

# **Central European Higher Education Cooperation (CEHEC) 5<sup>th</sup> Conference**

## **Book of Abstracts**

**11-12 April, 2019  
Budapest, Hungary**

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## Conference program

### Thursday April 11, 2019

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

13.00 – 14.00	<i>Registration</i>
14.00 – 14.10	<b>Welcome</b> Gergely KOVÁTS (Director, Center for International Higher Education Studies, Corvinus University of Budapest)
14.10 – 14.20	<b>Opening</b> Lajos SZABÓ (Vice-Rector, Corvinus University of Budapest)
14.20 – 14.30	<b>Plenary Session</b> <b>Chair:</b> Mátyás SZABÓ (Senior Manager, CEU Yehuda Elkana Center for Higher Education)
14.30 – 15.00	<b>Keynote Speech 1: Privatizing and Merging: The Making of Aalto University in Finland</b> Janne TIENARI (Professor, Hanken School of Economics, Helsinki, Finland)
15.00 – 15:20	<b>Discussion</b>
15:20 – 15:50	Coffee break
15.50 – 16.20	<b>Keynote Speech 2: Quality Assurance in Higher Education: Where Do We Go from Here?</b> Susan HARRIS-HÜMMERT (Post-doc Research Fellow, German University of Administrative Sciences Speyer, Germany)
16:20 – 16.40	<b>Discussion</b>
16.40 – 17.10	<b>Keynote Speech 3: The Deeply Divided Academic Profession, or Multi-Level Policy Implications of Social Stratification in Higher Education</b> Marek KWIEK (Professor and Director of the Center for Public Policy Studies, University of Poznan, Poland)
17.10 – 17.30	<b>Discussion</b>
18.30	Welcome dinner: <b>Academy Club</b> , Hungarian Academy of Sciences (Széchenyi István tér 9)

**Friday, April 12, 2019****Venue: Central European University, (Budapest, Nádor u. 15, 1051), room 103 (1<sup>st</sup> floor)**

9.00 - 9.20	<i>Registration (Nádor u. 15 building, 1<sup>st</sup> floor, room 103)</i>
9.20 - 9.30	<b>CEU Welcome</b> Mátyás SZABÓ (Senior Manager, CEU Yehuda Elkana Center for Higher Education)
	<b>Plenary Session</b> <b>Chair:</b> Gergely KOVÁTS (Corvinus University of Budapest)
9.30-10.00	<b>Keynote Speech 4: The Transformation of Higher Education Systems in Post-Soviet countries: a Comparative Analysis</b> Anna SMOLENTSEVA (Senior Researcher, Institute of Education, Higher School of Economics, Moscow, Russia)
10.00-10.20	<b>Discussion</b>
10.20 - 10.50	<b>Keynote Speech 5: Re-exploring Higher Education Governance in Central and Eastern Europe: Re-Convergence after Divergence?</b> Michael DOBBINS (Professor, Goethe University of Frankfurt, Germany)
10.50 - 11.10	<b>Discussion</b>
11.10 -11.30	<i>Coffee break (CEU Atrium)</i>
11.30 -12.30	<b>Roundtable discussion with keynote speakers</b> <b>Moderator:</b> Gergely KOVÁTS (Corvinus University of Budapest)
12:30 - 13:30	<i>Lunch (CEU Atrium)</i>
13.30 - 15.00	<b>PARALLEL SESSIONS I.</b>
15.00 - 15.20	<i>Coffee Break (CEU Atrium)</i>
15:20 - 16:50	<b>PARALLEL SESSIONS II.</b>
16:50 - 17:00	<b>Concluding remarks</b> Mátyás SZABÓ and Gergely KOVÁTS

13.30 -15.00	PARALLEL SESSIONS I. (Nador 15, rooms 102, 104 and 105)		
	<b>University Management</b> room 102 Chair: Kata Orosz (Central European University)	<b>Research &amp; Development</b> room 104 Chair: Monica JITAREANU (Central European University)	<b>Students' Life</b> room 105 Chair: Viorel PROTEASA (West University of Timișoara)
13.30 – 14.00	<b>Academic Freedom and Institutional Neutrality</b> Chrysovalantis Margaritidis (Central European University, Hungary)	<b>European Research Area and European Union membership. A Scientometric Tale in Central and Eastern Europe</b> Giulio Marini (University College London, UK)	<b>The Relationships Between Sleep Belief, Stress and Sleep Quality Among College Students</b> Feifei Wang (Eötvös Lorand University) - Eva Biro (University of Debrecen)
14.00 – 14.30	<b>Trusting the Ministry: The Case of Three-year Maintainers Agreement</b> Gergely Kováts (Corvinus University of Budapest)	<b>How to Evaluate the Impact of R&amp;D Policies: The Case of the Structural Funds in the Czech Republic</b> Aleš Vlk - Jiří Stanzel (Tertiary Education & Research Institute, Czech Republic)	<b>International Students Volunteering Activities – Opportunities for Central Europe?</b> Jakub Dostál (College of Polytechnics Jihlava) - Anita Kéri (University of Szeged)
14.30 – 15.00	<b>How to Raise Additional Corporate Funding, Orient Applicants, Align Interests in Higher Education</b> Schindler Péter (MACROgate, Hungary)	<b>Academy - Industry Relationships in Hungary</b> Éva Pálinkó (Hungarian Academy of Sciences)	<b>Competence-based Management Model in Higher Education: Sport as a Tool for Reducing Anxiety?</b> Éva Karcsics - Ágnes Somosi (John von Neumann University, Hungary)

15.20 -16.50	PARALLEL SESSIONS II. (Nador 15, rooms 102, 104 and 105)		
	<b>Access in Higher Education</b> room 102 Chair: Oleksandr SHTOKVYCH (Central European University)	<b>Students' Success and Failure</b> room 104 Chair: Mátyás SZABÓ (Central European University)	<b>Professional Development</b> room 105 Chair: Gergely KOVÁTS (Corvinus University of Budapest)
<b>15.20 - 15.50</b>	<b>The Impact of Massification on Educational Opportunities of the Rural Youth. Case of Nicolaus Copernicus University in Toruń</b> Krzysztof Wasielewski (Nicolaus Copernicus University in Toruń, Poland)	<b>Master Degrees and Labour Market Premiums: Putting Register Data Under Scrutiny for an Exploratory Case Study</b> Viorel Proteasa (West University of Timișoara, Romania) - Kata Orosz (Central European University) - Daniela Crăciun (Central European University)	<b>(Dys)Functional Organizational Cultures at Academic Workplaces and Development of Academic Careers</b> Jiri Mudrak - Katerina Zabrodska - Katerina Machovcova (Institute of Psychology, Czech Academy of Sciences)
<b>15.50 - 16.20</b>	<b>Roma Targeted Higher Education Policies in Central Eastern Europe- A Typology</b> Simona Torotcoi (Central European University, Hungary)	<b>How Do Graduates Find Their First Job? Variation by Field of Study and Higher Educational Institute</b> Tamás Bartus (Corvinus University of Budapest) - Péter Róbert (TARKI Social Research Institute and Educational Authority)	<b>Promotion of Good Practices in the University Management in Poland (selected findings from the analysis of the award contest „Leaders in University Management LUMEN”)</b> Iryna Degtyarova (Polish Rectors Foundation) - Jerzy Woźnicki (Polish Rectors Foundation, Warsaw University of Technology)
<b>16.20 - 16.50</b>	<b>A Study of the Different Motivational Factors in University Selection of Ethnic Hungarian Students in Slovakia</b> Akos Valent (University of Pécs, Hungary)	<b>What Makes Students Drop Out: Towards a Complex Framework of Study Success in Higher Education</b> Aleš Vlk - Šimon Stiburek - Jiří Mudrák (Tertiary Education & Research Institute, Czech Republic)	<b>Academic Appointments and Promotions in Myanmar</b> Pusa Nastase (Central European University, Hungary)

## Abstracts of keynote speeches

### Michael DOBBINS



**Professor, Goethe University of Frankfurt**

Michael Dobbins is assistant professor of policy analysis at the Goethe University of Frankfurt and interim professor of public administration at the University of Konstanz. His doctoral thesis dealt with higher education in Central and Eastern Europe. His main areas of research are higher and secondary education policy and post-communist transformation processes. He is the co-director of the research project “The Missing Link: Examining organized interests in post-communist policy-making” funded by the German DFG and Polish NCN.

### **Re-exploring Higher Education Governance in Central and Eastern Europe: Re-Convergence after Divergence?**

The speaker addresses changes in higher education governance in Central and Eastern Europe, in particular Poland and Romania. Based on institutional isomorphism and historical institutionalism, he shows that the public higher education systems of both countries initially took a markedly different reform path after 1989. While Polish higher education by and large returned to its historical model of “academic self-rule” and resisted pressures for a stronger marketization, Romania experienced strong isomorphic orientation towards HE models primarily of Anglo-American inspiration. He argues that – after a period of marked divergence – both systems are visibly “re-converging” towards a new hybrid governance model. Unlike during the Bologna phase, where developments were largely driven by transnational policy proposals and recommendations, higher education governance has increasingly been shaped by the political economy, and in particular the situation of both countries as “dependent market economies”. Defined by the author as “state-promoted competitive Humboldtism”, the new governance model aims to (re-)embed the research mission of universities to foster home-grown research and innovations. These new hybrid constellations enable both countries to simultaneously deal with global pressures for change and liberate themselves from economic dependence on the West, while not throwing historical institutions entirely overboard.



### Susan HARRIS-HÜMMERT

**Post-doc Research Fellow, German University of Administrative Sciences Speyer, Germany**

Susan Harris-Hümmert is an assistant professor at the German University of Administrative Sciences Speyer, Germany, where she is working on a comparative international study of notions of space, place and identity within the higher education context. As author and joint publisher she has written extensively in German and English on many higher education research themes, notably quality assurance, evaluation and governance. While completing her DPhil at the University of Oxford on the work of evaluators of higher education in Germany she also undertook longitudinal research on the academic identity of doctoral students in the social sciences and conducted further research on behalf of the University. Susan is co-convenor of the working committee on higher education within the German Evaluation Society (DeGEval), associate fellow of the Higher Education Academy (HEA), trustee of the British Society for Research in Higher Education (SRHE), and senate member of her own institution.

## Quality Assurance in Higher Education: Where Do We Go from Here?

In her talk Susan Hümmert-Harris intends to historically and comparatively review the introduction and development of quality assurance in higher education, drawing on examples from Germany, Great Britain, China, and elsewhere. This will lead in to a discussion about how she sees QA developing at present, especially with its increasing influence on university governance and strategy.



**Marek KWIEK**  
Professor and Director of the Center for Public Policy Studies,  
University of Poznan, Poland

Marek Kwiek is professor and Director of the Center for Public Policy Studies (link: [www.cpp.amu.edu.pl](http://www.cpp.amu.edu.pl)), Chairholder, UNESCO Chair in Institutional Research and Higher Education Policy, University of Poznan, Poland. Marek has been a Principal Investigator or country Team Leader in 25 international higher education research projects (funded by the European Commission; the European Science Foundation; and several international foundations). His research focus is changing university funding and governance, public sector reforms, and the academic profession. His most recent monograph is *Changing European Academics: A Comparative Study of Social Stratification, Work Patterns and Research Productivity* (London and New York: Routledge 2019). He published in *Science and Public Policy*, *Scientometrics*, *Comparative Education Review*, *Higher Education*, *Studies in Higher Education*, *Journal of Studies in International Education*, etc.

## The Deeply Divided Academic Profession, or Multi-Level Policy Implications of Social Stratification in Higher Education

The academic profession is heavily internally divided: increasing vertical stratification of institutions and scientists is reshaping national systems. The study that represent the central theme of this keynote address views research as a powerful academic game: not inclusive and not democratic. Research is viewed as prestige-driven, internationally competitive, at the heart of academic recognition and reward systems – and as the single most stratifying factor in the higher education enterprise. Therefore, the underpinning of the stratification system in higher education is contribution to knowledge through published research. The notion of social stratification in higher education allows for a better understanding of the changing academic profession than a number of competing notions (such as globalization, managerialism, financial austerity, or commodification). A sample of European academic scientists (N = 8,466 individual cases) from 11 countries is used and the characteristics of the three distinct classes of academic scientists are analyzed: highly productive academics (“research top performers”), highly paid academics (“academic top earners”), and highly internationalized academics (“internationalists” in research). Policy implications are explored at individual, institutional and national levels - and specifically for CEEs.



**Anna SMOLENTSEVA****Senior Researcher, Institute of Education, Higher School of Economics, Moscow, Russia**

Anna Smolentseva is a Senior Researcher at the Institute of Education at National Research University Higher School of Economics, Moscow, Russia. She received her PhD degree in sociology from Moscow State University and has been a US National Academy of Education/Spencer postdoctoral fellow, recipient of a Fulbright New Century Scholar grant, visiting scholar at the CSHPE at University of Michigan – Ann Arbor, and a Salzburg Global Seminar faculty. Recent books include Cantwell, B., Marginson, S., Smolentseva, A. (Eds.) *High Participation Systems of Higher Education*. Oxford University Press, 2018; Huisman, J., Smolentseva, A., Froumin, I. (Eds.) *25 Years of Transformations of Higher Education Systems in Post-Soviet Countries: Reform and Continuity*. Palgrave, 2018. Anna Smolentseva is focusing on the changing role of higher education in societies, educational inequality, and transformations in post-Soviet higher education systems among others.

**The Transformation of Higher Education Systems in Post-Soviet Countries: a Comparative Analysis**

The presentation will address the question how the single Soviet institutional model that developed across the vast and diverse territory of the Soviet Union changed into fifteen national systems. It will depart from the studies on institutional diversity and conceptualisations of high participation higher education systems. It will show how two major Soviet institutional types (comprehensive university and specialised institution) over 25 years have transformed into three major types (comprehensive university, specialised university and specialised institution). In a few countries, new higher education institutional landscape was complemented by college (Soviet secondary vocational) sector. The presentation will discuss major drivers of the changes, including marketization, structural reforms, massification and the role of government and their effects on institutional diversity.



**Janne TIENARI**  
Professor, Hanken School of Economics, Helsinki, Finland

Janne Tienari is Professor of Management and Organization at Hanken School of Economics, Finland. He is Associate Editor of *Organization* and on the Editorial Board of *Organization Studies*. Tienari's research and teaching interests include strategy work, gender and diversity, managing multinational corporations, mergers and acquisitions, branding and media, and changing academia. His work is published in leading organization and management studies journals such as *Academy of Management Review*, *Organization Science*, *Organization Studies*, *Organization*, *Human Relations*, and *Journal of Management Studies*.

### **Privatizing and Merging: The Making of Aalto University in Finland**

Universities across the world are subject to similar reforms and transformation. In the Finnish higher education system, interests of industry and business and universities' impact on society are increasingly highlighted. In 2010, Aalto University was created in a merger of three universities representing different academic fields. While the merger counterparts (Helsinki School of Economics, University of Technology and University of Arts and Design) were all public universities, the new university became a foundation under private law. In spite of this "privatization," state steering of universities remains strong in Finland, and a large part of the funding of all universities still comes from the state.

The making of Aalto University offers insights on the dynamics of privatization, which are accentuated in the merger context. The new university developed a forward-looking strategy, restructured its operations to serve a new innovative and interdisciplinary institutional profile and brand, and introduced an academic tenure track career system to attract top talent across the world. This talk will focus on the planning and implementation of the tenure track system as a significant vehicle in the shift to a university controlled by a private foundation. This also offers reflection on more general implications of the Aalto merger for understanding the opportunities and challenges presented by contemporary university reforms and transformation.

## University Management

April 12, 13.30 – 15.00

Room: 102

### Chrysovalantis Margaritidis (Central European University)

#### Academic Freedom and Institutional Neutrality

One aspect of academic freedom that has attracted very little attention is the relationship between academic freedom and the role of the university as an institution in the broader context of the society it is a part of. I call this dimension of academic freedom ‘institutional academic freedom’.

I distinguish between two senses of institutional academic freedom, following Isaiah Berlin’s distinction between positive and negative freedom. In a positive sense, institutional academic freedom refers to the role the university should play in society; in a negative sense, it refers to the constraints society and universities establish against state intervention in university matters.

While there is some discussion of negative institutional academic freedom, there is seldom discussion about positive institutional academic freedom. One of the reasons for the lack of discussion of the university as a social or political actor is the usually accepted principle of what I call “institutional neutrality” (IN), formulated in the University of Chicago’s Kalven report. The idea is that the university should keep a neutral stance both regarding the expression of opinion on campus and on societal issues. I formulate a possible formulation of this principle and argue against it. My discussion is a philosophical one but also partly informed from recent experiences at my own institution, Central European University.

### Gergely Kováts (Corvinus University of Budapest)

#### The role of trust in funding contracts: the case of Hungary

In the last decades, performance agreements and contracts have become a more widespread policy tool in the funding of higher education (de Boer et al. 2015). In line with the New Public Management, performance agreements focus on outputs and outcomes rather than inputs, and therefore they provide an excellent instrument for governments to create incentives without breaching the much-acclaimed autonomy of higher education institutions. In addition, performance agreements make it possible to concentrate resources on important activities which became an issue in times of financial crises. Finally, agreements have longer time-span providing the much-needed possibility of long term planning for institutions.

In 2007 performance agreements were introduced in the funding of Hungarian Higher education institutions. In the so-called Three-Year Maintainer's Agreements, the government guaranteed a significant amount of funding for three years, while institutions took responsibility to improve their performance in selected indicators (FTT 2011). The contract, however, held out the prospect of serious consequences for institutions if the number of their students decrease which had high probability. Why institutions signed the contract after all?

In the paper, based on the analysis of policy documents and interviews with institutional managers and policy makers, I wish to answer that question from the point of trust. While researching trust become important in NPM theory, the impact of trust on higher education policy drew less attention (Tierney 2006; Vidovich – Currie 2011). In addition to the role of trust, I will also explore why the Three-Year Maintainer's Agreement is generally considered as a failure.

The hypothesis of the study is that the level of trust has a significant impact on how policy tools work, which has implications on the possibility of transmission of policy tools between countries with different level of trust as well as on the ‘corruption’ of policy instruments (Lozeau et al. 2002). The study also contributes to the understanding of why post-socialist higher education systems evolve differently than their Western European peers, even if they use similar instruments.

de Boer, H. - Jongbloed, B. - Benneworth, P. - Cremonini, L. - Kolster, R. - Kottmann, A. - Lemmens-Krug, K. - Vossensteyn, H. (2015): Performance-based funding and performance agreements in

- fourteen higher education systems. Report for the Ministry of Education, Culture and Science. Center for Higher Education Policy Studies, University of Twente,
- FTT (2008): *Az OKM és az állami felsőoktatási intézmények között létrejött három éves (2007-2010) fenntartói megállapodásokban szereplő teljesítménymutatók elemzése és értékelése.* (The Analysis and Assessment of Performance Indicators Discussed in the Three-Year (2007-2010) Maintainer's Agreements between the Ministry of Culture and Education and Public Higher Education Institutions.) Budapest: Council of Higher Education and Science. (in Hungarian)
- Lozeau, D. – Langley, A. – Denis, J. (2002). "The corruption of managerial techniques by organizations." *Human Relations* 55(5): 537-564.
- Tierney, W. (2006): *Trust and the public good.* New York: Peter Lang.
- Vidovich, L. – Currie, J. (2011): „Governance and trust in higher education”. *Studies in Higher Education*, 36(1): 43-56.

### Péter Schindler (MACROgate)

#### How to raise additional corporate funding, orient applicants, align interests in higher education

Although the idea of having to pay for university studies is debated in some countries, more and more students are faced with increasing tuition fees, not to mention accommodation and living expenses. On the other hand, an increasing number of industries and companies are faced with a lack of sufficiently qualified graduates. This could even represent a major limit to growth in the near future.

From the students' perspective, however, a university degree can be considered as an investment, that significantly increases the earnings potential of graduates ensuring debt servicing potential.

Where tuition fees are to be covered fully or partly from study loans, the credit decisions are normative or taken by state (subsidized, guaranteed) bodies, organizations – and they usually do not take into consideration

- the expected relevance of the degree to be financed on the job market.
- value-for-money of the selected course and
- quality of tuition

Also, otherwise competitive universities may lack economies of scale and appropriate funding, due to low applicant numbers. Certain students are struggling to finance their studies or are faced with the fact that they had chosen a course that does not give them employable skills and knowledge.

These shortcomings could be mitigated by increasingly handing down competences to the actual participants and parties directly impacted, through setting up a Supplementary Study Loan (SSL) facility.

Description of SSL: employers willing to invest and lend long term, select a university with a relevant course and required tuition quality. A fund is set up that is in position to disburse study loans topping up generally available student loans. Loans are granted by a body operating in conjunction with the university under the guidance of funding companies and organisations.

The aim of the SSL:

- enlarge the pool of graduates with industry and business relevant degrees
- allow employers to give concrete feed-back, by selecting universities to be funded
- increase funding for students and indirectly for universities
- improve the competitiveness of participating universities
- create a goal congruent situation for stake holders and participants of higher education
- reducing study loans going bad, due to the degree being irrelevant on the job market.

An SSL program could be used to deepen the cooperation between universities and employers in other ways as well such as traineeship programs, subsidizing lecturers, etc.

SSL programs are suitable to most regulatory and macro environments as their parameters can be adjusted to the local needs and their main advantages apply universally.

SSL is not THE Solution, it could be, however, a useful tool to boost applicant numbers and align long term interests and reduce the shortage of highly qualified labour force.

## Research & Development

April 12, 13.30 – 15.00

Room: 104

**Giulio Marini (University College London)**

### European Research Area and European Union membership. A scientometric tale in Central and Eastern Europe

International co-authored publications are analysed in Eastern Countries of the European Research Area (ERA), to understand if and to what extent Countries that joined the European Union (EU) in 2004 (EU04) have increased their presence in international co-authored publications, and also if they gained more influence (higher Category Normalized Citation Indexes) if compared against other Eastern ERA countries. The assumption is that EU should interfere positively in the autopoietic web of co-authorships, although ERA is open to all European Countries and also EU funding schemes are accessible to extra-EU Countries. Analysing the census of internationally co-authored publications from 1995 to 2015, difference in difference regressions with several confounding variables show that EU membership played a positive role in increasing the presence in international co-authored publications. Some betterment in terms of influence is also found, though less prominent.

Allik, J., 2013. Factors affecting bibliometric indicators of scientific quality. *Trames*, 17(67/62), 3, 199–214

Arrieta et al. 2017. Quantifying the negative impact of brain drain on the integration of European science. *Science Advances* 3,4. e1602232

Braun T., Glänzel W., 1996. International Collaboration: Will it be Keeping Alive East European Research? *Scientometrics*, 36, 2, 247-254.

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Chessa A, Morescalchi A, Pammolli F., Penner O., Petersen A.M., Riccaboni M., 2013, Is Europe Evolving Toward an Integrated Research Area? *Science*, 339, 650-651.

Commission of the European Communities (2000). Presidency conclusions of the Lisbon European Council. Brussels: Commission of the European Communities.

Dakowska, D., 2015. Between competition imperative and Europeanisation: the case of Higher Education reform in Poland. *Higher Education*, 69(1), 129–141.

Davydchuk, M., Mehlhausen, T., Priesmeyer-Tkocz, W., 2017. The price of success, the benefit of setbacks: Alternative futures of EU-Ukraine relations. *Futures*, 95, 35-46.

De Noni, I., Orsina, L., Belussi, F., 2018. The role of collaborative networks in supporting the innovation performances of lagging-behind European regions. *Research Policy*, 47, 1, 1-13.

European Commission, 2000. Towards a European Research Area. Bruxelles.

European Commission, 2007. Green Paper. The European Research Area: New Perspectives. COM, 2007. 161 final, 4 April.

European Commission, 2012. A Reinforced European Research Area Partnership for Excellence and Growth, COM 394 COM, 392 final, 17 July.

European Commission, 2015. Comparative Scientometric Assessment of the Results of ERC Funded Projects (D5 report). Luxembourg.

European Commission, 2016. ERA Progress Report 2016. Science Metrix Study. Data gathering and information for the 2016 ERA monitoring. Technical Report. Bruxelles. doi:10.2777/35265

European Commission, 2017. Reflections and scenarios for the EU27 by 2025. White Paper, Bruxelles.

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**Aleš Vlk (Tertiary Education & Research Institute)**

**Jiří Stanzel (Tertiary Education & Research Institute)**

### **How to evaluate the impact of R&D policies: The case of the Structural funds in the Czech Republic**

When evaluating the impact of R&D policies on the national level we can focus on multiple dimensions and ask various questions: 1) the system structure (institutional setting): What is the position of public, private or higher-education sector in the national R&D system? How the legislation affects the behavior of research institutions? 2) Strategic priorities – What are the main strategy documents in the field? How ambitious or realistic are the priorities? What is the importance of these priorities in the national policy strategy? 3) Funding – What is the national R&D intensity in comparison to various benchmarks? What is the share of government budget allocations for R&D (GBARD)? Is the public funding system efficient? Several attempts have been made in the Czech context (Technopolis Group, 2011), however, it is very complicated to cover evaluate national R&D policy comprehensively. The task seems to be more feasible when we focus on particular policy interventions and try to assess their impact in the context of the national R&D system. In our case study, we describe how the evaluation of the impact of interventions from the EU Structural funds in the period of 2007 – 2013 was approached. The main objective of a specific operation program was to increase the excellence and international competitiveness of the Czech R&D system through investments in the new infrastructure and concentration of critical mass in the key areas of research.

The evaluation has been carried out at two different levels. The first one was at the institutional level – funded universities, Czech Academy of Sciences institutes and other research organizations in public as well as in private sector. The second was the national level of Czech R&D system.

We focused on project applicants and beneficiaries and analyzed their data and personal experiences with the funding projects. We also combined and compared this mostly qualitative information with quantitative data from the monitoring system of European structural and investment funds (MONIT).

At the national level, we searched for some relevant changes in the key performance indicators of the national R&D (expenses, publications, patent activity, employment rate, research cooperation, internalization etc.) before and after the intervention. The main challenge of this effort was how to prove the causality between this indicator changes and the intervention.

**Éva Pálinkó (Hungarian Academy of Sciences/ John von Neumann University)**

### **Academy - industry relationships in Hungary**

According to a previous policy analysis and a survey on the attitudes of PhD holders towards the business sector this study is to analyse the types of the academy – industry relationships in Hungary based on interviews among academic researchers in engineering. The 30 in depth interviews were conducted in 2017 and 2018.

The paper examines the recent forms of academy-industry relationships based on the typology of Perkman (Perkman, 2007) and collects evaluative interpretations on these forms of collaboration.

Results show that the third mission at the academy is quite heterogeneous however, mostly those relationship types are frequented and evaluated positively by the researchers which attached to high relational involvement (e.g. research services). In contrary those types which are resulted in direct innovation (e.g. commercialisation of property rights, academic entrepreneurship) are very rare and evaluated as inefficient.

The most common and mostly positively mentioned type of the academy-industry relationships is the 'research services' in which contract researches are conducted or consulting is realised. The second frequently mentioned type of collaboration is the 'human resource transfer' but its forms in nowadays Hungary are not knitted to those multi-context learning mechanisms which are mentioned by Perkman. Instead mostly the dual type education among graduate students exists with other types of education for the industry/support by the industry. Interestingly this kind of partnerships are said to be dangerous for

the universities as the industrial partners often abduct the best students offering them good positions instead of attending the masters or PhD programmes.

'Research partnerships' in form of inter-organisational arrangements for pursuing collaborative R&D (e.g. collaborative/shared research groups) are rarely and not clearly positively mentioned: these types of partnerships are drawn mostly as concerned with not real cutting-edge research. Its topics are those "with which the parent companies don't want to be concerned but they neither want totally reject them. The researchers are working on these topics but real breakthrough or great innovation is not expected". Other forms like 'informal interactions' or shared 'scientific publications' among academic and industrial partners are not common neither evaluated as efficient.

In conclusion: engineering researchers are historically open for academy-industry relationships but they are not satisfied with all the cooperation forms.

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## Students' Life

April 12, 13.30 – 15.00

Room: 105

**Feifei Wang (Eötvös Loránd Tudományegyetem)**

**Eva Biro (University of Debrecen)**

### **The relationships between sleep belief, stress and sleep quality among college students**

Poor sleep quality has become a frequent social complaint, and it is of curiosity to know whether it is also a campus complaint. Objective: The purpose of this study is to examine the relationship between sleep belief, stress and sleep quality within college students. Methods: A cross-sectional study was conducted in June 2016 to assess sleep quality and risk factors threaten to sleep among university students at the Faculty of Public Health of the University of Debrecen, Hungary. Results: 83 public health and physiotherapy bachelor students completed the questionnaire (response rate: 72.2%). More than half of the students were reported poor sleep quality. More male students reported good sleep quality than females, females reported higher stress level than males. There is no difference between academic years regarding to sleep quality. Furthermore, stress is significantly related to poor sleep quality while no statistical significance was found between sleep belief and sleep quality. Conclusion: Raising awareness about the importance of good sleep quality may help students make better choices in school life. Further study is suggested to provide detailed evidence of sleep belief on sleep quality.

**Jakub Dostál (College of Polytechnics Jihlava)**

**Anita Kéri (University of Szeged)**

### **International students volunteering activities – opportunities for central Europe?**

There is a growing body of literature that recognizes the importance of volunteering. Evidence suggests that voluntary activities play a crucial role in society. Therefore, the economic impact of volunteering has been studied in previous decades. However, the majority of these studies focus on local citizens' volunteering activities. To date, scientists have not yet been able to investigate the economic impact of international people's voluntary activities extensively in a certain area or country. Due to globalization and internationalization, this phenomena has to be studied from an international point of view as well. Considering the notion of internationalization, it appears extensively in the field of higher education, as a continuously growing number of students decide to leave their home countries to study in a foreign country. The increasing number of international scholarship programs also fosters this tendency. Studying abroad does not only include student activities closely related to the higher education institution, but also a student life in the given country. Not surprisingly, the voluntary activities of international students is seldom studied in the literature. However, for some students, living in a foreign country could mean much more than just a transit country. Therefore, voluntary activities and potential of international students should be taken into account.

Based on the arguments stated above, the aim of the current paper is to identify the economic potential of international students volunteering in Visegrad 4 countries (Czech Republic, Hungary, Poland, Slovakia). The study provides an exciting opportunity to advance our knowledge of the potential economic impact of international students. The study concentrates primarily on the V4 countries. International students, more specifically, Erasmus students are investigated in the research, which is due to the fact that data on exact student numbers is available regarding the Erasmus+ scholarship program. Taking the available information into account, five academic years are studied from 2012 to 2017, as these are latest data available on Erasmus outgoing and incoming students. Each country is studied from the viewpoint of ingoing students. The study uses a quantitative method to investigate Erasmus students' economic potential in the V4 countries. We have estimated the economic potential of international students volunteering using two hypothetical situations. First, all the international students shall volunteer for four hours per months of their stay. Second, only 10% of the international students shall volunteer, but only for four hours per stay. Then, we used replacement median wages to quantify the



economic value of volunteering. This value is represented by an interval estimate with upper and lower bound. Results indicate the importance of international students' volunteer activity, as the potential volunteer hours and their economic value is calculated.

**Éva Karcsics (John von Neumann University)**

**Ágnes Somosi (John von Neumann University)**

**Competence-based management model in higher education: sport as a tool for reducing anxiety?**

It is a strongly emphasized thesis in the special literature on management that human resources themselves are the main factor of competitiveness that have the potential of ensuring sustainable competitive advantage (Wright–Dunford–Snell, 2001).

At John von Neumann University we introduced a subject-specific competence assessment (Karcsics-Somosi, 2019), which we consider to be an important tool for accomplishing our strategic goals in terms of linking higher education competence development with market labor requirements of companies in the urban ecosystem.

We managed to test all the students on their competence in the first semester of the 2016-17 academic year, when the degree program was first offered. We have carried out analysis of the 47 students in the following areas: GPAs and subject area analysis .

We expect to find positive deviation between the results of input and output assessment for the benefit of the output, which can be first assessed in February 2020.

The GPA analysis shows that the first semester GPA correlates only with the entry points (0,0442\*\*\*). There is a significant positive correlation between the second semester GPA and achievement via conformance (0,256\*), sociability (0,317\*\*), community (0,358\*\*), responsibility (0,387\*\*), femininity (0,492\*\*), responsibility on the leadership scale (0,462\*\*\*), conscientiousness from the Big Five dimensions (0,464\*\*\*), conventionalism factor (0,580\*\*\*) and there is a significant negative correlation with flexibility (-0,459\*\*\*). There is a significant positive correlation between the third semester GPA and creative thinking (0,285\*\*\*) and conventionalism factor (0,279\*), whereas a negative correlation with intellectual efficiency (-0,273\*) and flexibility (-0,289\*\*). There is a significant positive correlation between the fourth semester GPA and creativity (0,279\*\*) and process diagram test (0,283\*\*).

For the subject area analysis we used the Qualification and Output Requirements, and at some points made suggestions for improvement of the categories. There are some interesting areas, e.g. sport, which positively correlates with self-acceptance (0,252\*), dominance (0,293\*\*), sociability (0,323\*\*), sense of well-being (0,356\*\*), capability for status (0,364\*\*), extrovert factor (0,294\*\*), social effectiveness from the Big Five dimensions (0,313\*\*) and leadership factor (0,333\*), whereas negatively correlates with anxiety (-0,350\*\*) and feminism (-0,386\*\*).

Our current study clearly has some limitations: the sample should be broader to ensure the robustness of results, so the correlations presented can only be interpreted as the first results of an ongoing research. Thus, further analysis includes the correlations on a broader sample, and if the output results are available, the comparison between in-and –output results. A further goal is the assessment of competence-based results with labor market wages.

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## Access in Higher Education

April 12, 15.20 – 16.50

Room: 102

**Krzysztof Wasielewski (Nicolaus Copernicus University in Toruń)**

### **The impact of massification on educational opportunities of the rural youth. Case of Nicolaus Copernicus University in Toruń**

Polish higher education (HE) has undergone deep structural transformation (1990-2020) from the elite through mass to universal model (Trow 1973). It was the outcome of numerous social processes among which the prime role was played by (a) raising aspirations of young generation, (b) growing demand for high-skilled workforce, (c) spontaneous growth of private HE. This rather spontaneous and uncontrolled process was fueled by great enthusiasm and for many it was seen as remedy for numerous educational deficits in particular the inequalities in access to HE. One of groups who were particularly disadvantaged was the rural youth due to poverty, poor educational infrastructure and unemployment outside the Polish urban areas (Kwieciński 1980).

The expansion of HE supposed to make positive impact on accessibility to higher learning. And indeed, so called 'educational boom' (Herbst, Rok 2010; Kwiek 2013) widened the access and created more opportunities for those previously disadvantaged. While there is little doubts that the expansion brought 'more education', there are some concerns about how it really affected educational inequalities (Czarnecki 2015). So, this empirical study wants to examine the impact of HE expansion on educational opportunities of the rural youth in Poland. Our assumption is that it created more illusionary than real change. We claim that the educational inequalities has been largely preserved and only they shift their character from vertical to horizontal ones (Raftery and Hout 1993; Lucas 2001). The consequence of this process is the diversified presence of rural youth in various fields of study/programmes, depending on their selectivity and social prestige. This can be a "trap of possibilities", or an apparent social advancement through education (Brown, 2003; Duru-Bellat, 2009).

In order to verify our claim, we will analyze the social composition of the students cohort at Nicolaus Copernicus University taking into account their social origins (urban/rural) and sex. Furthermore, we will check them against two independent variables (a) level of studies (BA/MA/Phd) and (b) type programs (prestigious/non-prestigious) in order to the evaluate the impact of the system expansion of educational opportunities of the rural youth in Poland.

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Lucas, Samuel R., 2001: Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects, *The American Journal of Sociology*, Vol. 106, No. 6 (May 2001), pp. 1642-1690.

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**Simona Torotcoi (Central European University)**

### **Roma Targeted Higher Education Policies in Central Eastern Europe- A Typology**

Generally speaking, very few Roma in CEE have access and therefore successfully completed higher education. The few data that exists shows that there a significant gap when compared to the mainstream society. If the participation percentage among the mainstream population is around 40%, when it comes about Roma this percentage does not exceed 4%. In the light of these developments, starting with 2005 several European level policy initiatives (which have no binding character) focusing on enhancing Roma inclusion in education, employment, health and housing among Roma took place (see for example the Decade of Roma Inclusion, the National Roma Inclusion Strategies). Besides these, national governments had their youth and/or education national strategies and measures for dealing with the inclusion of national minorities, disadvantaged groups, or even Roma specifically. Last but not least, given the autonomy higher education institutions have they can propose their own policies on dealing with inclusion.

By focusing on Central Eastern Europe, this paper aims to identify what higher education policies or measures have been taken on board by universities, local governments, private and civil society actors, etc. in order to widen access and participation among Roma students from Central Eastern Europe. The analysis is focused on the case of Roma students in the region, where a large part of Roma population is concentrated. This paper presents an inventory of the social inclusion policies for Roma. A closer look at such initiatives shows that there actually a variety of social inclusion policies for Roma education at the tertiary level. This paper develops a new framework for categorizing social inclusion policies. The framework combines the type of policy (state- non state) and its position regarding different access and participation stages (before, at the entry, during and after higher education) in the tertiary education process.

Last but not least, the discussion part will examine the relationship between different national approaches across CEE with regards to how different countries accomplish the goal of enhancing social inclusion as part of their welfare policies.

**Akos Valent (University of Pécs)**

### **A study of the different motivational factors in university selection of ethnic Hungarian students in Slovakia**

Key Words: University Selection, Identifying Motivators, J. Selye University

A study of the different motivational factors in university selection of ethnic Hungarian students in Slovakia

In our research, we studied the differences in the factors influencing university selection among the students of J. Selye University, of its three faculties, based on different parameters (the selected faculty, the level of education, sex). Said university is in a unique position because J. Selye University is the only higher education institution financed by the Slovak Republic that has Hungarian as its primary language of instruction. Its diploma, issued (also) in Slovak, is recognized in the whole of Slovakia.

We have chosen the written questionnaire as our research method for the empirical study because of its excellent suitability to identify the joint opinions, habits and attitudes of individuals and groups. The survey and the detailed processing of the data took place between 3 November 2017 and 15 May 2018. Our questionnaire has reached 15.82 per cent of the student population.

We were looking to find out whether there were substantial differences in the significance of the individual university selection motivational factors (like opportunity to study in one's native language, staying in one's homeland) among the faculties (Faculty of Education, Faculty of Economics, Reformed Theological Faculty), the levels of education (bachelor's level, master's level and PhD level) or between the sexes.

We have included 31 questions of a wide variety of question types (among others: interval scale, Likert scale, open questions). We believe our study has contributed to a better understanding of the motivation behind the students' university selection.

## Students' Success and Failure

April 12, 15.20 – 16.50

Room: 104

**Viorel Proteasa (West University of Timișoara)**

**Kata Orosz (Central European University)**

**Daniela Crăciun (Central European University)**

**Master degrees and labour market premiums: putting register data under scrutiny for an exploratory case study**

One of the widely shared beliefs surrounding education is that it should provide a ticket to better employment. Gary Becker framed this relationship in human capital theory, which later turned into one of the most influential discourses in higher education, promoted by international actors, such as the OECD.

The relationship between education and employment is generally studied using questionnaire data – with both pros and cons, such as high costs of data collection and limited options regarding paneling. We opted for an alternative research design, building on the opportunities brought by register data and coding-aided research, which allows for the analysis of unstructured data bases. The database we used to explore the relationship between master education and graduate employment comes from a platform built by linking the student registers of a comprehensive large university in Western Romania with data exported from the national employee register. It includes 13,357 cases which represent the population of students who completed their bachelor's degree in the period between 2007 and 2012. Some of these students enrolled in, and completed, master degree programs after they earned their bachelor degrees, while others entered the labor market after earning their bachelor degrees. In this paper we provide preliminary results from a statistical comparison, in terms of their labor market outcomes of master degree holders with those who only have a bachelor degree in the same field.

One of the challenges in working with register data proved to be the choice of variables, which is limited by the structure of the data bases – built for administrative purposes, not for research. We used three dependent variables to describe labor market outcomes: (1) the employment status on the (national) labor market, (2) the occupation, according to the International Standard Classification of Occupation ISCO-08 – the classification adopted by national statistics offices in the EU and in most countries throughout the world, and (3) the income category (gross salary). The independent variables we retrieved from the university's student register are (1) field of study of the bachelor's and master degree, and (2) the date of degree completion. We (partially) addressed the issue of endogeneity with the use of control variables, accounting for the socio-demographic attributes we could obtain (gender, age, bachelor cohort), plus capability attributes, such as each individual's score at the high-school graduation standardized test – the bacalaureate.

The strength of our findings resides in the fact that they exhibit some key-dynamics which enable a more sophisticated understanding on how higher education credentials are related to labor market outcomes. The main limitation of the paper is the limited ability to generalize the results to wider contexts, and from the issue of endogeneity, which require a more sophisticated statistical treatment. Nevertheless, the paper provides a promising approach to using register data for investigating the link between education and employment outcomes.

**Tamás Bartus (Corvinus University of Budapest and Educational Authority)**

**Péter Róbert (TARKI Social Research Institute and Educational Authority)**

**How do graduates find their first job? Variation by field of study and higher educational institute**

The paper investigates labour market entry for full-time graduates after completing their BA or MA studies at Hungarian universities. Graduate tracer surveys between 2007 and 2014 are employed for this purpose; number of respondents entering into a search for a first job is 35 thousands. Graduates being in labour force, employed or self-employed, at time of completion of studies (receiving an absolution)

are excluded from the analysis. Two dependent variables are defined in the paper: (1) success in finding a job; (2) the time span (in months) required for a labour market entry. Graduates represent various fields of studies like administration and government, agriculture, arts, business and economics, education and pedagogy, engineering and manufacturing, health and medicine, humanities, informatics, law, life sciences, social sciences, sport; and have completed their studies in various higher education institutes. These two kinds of information serve as the main explanatory variables of the analysis.

The paper provides descriptive statistics on the two indicators of labour market entry. On average, 83% of BA graduates and 91% of MA graduates were able to enter the labour market; BA graduates needed 7 months and MA graduates needed somewhat less than 6 months for this outcome. Nevertheless, finding a job seems to be more difficult for students in arts, life sciences and agriculture; while graduates from pedagogy, informatics and engineering are in easier situation. Moreover, students from these latter fields of studies are able to find a job even faster.

Results from descriptive statistics are re-investigated and confirmed by multivariate analysis; probit models are used for predicting the odds of finding a job and censored regression is used for estimating the time needed for this. These statistical models also include the concrete higher education institute in addition to field of studies. This allows investigating how far it matters whether students receive their diploma in some field in a given institution. The paper shows that home institution generally matters at most for business and economics as well as for arts, administration and government, and social sciences. For finding a job, the institution makes a difference for engineering and manufacturing; for the time needed to enter the labour market, the institution has an influence for humanities.

Policy lessons: (1) labour market values MA diploma more than BA diploma; (2) the analysis confirms certain stereotypes like it easier to get a job with a degree from informatics or engineering but also from pedagogy and medicine; while graduates from business and administration, social sciences or arts face more difficulties; (3) the labour market can consider the higher education institutes as 'quality signals' to some extent and for certain field of studies and make a difference according to the diploma provider institution when evaluating job seekers and offering a job to them.

**Aleš Vlk (Tertiary Education & Research Institute)**

**Šimon Stiburek (Tertiary Education & Research Institute)**

**Jiří Mudrák (Institute of Psychology, Czech Academy of Sciences)**

### **What Makes Students Drop Out: Towards Complex Framework Of Study Success In Higher Education**

Study success in higher education represents a complex issue that covers multiple aspects of effective learning, including progression towards graduation, development of competencies, or acquisition of social capital. In line with that, the opposite to study success is student disengagement, ineffective learning, and dropout.

A broad range of factors influencing student dropout has been discussed in previous research, from external aspects such as national unemployment rate to specific conditions of individual HE institutions and predispositions of individual students. For example, the HEDOCE study (Vossensteyn et al., 2015) classifies causes on four levels: national, institutional, individual, and factors related to the labor market. Kuh et al. (2006) consider the effects of student characteristics before entering higher education, behavior of students during their studies and institutional factors.

However, the research on study success and drop out has often focused on limited number of factors, explaining this phenomenon only partially, and paying little attention to the interactions of individual types of factors. In our contribution, we integrate these approaches into a more complex conceptual framework reflecting emerging trends in HE as well as current changes in macrosocial environment mainly of Central European countries, including the Czech Republic. We build on Tinto's (1975, 1993) concept of social and academic integration which we develop further by including other individual, institutional and macrosocial factors.

On this basis, we structure the micro-level factors determining student success across three main sources. The first branch represents individual students including their cognitive abilities, knowledge, expectations and interests, material resources, as well as cultural capital. The second branch relates to the

characteristics of higher education institutions such as organizational culture, academic and non-academic staff, campus environment, study program design, modes of learning and teaching, or formal rules and procedures. Finally, the third key determinant of student integration is the process of matching students to programs and HE institutions.

Unlike most previous models, we set these core determinants into a broader context of macrosocial factors. We suggest new analytical framework for evaluating the causal relationships between student success and external pressures to reflect on global trends such as universal access to higher education, digital and on-line society, generation change, changing labor market requirements and migration. At the same time, we take into consideration aspects of HE policy leading to increasing pressures for accountability and profitability as well as decline in resources of HE institutions, which may jeopardize their capacity to integrate students successfully. We consider integration of micro- and macro-perspective the key added value of our framework.

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## Professional Development

April 12, 15.20 – 16.50

Room: 105

**Jiri Mudrak (Institute of psychology, Czech Academy of Sciences)**

**Katerina Zabrodska (Institute of Psychology, Czech Academy of Sciences)**

**Katerina Machovcova (Institute of psychology, Czech Academy of Sciences)**

**(Dys)functional organizational cultures at academic workplaces and development of academic careers**

In the paper, we will explore “functional” and “dysfunctional” organizational cultures that we observed at Czech academic workplaces and discuss their effects on career development of academics employed at these workplaces.

Methodologically, the study has been based on a multiple-case qualitative research design implementing semi-structured interviews with academics from a wide range of Czech academic institutions in natural, technical, and social sciences (n=120). In the interviews we explored the ways in which the participating academics perceived their workplace environment and how this workplace environment affected, both positively and negatively, the development of their academic careers.

The results of our analysis suggest four distinct types of organizational culture at academic workplaces. Two “functional” cultures (i.e., cultures that were viewed positively by academics in different academic positions and generally perceived as conducive of academic career development) we labeled as “performance” and “collegial” cultures. In the “performance” culture, the defining characteristics were represented by an emphasis on research performance, quantifiable results, and managerial approach to leadership. In the collegial culture, the participating academics emphasized an interest in their field, intrinsic motivation, good relationships and autonomy.

In contrast, two “dysfunctional” cultures (i.e., cultures that were viewed as negative or even harmful by the participating academics) we labeled as “exploitation” and “fraternity” cultures. In the “exploitation” culture, high status academics used managerial strategies aimed at maximizing academic productivity by exploiting work of their subordinates. In the “fraternity” culture, by contrast, members of powerful alliances at the workplace strived to maintain their power based on nepotistic relationships, often with detriment to academic productivity.

The study findings suggest that different cultures may present different benefits as well as challenges to academics striving to develop their academic careers. We argue that these differences stem from a different power distance between high and low ranking academics in these cultures. In the “dysfunctional” cultures, this power distance appears to be largely exacerbated by ingrained mechanisms of control through which systemic inequalities between high-power academics and lower ranked faculty are maintained to the detriment of the career development and well-being of the lower-ranking academics.

The main limitations of our study stem from the qualitative research design which focuses on the subjective perspective of the participating academics and limits the generalizability of our findings.

**Iryna Degtyarova (Polish Rectors Foundation)**

**Jerzy Woźnicki (Warsaw University of Technology, Polish Rectors Foundation)**

**Promotion of good practices in the university management in Poland (selected findings from the analysis of the award contest „Leaders in University Management LUMEN”)**

Sharing knowledge and dissemination of good managerial practices are very important nowadays for increasing efficiency of higher education institutions and promotion of good university governance. This is the idea of the award contest „Leaders in University Management LUMEN” organised by PCG Polska and Polish Rectors Foundation. The best-managed projects and initiatives implemented by Polish universities by their own initiative are being awarded in this contest. Our goal is to analyse the contest

formula and results, also from inside as organizers, in order to make an overview of the current managerial trends in academic institutions.

The award contest reflects the main pillars of university performance connected with the university strategy in 3 main categories: Development, which is focused on the projects and activities as a part of the implementation of university development strategies; Management, searching for good managerial practices in all fields (education, research and organization), Cooperation, showing good practices of relationships with university stakeholders: students, employers, business, local government, community. Special award can be granted to the university for the extraordinary specific project.

Analysis of the topics of submitted projects allows to make an overview of the major trends in Polish universities at the institutional level. In the Management category the following major topics were prevailed: institutionalization of external cooperation with business in R & D, rationalization of administration and day-by-day management, improving the functionality of administrative services from the point of view of employees, new (IT) solutions in project management. In the Development category the universities are proud of their investments in the research infrastructure, modern IT- infrastructure and systems supporting the education and academic teachers assessment, development of integrated university IT-systems, new forms of students' internships, etc. Within the Cooperation contest category, the projects were focused the integrated systems of university cooperation with employers in the process of education, development of open universities, institutionalization of university relations with graduates, focus on socio-economic environment as a factor supporting strategic planning for universities, measures for students' employment.

Thus, we can come to main conclusions. IT-solutions become much more important for increasing the quality of university performance and serving good governance and helping to university leaders in Polish universities. Professionalization and rationalization of university administration helps universities to perform better and better fulfill their mission. Communication and cooperation, both internal and external one, have a great impact on university management and universities take up different initiatives to boost it.

#### **Pusa Nastase (Central European University)**

##### **Academic appointments and promotions in Myanmar**

This study explores the system of centralized appointments and promotion in Myanmar where the Ministry of Education has the authority to appoint and rotate academic staff to any university in the country based on the academic service record and the pragmatic staffing needs of higher education.





### **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.