit varied. Some emphasized a commitment to “nurturing” existing partnerships, while others anticipated the need to find new international partners and/or new funding sources for student mobility and international research collaboration. Overall, the most common strategy of the responding institutions was to “wait and see”. At the time of data collection, no specific strategy at the national level was discussed.

Judit LANNERT (T-TUDOK Center for Knowledge Management and Educational Research) – András DERÉNYI (Institute for Educational Research and Development)

Internationalization in Hungarian higher education. Recent developments and factors of reaching better global visibility.

Keywords: internationalization, quality teaching, student-centred learning, staff mobility, strategic change in R&D policy

Authors present the main results of a research conducted in the Fall of 2017 on the internationalization of the Hungarian higher education. Internationalization issues have come to the forefront in the policy measures as well as institutional development processes and decisions in the past decade. Hungarian universities have greatly developed their programmes and services delivered in foreign languages as well as incentives of inbound and outward mobility of students. However, internationalization is a sensitive field, it may be quickly affected by global trends, regional incentives and obstacles, and local policy measures. Therefore, focusing on only one dimension of internationalization poses high risk; in order to reduce external exposure, universities include different areas of internationalization in their strategies. Hungarian universities are diverse in their development of as well as in their strategic choices on areas of internationalization to be entered. However, the most advanced universities in this matter have reached the point from where a shift should be made from quantitative measures to qualitative ones in order to develop further. In October of 2017 extensive empirical data have been gathered on different issues of internationalization among Hungarian universities. In the course of the research, the institutions’ websites have been analyzed as well as their papers referring international strategy. Interviews and focus group discussions have been made among Hungarian
and foreign university students (40 students), PhD students (30 students) and members of university staff (30 people) as well as among representatives of R&D companies and research institutes (15 people). The analysis of database of Hungarian higher education registers and an online survey among students (2739 respondents from 35 HEIs) and staff members (205 respondents from 32 HEIs) were also part of the research. Data analysis unfolded local and systemic features of internationalization. A four-dimensional interpretation of the research results involves internal and external factors as well as quantitative and qualitative factors in order to help tackle the development phases of internationalization at institutional level. It also gives way to analyze internal characteristics of each dimensions as they appear in each university.

The biggest obstacle to internationalization – according to the respondents – is surprisingly not the inadequate amount of resources, but the lack of foreign language skills of educators and students. In addition as a barrier to internationalization, the excessive bureaucracy of the administration was mentioned. Results show that four main foreign student bodies present in Hungarian universities can be separated: a) cross-border Hungarians with foreign citizenships (who learn and speaks in Hungarian language, and thus, they do not appear as foreign students in the Hungarian universities); b) medical students in programmes taught in English or German language (and universities highly separate them from other foreign students as well as from their Hungarian fellows); c) foreign degree-seeking students from several regions of the world (who pay high tuition fee or whom tuition fee is paid by the Hungarian government through generous scholarships); d) credit-gathering students (who come mostly from the European Higher Education Area for one semester within the Erasmus+ scheme). Internationalization profile of universities are highly characterised by the specific student body they target, recruit, or attempt to attract. As a result of the four-dimensional analyses, authors offer recommendations to policy measures both at national and institutional level for further developing internationalization. The long-term mobility and exchange of university educators and managers, and the even more intensive institutional presence in the field of international research and innovation can be the key to quality internationalization.

Georgina KASZA (Tempus Public Foundation)
Integration of International Students at Higher Education Institutions in Hungary. From Students’ Perspective

Keywords: integration of international students, student mobility, institutional practices

The presentation shows the research results on internationalization of higher education in Hungary. The research project is supported by Campus Mundi Project. The presentation, applying the part of the empirical data from the research project, mainly focuses on the integration of international students to the university life, learning, and social communities at Hungarian universities. The internationalization is not a policy goal, rather a policy tool, mechanism aiming at comprehensive purposes in the higher education such as improving the education quality, effectiveness, and relevance. Therefore it is important that the implementation of relating policies can occur in a comprehensive, integrated way in which the integration of all students is a key element. According to some international studies, the integration of international and domestic students is a key topic, elemental factor in the concept of internationalization (Spencer-Oatey et al. 2014; Integration...2014). Arthur argues that the integration of international students is elemental for their academic performance, for the development of connection to the host country, and for supporting career plans (Arthur 2014). Sullivan et al. found in their research that international students “with broad-based social support and an integration approach to acculturation experienced lower levels of acculturative stress” (Sullivan et al. 2015). As a result of integration both domestic and international students can increase their potential for internationalization. This improvement can be beneficial both on the individual and institutional level. This study aims to analyze the main areas and the causes of the separation, the barriers of the integration, and the long-term consequences of the phenomenon. Before this study, there had been a lack of examining the integration of all students.

Methodology

The research project applied qualitative and quantitative methods as well: secondary analysis of relating datasets, semi-structured interview, and mental mapping.
In September 2017 an online questionnaire was conducted among international and domestic students. The questionnaire contained a section about the integration of all students (connection between domestic and international students in the informal and learning environment, the use, and level of English knowledge e.g.). The questionnaire applied some questions about the benefits of the integration of all students. The dataset contains the respondents of 2739 students. The secondary analysis of the dataset focused on the integration of all students.

The presentation shows the results of semi-structured interviews of 22 domestic and international students. In the semi-structured interviews with Hungarian students, the focus primarily was on the experiences of international students at Hungarian universities. The semi-structured interview contained a section about the integration, such as the intentions, ways, and frequencies of communication between the 2 student groups.

The mental maps offer a different kind of source type to better identify the various connections in urban settings. This research method was applied in a city in Southern Hungary. These visual documents are directly depicted by the interviewees and these mental maps can make visible the hierarchy of in-city spaces, show the image of the city created by the members of the group, and report on the most important dimensions of their space they use (Mester 2007).

Research results

The presentation provides a picture of how international students can define their identification in the learning environment, how they participate in university life, and how they evaluate their connection with Hungarian students. Not only the international students are challenged to adapt to this new field, but the domestic students also have faced several challenges. According to the research results, there is a greater proportion of the interviewed international students who are open to contact with the Hungarian students and do so, while Hungarian students are less likely to be open to get connected with international students. Although international and domestic students speak English at the same level, international students are much more confident in their language skills.
Quality Assurance, Teaching and Learning
April 13, 16.30 – 18.10
Room: 106

Bálint BEDZSULA (John von Neumann University)
Organization development based on measurable data in higher education

Keywords: higher education, student course evaluation, feedback, budgeting, continuous improvement

Purpose:
The Hungarian higher education system has been undergoing a momentous change in the last few years as fundamental structural changes have taken place which necessitated the addressing the issue of quality in many aspects. Faculties in the field of management and business administration hosted by our Faculty lost the 95% of state financed places in 2012, therefore setting quality issues have become extremely important to survive. Due to the many competitive pressures, the increasing costs together with demographic shifts in the population and the state interventions, the importance of student satisfaction measurements and their utilization have come to the front. Several studies and institution specific systems investigate the factors of student satisfaction and offer a base for institutional improvements. The primary aim of this paper is to identify the critical characteristics of educational service and to illustrate the impact of student course evaluations on the budget of the faculty.

Methodology/Approach:
Based on the compiled list of characteristics, a Likert scale based questionnaire was developed which was filled out by hundreds of students studying on various levels and programs. Based on the results of the past few years, the analyses presented in this paper demonstrate how student course evaluations are fed back and what kind of activities it generated on the level of departments. Some of the indicated changes are backed up with quantitative data as well.

Relevance/findings:
The results sum up the effects of utilizing student course evaluations as an input to budgeting processes and highlights those changes and improvements that this approach indicated. The applied methodology can contribute to the grounding and effectiveness of improvements and to the forming of organizational culture by emphasizing student focus.

Implications:
The proposed methodology may serve as a model to identify students’ needs and expectations related to higher educational services. The results may serve as a basis for setting improvement goals. Those departments which underperform the faculty average concerning student course evaluations can lost funding and those which overperform can gain more funding. This approach motivates departments and lecturers to continuously improve their methods applied in their teaching processes. On the level of faculty it contributes to the image we would like to communicate.

Originality/Value:
By applying the Likert scale, which was constructed based on students’ opinion and with the involvement of students, students could rate the importance of service quality attributes. On the one hand, the results allow the identification of CTQs. On the other hand, feeding-back student course evaluation results to the budgeting processes is a unique approach in the Hungarian higher education system emphasizing the importance of the direct customers of tertiary education, namely the role of students. My case study demonstrates how the ‘voice of the customer’ is exploited through budgeting.
Factors of Vulnerability of Hungarian STEM Students: Identifying some key dropout factors in social background and study conditions

Keywords: STEM education, higher education, student attrition, Hungary, social dimension of HE

STEM education (science, technology, engineering & math) is of high importance for economic growth and innovation. Thus, in several countries policy measures are applied to enhance the significance of STEM in education of all levels. However, in OECD-countries, only one-fourth, and in Hungary an even lower share of adult population with tertiary education have graduated from these fields. 27% of new entrants to HE enrol to STEM studies, which rate is again lower in Hungary. (OECD, 2017) A recent medium-term policy strategy for HE (Fokozatváltás 2016) also claims STEM education as of high importance for the economy. At the same time, the document points at the high attrition rate especially in the fields of ICT and engineering at the bachelor level, the reduction of which is a central element of the strategy’s objectives. Kokkelenberg and Sinha (2010) concluded that there has been rather a pre-selection of students to STEM education as all these students were proportionately better prepared in math, of male gender, or having non-minority background. Kulturel-Konak et al. (2011) emphasized the gender-based difference in learning style which may explain why STEM is less attractive for female students. Their findings and recommendations also implied the significance of student experience. Furthermore, Smith et al. (2009) suggested a key role of good classroom climate, community involvement and networking with fellow students in preventing dropout. Chen (2013) also asserted the importance of individual level study characteristics in promoting or preventing student attrition. Our research is based on the secondary analysis of the Hungarian database of EUROSTUDENT VI including appr. 7200 respondents. For the present analysis, I focus mainly on full-time BA students. My research questions are as follows:

1) Do STEM students differ from students of other study fields in social background, current financial situation and term-time employment?
2) What are the study characteristics of STEM students, and how do they assess their studies in comparison with other students?
3) What are the key factors in becoming vulnerable to dropout among STEM students? I define students as vulnerable by dropout who either have ever interrupted their study program for at least two consecutive semesters or do not plan further studies after finishing BA at all. I apply descriptive statistics to compare STEM students with those of other study fields by social background, financial situation and term-time employment. I also showcase the study characteristics and satisfaction with study program of STEM students currently enrolled in higher education. To reveal the factors of vulnerability by dropout, crosstabulation and multi-variate regression models are applied by which I analyse the significance of institutional, social, economic and study career background. The results may contribute to the development of Hungarian STEM education at the tertiary level by identifying some possible points of intervention.

Input Survey on Competence Aiming to Support Students’ Efficacy

Keywords: higher education, competences, learning efficacy, avoiding of dropout

We have assessed the freshmen competences and have analyzed the components of learning efficacy at John von Neumann University since 2010. According to our data, the vast majority of our students are underprivileged, and they have learning difficulties. In order to make sure that they could graduate, and thus they could become first-generation intellectuals a complex development program has to be worked out. By making students’ competence maps we undertook the task of assessing the development of the basic skills of the students starting university. The aim of the survey, on the one hand, was to give a global picture to the lecturers of our university about our incoming students’
knowledge, abilities, motivations, on the other hand, we wanted to give a detailed diagnosis to our students about their skills, in addition, to give advice on the further progress and the ways of catching up in the areas which endanger the success in learning. We included cognitive areas into the survey where highly reliable and widely used tests are available and the development is ensured by methods supported by empirical research.

The areas tested by the instrument were communication competencies (reading competencies), cognitive competencies (mathematical, thinking skills and memory), social competence (interpersonal perception) and personal competence (a few areas of self-reflection). The first year full time BSc students took part in the input survey on competence (n=308). The cognitive and communicative areas of subtests were reliable on the sample (Cronbach-alfa= 0.902). The instrument was available for the students on-line and it included varied tasks. The results show that there is a strong correlation between reading literacy, mathematical skills, inductive thinking, and the solution of memory tasks with the overall cognitive performance, which means the subskills, routines which appear in those determine the overall cognitive performance. The areas of self-reflection show significantly less correlation with the overall cognitive performance than individual skills and abilities. The low values mean the students who perform better than the others do not value their performance significantly better than the ones who gave a weaker performance. This calls the attention to the importance of improving self-assessment because the right self-reflection is an important motive of learning. During the survey our aim was not to assess schooling, but to indicate the areas (individually, in groups) which need improving both individually and in subsamples. The tendencies which appear in the study programs give a guidance to the planned intervention and development programs. The development focuses on making students’ academic self-concepts more positive and increasing their learning motivation. Promoting social engagement and active learning play an essential role in our program, as well. New teaching methods are introduced, which is also a challenge for the teachers, to achieve results.

Zsuzsanna Eszter TÓTH (Eötvös Loránd University) – Vivien SURMAN (Budapest University of Technology and Economics)

Service quality measurement and evaluation in higher education - Developing a service quality framework for a special type of course

Keywords: higher education, service quality, course evaluation, project work

Purpose:
The purpose of the paper is to propose a service quality measuring and evaluating framework for a course which is not part of the regular end-of-the semester course evaluation system due to its special characteristics. Project works are complex courses, the fulfilment of their detailed tasks is based on the execution of practice-oriented problems utilizing the students’ professional knowledge in mathematics, business economics, finance, management and marketing.

Methodology:
It is a challenging and complex task to establish an appropriate model to measure and evaluate the level of service quality in case of project work type courses. Based on the available models proposed in the literature, altogether 26 statements related to project works were formulated based on SERVQUAL-based models of the literature in case of which students rated both the importance and performance addressed in each statement on a 7-point Likert scale. With an average 65% response rate and 210 filled out questionnaires, importance-performance analyses complemented with statistical analyses were executed in order to investigate whether significant differences between the different segments based on the different characteristics of project work courses could be found.

Findings:
Applying importance-performance and related statistical analyses differences between expected values of different classifications of data were investigated. Those statements were identified in case
of which importance and performance values were below the average results or where statistically
significant differences were found between the mean scores of importance and performance.

Research implications:
A complex approach is adopted to measure and evaluate service quality on course-level in the form
of a post-course questionnaire. Based on the first results, we intend to go on with the same
questionnaire in the next semesters that can allow deeper and more reliable analysis. On the other
hand, we must emphasize that at this moment pilot results are available, based on which the revision
of the statements is still to be completed. We also highlight the possible improvements of the applied
methodology.

Originality/Value:
These courses embody a significant part of the curriculum and the thesis as the final output of the
consequent project work courses serve as a basis for choosing a specific career. During project
works, students can master the necessary professional knowledge and those inevitable soft skills
which are needed to be successful in the labor market. Therefore, the measurement and evaluation
of student perceptions related to these types of courses provide new information of service quality
and may be linked to total student experience results.
**Research & Development**

April 13, 16.30 – 18.10
Room: 202

**Aleš VLK (Tertiary Education & Research Institute) – Otakar FOJT (Tertiary Education & Research Institute)**

**R&D Policy in Visegrad countries**

**Keywords:** inputs, outputs, research & development, science policy, V4 countries

Although we can see at least some level of convergence of R&D systems within the EU, there are still many differences at the national level. These differences can be observed for example in the implementation of science policy, research funding, research infrastructure etc. The existing R&D landscape in the EU countries is a result of many influencing factors including history, past and current political regimes, development of economy, level of internationalization etc. R&D systems have also kept their very strong individual features. In this aspect, we can see a close link between national higher education (HE) and R&D systems – higher education institutions usually form a significant part of traditional national R&D systems and universities are major players in basic research.

It is perceived that “old” EU member states have been so far more successful in terms of scientific results (publications, patents, etc.) and in competitions for EU research grants. For example, the UK was the most successful country in applying for the European Research Council (ERC) Advance grants in the period between 2007 and 2015. British institutions received 420 grants, followed by Germany (276) and France (235). Austria received 41 grants, Hungary 15, Greece 14, the Czech Republic 6 and Poland 3. Bulgarian and Estonian researches received 2 grants whereas Croatia, Slovenia, and Latvia obtained 1 grant each.

Science excellence can be also explored via Nature index database. It is a global indicator of high-quality research published in 68 world-class journals. It represents less than 1% of nature science journals, yet captures more than 30% of all its global citations. It is also interesting to look at collaborations individual countries form with other science nations. Finally, one can look at the Nobel prize winners in scientific disciplines to show the past achievements.

Our paper focuses on Visegrad countries (V4) – the Czech Republic, Hungary, Poland and Slovakia – as an example of the most scientifically developed new EU member states. We describe their R&D systems with respect to the following characteristics: First, we discuss the input side of each system. How much the countries invest into R&D? How much goes into basic science, applied research, and experimental development? Are there any indirect measures such as R&D tax incentives in place? How have been the EU Structural Funds (SFEU) and the European Structural and Investment Funds (ESIF) used in order to support R&D? Second, R&D outcomes are closely analyzed. We look at bibliometric analyses, patents, as well as successful grant applications at the EU level. As a special in-depth case study, we look at the Czech Republic and progress of its science policy since 1990. The Czech Republic, as well as other countries of a former communist bloc, had a special history of science system prior to political changes started by the Velvet revolution in 1989. In the discussion part, we make a brief comparison among the countries with respect to the size and structure of the R&D system and the level of investment in the system. We analyze what V4 countries have in common and what are the main differences. We also explore a question, if any major systemic R&D reform has taken place in the V4 countries in last 25 years and in which way. In the concluding part, we address the question why despite a rather long and rich tradition, V4 countries lag behind the most successful science nations in their scientific achievements and for example in their ability to successfully compete for the EU grants.
Jan CIEŚLIŃSKI (University of Białystok)

Impact of research output on financing higher education institutions in Poland

Keywords: financing of higher education, funding formula, evaluation of research, higher education system reform

The main source of revenue for public universities in Poland is a block grant for teaching which depends mostly on the enrollment and the number of staff but can depend (and now depends) also on the research output, see [1]. The second source of revenue, tuition fees, are purely for teaching purposes. Research funding is much smaller and have a negligible influence on financing stable positions of academic staff. Block grant for research (smaller at least by one order of magnitude as compared with the core grant for teaching) is used for financing salaries only in very exceptional cases and individual research grants, of course, can provide funding only for unstable, short-term positions. Although the total research grant funding for higher education institutions is not higher than the block grants for research but increasing concentration of these funds in several main universities means that grants can form a significant part of the budget of these institutions.

In my talk I will focus on the present situation in Polish higher education system which now is subject to major changes. The first part of the reform is already done by introducing since 2017 a new funding formula for distribution of the block grants for teaching. The rules of the game for public universities have changed abruptly. The key role began to be played by two parameters not yet taken into account: student-staff ratio and the average academic category. Most of the universities, especially smaller ones, have lost after the introduction of the new funding formula and many of them experienced a maximum admissible loss of the revenue (5%). On the other hand, the largest and the best universities almost unconditionally benefited from the new funding formula, see [2]. The second part of the reform is now in progress. A new law on higher education and research is being constructed. For many years the funding formula for the block grant for teaching did not depend on research output at all. Since 2007 it has been dependent on the number of research grants awarded to the university (the so called research component responsible for distribution of 10% of the core funding for teaching). Actually this is rather indirect measure of the research output. In fact, this is an indicator of the ability to raise budget funds. Evaluation of the research output of faculties and departments, carried out every 4 years, results in awarding academic categories: A+, A, B, C. They are used in the formula for distribution of the block grant for research.

I will shortly present the main characteristics of the evaluation system, see [3], which has quite a lot of faults and unintended impacts. It should be pointed out that in the new law on higher education and research this evaluation becomes the foundation of the entire system. One element of this foundation is already at work: since 2017 academic categories have influence on the distribution of the core grant for teaching.

My talk will be concluded with suggestions of some modifications in the system of evaluation and funding. The most important point is to ensure competitiveness and stability of the system by separating a group of several best universities (“research universities”). They should have a separate budget and different funding formula. They should be internationally competitive instead of being rewarded just for local achievements.

Jiri MUDRAK (Czech Academy of Sciences) – Katerina ZABRODSKA (Czech Academy of Sciences) – Katerina MACHOVCOVA (Czech Academy of Sciences)

Publications in international impacted journals as a measure of academic performance: Perspectives of Czech excellent and non-excellent academics

Keywords: academic excellence, academic governance, academic performance, higher education, Czech republic

Academic excellence, defined as “the highest level of academic performance” (Van den Brink, Benschop, 2012, p. 509), is an elusive yet very influential concept in higher education worldwide (Lamont, 2009; Van den Brink, Benschop, 2012). With growing societal needs for innovation, this
“holy grail of academic life” (Lamont, 2009, p. 1) has been sought by policy makers, academic institutions, academics and students. We may argue that rightfully so because almost 50% of the European knowledge production is produced by only 10% of top-performing academics (Kwiek, 2016). The emphasis on excellent research grows also in the Czech context (Linková, Červinková, 2013; Šima, 2013) in which “principal authorship of several publications in prestigious international journals” (GACR, 2016, p. 7) has become a dominant criterion of evaluating academic excellence. At the same time, this focus on quantitative measure of academic excellence has been much criticized as discriminatory and unproductive (Van den Brink, Bencho, 2012; Good et al. 2015).

In the paper, we will discuss using the publications in international impacted journals (Jimp) as a criterion of excellence from several perspectives. The analysis is based on a mixed method research project which combines results of a questionnaire study (n=2227) and qualitative interviews (n=120), focusing on the ways in which Czech academics perceived work conditions at Czech academic workplaces. Specifically, we will analyze:

1) how the Czech academics perceived the currently implemented quantitative criteria of measurement of academic performance that emphasize the publications in Jimp,
2) what the demographic characteristics are of the academics who qualify as “excellent” on the basis of the publication in Jimp;
3) how the “excellent” academics perceive their work conditions in comparison with the academics who do not meet the criteria for academic excellence.

The analysis is currently ongoing, but some of the preliminary results suggest that

1) publications in Jimp as a measure of academic performance was generally criticized as one-sided, discriminatory, and distorting the research process;
2) men, senior academics and academics from natural sciences significantly outperformed other groups of academics in this measure;
3) in comparison with the “non-excellent” academics, the excellent academics perceived higher influence over their work, appeared to be more satisfied and engaged with their job, but also experienced higher work pressures, including higher administrative load and pressures to obtain external financing. In conclusion, there seem to be some problems with using publications in Jimp as the main evaluation criteria of academic excellence as it has not been accepted by a large portion of academics, provides systemic advantage to certain groups within Czech academia, and fuels the “Matthew effect” that may further support the disparities within the Czech system of higher education.
In the academic years of 2015/16 and 2016/17 a unique peer review of teaching program was being executed at the Budapest University of Technology and Economics in Hungary. The primary goal of the peer review program was to encourage our lecturers to improve their teaching practices. On the level of the faculty, the main motivation was to create a better internal quality of teaching atmosphere. The program focused on courses with the highest number of students primarily from bachelor programs of business education. Although, various teaching performance evaluation systems have been implemented at almost every Hungarian institution, no such a complex and comprehensive peer review of teaching program had existed before in the Hungarian higher education system, when the program was launched in the fall semester of 2015. The two-year-long peer review program have called forth lots of experiences which may provide valuable information for tertiary education experts.

In this paper both the methodology of the program and the overall quantitative results are introduced. Specific peer review results have also been compared to the overall results of the university’s regular end-of-the-term course evaluations. Based on the study of the relevant literature and on the examination of international experiences the first step was to develop the framework of the program and to work out those dimensions which served as a foundation of teaching performance measurement and evaluation. In most of the dimensions, teaching performance was assessed quantitatively by using a 5-point rating scale. Besides that, the applied questionnaires offered opportunities for the raters to give narrative comments as well. In the second phase of the development, the peer reviewed courses and lecturers were selected. At the same time, the heads of departments delegated colleagues for taking part as peer reviewers. The reviewers observed both classroom performance and other necessary and supplementary elements of both teaching performance and courses including e.g. the communication with students, opportunities for consultations, midterm tests, exams etc. during the semester. The measurement and evaluation of the semester-long teaching process were based on different questionnaires. Not only the classroom performance of a given lecturer was evaluated, but the various aspects of the applied questionnaires also covered e.g. the course outlines, the applied teaching materials, course requirements, consultations and the processes and methods of student performance evaluations. Based on an extensive international benchmarking, 34 dimensions of education activities were determined and evaluated applying a 5-point Likert scale. 11 dimensions were applied during the observed lectures of the semester, 11 peer review dimension applied at the end of the semester for the evaluation of the overall performance, 8 dimensions were included in students’ test and exam evaluations, and 4 dimensions in the peer reviewers’ test and exam evaluations. The program involved more than 40 courses, around 50 peer reviewed lecturers, about 70 peer reviewers, more than 500 observed lectures and belonging peer review evaluations. About 100 midterm tests and/or exams have been peer reviewed and more than 5000 student evaluations have also been collected. The results deriving from the aforementioned evaluation dimensions were compared to the result of regular course evaluations given by students at the end of the semester. Then those dimensions of the altogether 34 were identified which seemed to have the largest influences on the results of end-of-term course evaluations, namely ‘Maintaining students’ attention’, ‘Logical structure of the lecture and presentation’, ‘Midterm test, exam circumstances’, ‘Clarity of result calculation’, ‘Review the course of tests, exams’, and ‘Efforts minimizing the use of cheat sheets’. According to our results, two main teaching circumstances were found to be determinative: 1) The professionalism of the
presentation which includes the structuring of the lecture, the logical diction and the ability to grab and main students’ attention. 2) The fairness of education which means the clarity of course rules and their communication towards students; fair requirements and exam circumstances. The latter one is rather surprising, especially the high impact of this dimension on the overall judgement of students. On the other hand, the impacts of such dimensions like professional background of the lecturer, explanatory capability, the quality of the slide show or instructional materials, consultation opportunities seem to be surprisingly low. As a general conclusion it can be drawn that such a comprehensive university peer review of teaching program could provide a balanced feedback both to teachers on their strengths and weaknesses and also to the academic staff and management on best practices and general problems.

**Gulsaule KAIRAT (Eötvös Loránd University) – Orsolya KERESZTY (Eötvös Loránd University)**

**Mentoring as a means for professional growth and development in higher education: The case of Kazakhstan**

**Keywords**: Mentoring, faculty mentoring, faculty development, professional development

The system of higher education is an indisputable and powerful factor of a country’s social, political and economic progress. During the transitional eras (e.g. the period when Kazakhstan achieved its independence), for which deep system changes are characteristic, the role of higher education especially becomes relevant. It defines quality of that intellectual potential which is capable to generate new ideas for making routes of reforms and to create the "human material" capable to make break in new civilized measurement. Higher education becomes a growth point of new economy of knowledge, modernizations in socio-political and social-economic spheres. The quality of teaching and learning as well as reforms and modernization in higher educational institutions directly depend on the quality and competence of faculty working there (EC, 2011, p.5). Mentoring as a means for professional growth and socialization enhances sense of community and cooperation as well as engagement among faculty members. Moreover, mentoring is regarded as one of the essential parts in faculty development and retention, and academic environment, specifically mentors can help their mentees, for example, in conducting research, writing publications, to pass the transition period easily and without less stress (Zeind et al., 2005; Janasz & Sullivan, 2001). This particular presentation gives a theoretical overview of how mentoring can facilitate teacher’s professional development, collaboration in higher education as an additional tool of education, a form of professional socialization (Cawyer et al., 2002; Zambrana et al., 2005) in higher education institutions, focusing specifically on the individual level. It also delineates the importance of implementing mentoring among faculty members, describes benefits of mentorship relationships. Plus it focuses on the particular case of Kazakhstan, and examines the practice of implementing mentoring system, the related problems and the possible effectiveness.

**Ayelet GILADI (The Hebrew University) – Hannen MAGADLH (The Hebrew University)**

**Training Bedouin Women for the Workforce as Educators in the Pre-School Sector**

**Keywords**: bedouin, women, training, early childhood

These days, despite many changes, Arab women in Israel are placed at the bottom of the list in their workforce participation, earnings and graduation from higher education. Their unusual position derives from their status as Palestinian minority as well as their status as women. The Arab Bedouin woman has a unique status among the rest of the Arab women and she is considered to be highly disadvantaged. In 2012 the gap between the level of poverty of Arab and Jewish families in Israel amounts to almost 4 times to the detriment of the Arab population. One of the main factors explaining their poverty is the low workforce participation rates of Arab Bedouin men and women. In 2016, the "Training Bedouin Women for the Workforce as Educators in the Pre-School Sector"
program was conducted by The NCJW Research Institute for Innovation in Education, The Hebrew University of Jerusalem among Bedouin women in Israel. The main goal of the program was to empower Bedouin women that are unemployed yet wish to work by training them and preparing them to work in the field of early age education in their community. The project had two main steps, at first the women received professional training and secondly, they were provided with guidance and assistance in finding a job in their community. In addition an evaluation of the program was conducted in order to examine the success of the program in integrating the Bedouin women in the workforce. In 2016, the "Training Bedouin Women for the Workforce as Educators in the Pre-School Sector" program was conducted by The NCJW Research Institute for Innovation in Education, The Hebrew University of Jerusalem, among Bedouin women in Israel. Bedouin women in Israel are considered highly disadvantaged and rarely participate in the workforce or study at higher education institutes. The main goal of the program was to empower Bedouin women that are unemployed yet wish to work, by training them and preparing them to work in the pre-school sector in their community. The program included 19 women between the ages of 19-47 most of them are married with children. The majority of the women in the program never enrolled into higher education and some of them didn't even finish high school. The project had two main steps, at first the women receive professional training and secondly, they are provided with guidance and assistance in finding a job in their community. An evaluation of the program was conducted in order to examine the success of the program in integrating the Bedouin women in the workforce and in addition, to examine whether the program helped empower women in their daily life. Furthermore, the evaluation provided The NCJW Research Institute for Innovation in Education with an authentic feedback on the project that might help improve it in the future. The evaluation took place during May-June 2016 and included two steps; The first step was an interview with 18 of the women in the program before the program began and the second step was an interview with 19 of the women in the program after it ended. Some of the questions that were asked by the interviewers included; how did the program affect the women? What influence did the program have on the women? Do the women think that they are able to find a job after the program? Are the women willing to find job after the project? In addition they were requested to evaluate the potential of the program in integrating Bedouin women in Israeli workforce.

Methods
The research was conducted by interviewing all 19 women who participated in the program. The research was conducted in two parts. During the first part the interviewers interviewed the women before the program started and focused on their expectations from the program. During the second part the interviewers interviewed the women after the program ended and focused on the influence of the program on their lives. In order to analyze research findings the evaluation team categorized the women responses to the interview questions into categories such as; reasons to participate in the course, expectation of the program and satisfaction with the program.

Conclusion
According to the women’s interviews we can conclude that the Bedouin society is a society "in transition", from a traditional society to a more modern one, as most of the women stated that they sense a transition in the community and in their personal lives. The women claimed the nowadays Bedouin women are more free to work and study than in the past and expressed a will to participate in the Israeli workforce and change Bedouin women’s status in the Bedouin community as only house wives. In general, according to the interviews, the women stated that the program is highly unique and is sensitive to the women’s cultural and personal needs. Therefore, it is important that the recruitment process will be conducted by a woman from the Bedouin community. In addition, the women claimed that the program empowered their sense of capability. However, some of the women expressed concern regarding their community’s response towards their desire to study and work. Over all, most of the women expressed a high level satisfaction with the program. In conclusion, it is safe to say that the program’s goals to empower Bedouin women were achieved, yet, there is still much to change in the Bedouin community regarding their approach towards women’s participation in the workforce and in higher education.
Acquiring teaching experience in non-familiar higher education environments

Keywords: teaching experience, PhD candidates, challenges, professional development

PhD candidates regard teaching experience as crucial for establishing a career in academia. Central European University does not have undergraduate programs, therefore it can offer only limited teaching opportunities to its PhD candidates. To address this problem, in 2015 CEU created the Global Teaching Fellowship Program (GTFP), which gives advanced PhD candidates and recent PhD graduates the possibility to teach at an international partner university for one semester or a full academic year. In fall 2017, two years after it was launched, a total number of 55 fellows had taught or were teaching at 17 partner institutions in 12 countries all over the world (Bangladesh, Brazil, Germany, Hungary, Indonesia, Kyrgyzstan, Lithuania, Myanmar, Palestine, Poland, Romania and Russia).

Some of these universities are embedded in higher education systems very different from CEU’s and this poses a challenge to the fellows. The paper analyses the impact that teaching students in such academic cultures has on the professional development of the fellows.

To measure the impact we used data collected from a variety of sources: GTFP evaluations, questionnaire specifically designed to evaluate how the fellows perceive the influence of the fellowship on their skills and professional development, and interviews with the fellows, faculty and administrators at the host institutions, as well as with the students the fellows have taught. The paper is structured in five parts. The first one sets the background by describing the CEU Global Teaching Fellowship Program and the context in which it was established. The second part focuses on the partner universities and the higher education systems in which they are embedded, thus introducing the topic of chapter 3: the challenges and difficulties reported by fellows. The fourth part analyses the ways in which these experiences influence the fellows. The fifth part contains the conclusions of studying the impact and outlines recommendations.

The main findings of the study are overall positive. Despite cultural shocks and initial difficulties, most fellows maintain a high level of enthusiasm for the program after the fellowships end. Furthermore they all acknowledge the importance of being challenged, as they report being compelled to change their approaches, teaching techniques and, ultimately, their mentality towards their teaching environment and towards the teaching profession, in general. They regard these teaching fellowships as stepping stones in preparing for a career in academia. The conclusions of the paper outline the importance of continuing to develop the program. The CEU Global Teaching Fellowship Program is a young and original initiative, not tested before. As such, it is an ongoing experiment with long-term beneficial consequences. What started as an attempt at addressing one issue – lack of opportunities for gaining teaching experience – has created the conditions for transformative experiences, which will mark the future professional lives of the CEU Global Teaching Fellows.
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.