

## **Central European Higher Education Cooperation (CEHEC) 3<sup>rd</sup> Conference**

### **Worry or Not - Higher Education in Central and Eastern Europe Current Trends and Scenarios for the Near Future**

**24-25 April, 2017  
Budapest, Hungary**

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

#### **Conference Theme – Call for papers**

In an atmosphere of declining enthusiasm and support for higher education, the 2017 Central European Higher Education Cooperation (CEHEC) conference proposes to scrutinize the chief reforms in higher education in the region over the past decade, identify the most important current trends and discuss possible future scenarios for the near future. Presentations should focus on the analysis and evaluation of institutional, national or regional policies, look into experiences and lessons learned from reform processes, or discuss current and forecast future trends. Papers should be submitted in one of the four main areas:

1. management
2. funding and governance
3. teaching and learning
4. research and development

The call invites papers dedicated to the higher education sector in the CEE region, but relevant contributions from other regions are also welcome, including comparative studies. We expect conceptual, as well as empirical papers.

## Keynote speakers & abstracts of keynote speeches



**Andrée SURSOCK**  
Senior Adviser, European University Association (EUA)

***European Trends in Teaching and Learning***

The presentation summarizes the results of “Trends 2015”, a study conducted by the European University Association. Based on a questionnaire, which was answered by 451 universities, the study confirms the pre-eminence of quality assurance, internationalization and ICT as three key change drivers that are affecting teaching and learning in Europe.



**Jeroen HUISMAN**  
Professor, Centre for Higher Education Governance Ghent, Ghent University

***Structural Reforms in Higher Education: Recent Experiences and the way Forward***

Governments across the globe initiate comprehensive reforms of their higher education systems because they want their models to be the best and to excel at what they do. This regularly requires governments to change the higher education landscape (e.g. through mergers, excellence initiatives, establishing a new higher education sector). The presentation explores the current understanding of how successful such comprehensive reforms have been and which factors contribute to the success or failure of the reforms.



**Harry F. de BOER**  
Senior Research Associate, Center for Higher Education Policy Studies (CHEPS), University of Twente

***Towards a Contractual State Model in Higher Education. Changes in the Relationship between the State and the HEIs***

In response to challenges stemming from developments such as a growth in demand (mass higher education), globalization, fiscal crises, and inspired by neoliberal ideologies (NPM), modes of governance in higher education have changed in the last decades. Contemporary governments continuously are in pursuit of a governance model that ‘fits’. According to our view this fit relies at least on two dimensions: the features of higher education institutions and the attributes of the services delivered by these institutions. The analyses based on these dimensions will address three governance models: state control, state supervision and the contractual state. This last model, which seems to be the current model in several countries, will be illustrated with examples from the Netherlands.

**Manja KLEMENČIČ****Lecturer in Sociology (of Higher Education), Department of Sociology,  
Faculty of Arts and Sciences, Harvard University*****Reaching for Excellence in Teaching and Learning in Central European Higher  
Education***

Student-centered learning (SCL) has entered center stage on higher education policy agenda after the Yerevan Ministerial Summit of the European Higher Education Area (EHEA) in May 2015. It has become the key principle underlying the intended reforms enhancing the quality of teaching and learning in European higher education. Despite the universal appeal, SCL remains poorly defined in policy documents and this ambiguity potentially jeopardizes its implementation; especially in countries – such as those in Central Europe - which have been lagging behind in the reforms of teaching and learning. The keynote will address the different instances and evocations of the SCL approach in EHEA policies. Furthermore, it will seek to clarify the conceptual foundations of SCL. Two propositions are put forward. First, SCL should be understood as a ‘meta-concept.’ Such an understanding serves as a corrective to the eclectic use of SCL in association with a broad variety of issues. Second, the keynote questions the suitability of student engagement as a conceptual foundation of SCL. The main argument is that student engagement conceptually fails to sufficiently address student autonomy, self-regulation and choice, all of which have been highlighted by the literature as essential elements of SCL. The root concern of SCL is not propensity to certain types of desirable behavior as implied in student engagement, but rather student agency as students’ capabilities to intervene in and influence their learning environments and learning pathways. Finally, the keynote will address the possible reform agendas for enhancing quality of teaching and learning in Central Europe.

**Ligia DECA****State Adviser on Education and Research, Romanian Presidential  
Administration*****Long Term Strategies for Higher Education in Central and Eastern Europe: a  
New National Trend or an Elusive Goal?***

Public policies in the field of education and research have been constantly changing in the past two decades all around the world and their impact has been significant, especially in transitioning countries, such as those situated in Central and Eastern Europe. Romania, Slovakia and Croatia are just three examples of countries that are undergoing or have recently undergone large scale reforms in education and research. But are these reforms based on a socially and politically endorsed long term vision for the sector? Or are they likely to be continuously adjusted, in light of the swift electoral changes? The stability and continuity of education reforms remains a key challenge for transitioning countries, thus it is important to look at the fate of various reforms in order to prepare for the policy challenges of the future.

**Attila PAUSITS****Head, Centre for Educational Management and Higher Education Development, Danube University Krems*****Stratification and Diversification of Higher Education: From the Social Contract to the Mission of Universities***

The European higher education policy has nowadays been dominated by an ambitious modernization of nation-state higher education systems. These reform processes have significantly influenced both core missions of higher education institutions (HEIs), namely research and teaching. The university's autonomy and governance, the Bologna Process, the Excellence Initiative, but also the changes in the funding of higher education - to mention some of the key issues - have led to a fundamental discussion on the role and responsibilities of HEIs. The changes range from comprehensive system reforms to institutional change processes, which are often expressed and propagated with headings like "from government to governance", "from teaching to learning" or "from research to innovation." There are examples of a necessary change and a new alignment of the social contract for HEIs, e.g. new financing models; trends such as the expansion of tertiary education; or the right of active participation in the process of lifelong learning. But these new developments and changes lead to the same question: alongside teaching and research are there other tasks for a modern university in a knowledge society? If so, then the existing social contract between HEIs and society has to be renegotiated. Politicians, decision-makers and university administrators are in search for a new identity and a new strategic anchoring of the modern university in society. The presentation deals with this phenomenon and attempts to develop a theoretical and conceptual framework of this third pillar of university activities.

### Submission and publication

The paper submission process is organized in two steps:

1. Extended abstract submission (four pages, 12 000 character with spaces). Deadline **28 February 2017**).
2. Full Paper submission (deadline after the conference, **1 June 2017**) for:
  - a. CEHEC 2017 Conference Proceedings or
  - b. special issues of journals supporting the CEHEC 2017

Abstract and full paper guidelines can be found at the conference website (see below). Selected papers will be published in a conference proceeding with an ISBN number.

### Registration and conference fees

Interested individuals may participate in all the events of the conference without submitting a paper for presentation. Online registration is possible on the conference website after **1 December 2016**.

Registration fees are as follows:

100 EUR	Early birds ( <b>before 15 March 2017</b> )
150 EUR	Regular registration
60 EUR	Students' fee (registration before 15 March 2017)

Fees include conference materials, dinner, buffet lunch and coffees, and should be paid through bank transfer (details will be available on the conference website once registration opens).

### Important deadlines

1 <sup>st</sup> December 2016	Conference registration and submission of extended abstracts starts
28 <sup>th</sup> February 2017	Submission of extended abstracts ends
10 <sup>th</sup> March 2017	Results of extended abstract reviews announced
15 <sup>th</sup> March 2017	Early bird registration ends
15 <sup>th</sup> April 2017	Registration deadline

**Contact** E-mail: [bce.nfkk@gmail.com](mailto:bce.nfkk@gmail.com)  
 Conference website: <http://cihes.uni-corvinus.hu/>



### **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.