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Redesigning Higher Education in Changeable Socio-Economical Contexts

The Book of Abstracts

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Lean Management in Higher Education

The application of lean management is standard in manufacturing companies all over the world. It is not only used to continuously optimize existing production processes. More and more lean helps us to reduce the complexity in administration processes as well. Unfortunately, in higher education, the awareness of lean being a fantastic methodology to make our life easier and to gain better results in the process of education is quite low. This presentation has the goal to explain the philosophy of lean management and to show how it can be applied in a university environment. Therefore, 5 different examples are being discussed: The use of administrative value stream design to optimize university processes. The use of standardization to reduce the complexity for students and staff. The use of pull to structure a lecture. The use of shop floor management in the continuous optimization of a faculty. How to write a pull master thesis instead of a typical push master thesis. At the end, it will be discussed why it is so difficult to implement lean in a university environment and how an organization of higher education can move forward towards a lean university.

Prof. **Jan F. Jacko**, PhD

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The classical ideal of higher education

The lecture concerns the project of higher education that has been developed by the ancient philosophers – Socrates, Plato and Aristotle and experimentally implemented in the

Platonic Academy. The project is called 'classical' ideal (or paradigm) of didactics. The purpose of this presentation is to identify some of the compounds of contemporary ideas of the university with the classical ideal of education, which was implemented in Plato's Academy.

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Insight into the essence of education and the everyday world of work

In what follows, by "education" is explicitly meant, "Higher Education". By "everyday world" is meant "the world of our everyday life". In his world we are concern with thing, dealing wit them. This, we might say, is our natural world. Together with this world, there is another world which can no longer be defined in terms of our everyday dealing with things. Let us keep in mind right from the start that even though we are talking about them as two different worlds, they are not. Both are intimately related with regard to their meaning.

Even though we know, from a strictly theoretical point of view, that there is a difference between the two, from –in absence of a better term– an un-theoretical point of view we have tried to bring them together for reasons that are totally exogenous to the purpose and meaning of Higher Education.

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On-line education and blended learning in the USA: approaches and quality control education and blended learning in the USA: approaches and quality control

The paper reflects on the state of online learning in the US, analyzing quality issues of graduate online education, covering challenges, key trends, and perception changes of students and faculty. Summaries are based on the results of the annual national surveys of online learning in the US done by the Babson Survey Research Group/Sloan Consortium and Pearson, with a case study of largest online School - University of Phoenix.

Integration of new technologies into learning/teaching process became a critical part of a long term strategy for many US universities. According to the National Sloan survey more than 96 percent of the largest institutions have blended learning and online degree offerings. Currently doctoral programs in the US have the greatest number of blended and online options due to increased demands in higher education in the country. In order to control the quality of Higher Education, US universities designed and developed a variety of new standards for online professors. First of all, every instructor goes through a rigorous hiring process. Secondly, qualifications, credentials and prior online teaching experience are the criteria that are vital to succeed in selection process. The most common training approaches for online faculty are internally run training courses (72 percent) and informal mentoring (58 percent). Only six percent of institutions with online offerings report that they have no training or mentoring programs for their online teaching faculty (Sloan Report, 2014). Apart from adapting new skills and teaching models for online courses, high quality of student's performance is an indicator of good services provided by the university. Academic institutions in US use outcome based quality indicators to evaluate the efficiency of educational programs. Such indicators are as follows: subject proficiency, individual growth of a student, graduation rate and dissertation presentation rate at graduate programs and career readiness.

Keywords: information communication technologies (ICT), blended education, online education, learner-centered environment, self-directed learning, outcome based quality indicators.

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Modern University - mass education or a chance for outstanding people?

In many publications one can read that modern education has led to the formation of a knowledge society. However, there is an alternative. According to Mats Alvesson, the author of *The Triumph of Emptiness*, the opposite is true, “now” creates an ignorant society. It is worth noting that today, public universities are funded in direct proportion to the amount of students they have. Rankings and statistics based on a large number of candidates per one spot at the university, often constitute only an illusion, which is used to maintain the prestige of a given university. The data is true, but it is presented in order to evoke general admiration. Can the introduction of the national qualification framework be a cure for the blemish on modern universities? Should the students be subjected to knowledge check at the time of crossing the threshold of the University, or may it be required only after completing the program of lectures or during diploma defense? The old perception of the world includes the double loop learning. Shouldn't it underpin functioning of such educational facility? Referring to the teaching staff, one should also consider the master – apprentice relation. Can one currently write about its existence or is it merely phantasmagoric creature, which cannot exist today? As the science developed, its propagation and evaluation also transformed. The multitude of rankings focusing on number of citations and other bibliometric parameters dominates the activities of the University. Is it its main goal? We must consider whether modern science has been drawn into a rigid framework of the university that limits it. Question whether such a system discourages young researchers from scientific study and exploring the "blue sky" is yet to be answered.

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How to redesign PhD studies programs to prevent burnout and promote engagement? New ideas based on the results of Jagiellonian University PhD candidates opinion survey

In today's academic climate the young scientists are frustrated and overload (Stubb et al., 2011; Powell, 2016). What is more, during the past few years PhD programs at the Polish universities underwent rapid but uncoordinated transformations. Therefore, the purpose of this study is to identify factors related to PhD students' burnout and engagement in order to propose ideas useful in redesign PhD programs. Methodology/ Material and methods: We based on Job Resources-Demand theory applied to academic context (Schaufeli et al. 2002, Salanova et al., 2010). Firstly, we created a list of 50 possible demands and 50 resources of PhD studies at the Jagiellonian University (JU), then a group of 9 members of JU PhD Candidates Association assessed validity of this proposition and next based on this assessment we created a list of 23 demands and 20 resources. Secondly, we created an online survey consisted of a list of demands and resources and measures of burnout and engagement (Kulikowski, 2016; Schaufeli et al., 2002). Finally, we sent invitations to the online survey to all of the 3292 PhD candidates at JU, receiving 341 responds to the invitation. The obtained results were analyzed using multiple regressions in order to find predictors of work engagement and burnout among PhD students. Results: Based on PhD opinions we have found sets of predictors of burnout and engagement. Study resources negatively related to burnout: the prestige of PhD studies at JU (unstandardized regression weights $b = -0.20$); the possibility of conducting own research projects ($b = -0.15$); supervisor being an authority in his/her scientific field ($b = -0.13$); receiving support from the professors and PhD working in the same department ($b = -0.12$). Study resources positively related to engagement: the possibility of conducting own research projects ($b = 0.17$); clear expectations of supervisor to PhD candidate ($b = 0.15$); the prestige of PhD studies at

JU ($b = 0.14$); taking care of PhD students' interests by representatives of doctoral students in the Council of the Department ($b=0.13$); clear information about what to do to complete successfully doctoral studies ($b=0.12$); support from the supervisor in the preparation of the doctoral thesis ($b=0.11$). Demands positively related to burnout: lack of support in preparing doctoral thesis from the supervisor ($b=0.22$); inability to work simultaneously with studying at doctoral studies ($b=0.20$); overload of obligatory courses needed to fulfill PhD program ($b=0.19$); use of PhD students as low paid workers at the university ($b=0.15$); unclear rules of scholarships ($b=0.14$); disrespect for PhD students from the academic staff ($b=0.12$). Demands negatively related to work engagement: use of PhD students as low paid workers at the university ($b=-0.13$); lack of courses in PhD programs taught by specialists recognized globally ($b=-0.17$); inability to work simultaneously with studying at doctoral studies ($b=-0.18$); lack of support in preparing doctoral thesis from the supervisor ($b=-0.31$). Value/ Conclusions: Our results have revealed factors which are considered by PhD students as obstacles and facilitators and, more importantly, allow us to investigate how these factors are related to PhD students' burnout and engagement. Based on these findings we may discuss new ideas on how to redesign PhD programs to promote work engagement and prevent burnout.

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Project of formation of the competences in the field of international competitiveness management of masters of international economics (future social elite)

The current issues of formation of the social elite of Ukraine in terms of European integration has been considered. The fact that international economists make future social elite of Ukraine has been argued. They are able to develop strategies to build brand and image of the country or company; to be ready to make economic decisions in the field of international relations; to perform analytical support of foreign interests; to develop a policy of national and economic security; to monitor the market environment at the national and international levels and to ensure the cost-effectiveness of entrepreneurship in companies engaged in foreign economic activity. In order to achieve the objectives, students and professors took part in these projects: «Competitiveness of Ukraine: Problems and Prospects», «Assessment of International Competitiveness of Domestic Enterprises in Overseas Markets» and others. Implementation of projects required the use of active learning methods, like these: debate, discussion videos, discuss issues, discussions, case studies, business games. 67 students of 4-5 grades attended the experiment. In the process of development and implementation of this project were used these educational methods: observation, peer review, synthesis, analysis, induction, theoretical synthesis, simulation and more.

Keywords: social elite, international competitiveness, competences, learning outcomes.

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The Protean Dimensions of Career Self-Management among University Students

Work is a defining aspect of life. Economic uncertainties in the world of work in the 21st century (e.g. loss of job security, organizational cost cutting, changes in workforce diversity, flexible capitalism etc.) have enormous effect on careers (Sennett, 2006, 2010). At present, careers are built differently than a couple of years ago. Career building has become “an ongoing problem-solving process” (Greenhaus, Callanan, Godshalk, 2010). Therefore individual responsibility for career is the key consequence of this approach. This career management path requires different skills: individual decision making, career exploration, goal setting, and strategy development (entrepreneurial career). The collapse of the traditional, linear career requires new ways of looking at careers where the individuals take the initiative to manage their own careers. New perspectives on careers have emerged: protean career (Hall, 1976; Hall, 2002), boundaryless career (Arthur, 1994; Arthur, Rousseau, 1996), portfolio career (Handy, 1989), butterfly career (McCabe, Savery, 2007) etc. This novel career mindset is characterized by a growing self-reliance in navigating one’s career and diverse professional experience at multiple levels of work. This study’s aim is to explore protean dimensions of career self-management among university students based on the example of management students in Poland. Research presents a humanistic management framework to explore social, cultural and economic conditions that shape individual and contextual career attitudes. A Polish focus is of great importance to understand different approach toward career management in the Central and Eastern European (CEE) region (different than in Western Europe and the US). The transition of economies in CEE can be viewed as an area where a dynamic change in the working environment has taken place (falling real wages, evolving working conditions etc.) and where, simultaneously, low level of social capital is observed (Matějů). This process of changing working setting can be still observed yet. Research shows that employees in CEE countries work usually more hours and are less satisfied with their job than their Western European counterparts (Torgler). They also show less appreciation for initiative, achievement, and responsibility in work (Schwartz, Bardi, 1997). These assumptions make a very interesting picture of possible career self-management dimensions of young Poles before they enter the labour market. Accordingly, the question guiding this research is whether emerging management professionals from Poland are

equipped to effectively self-manage their careers? What are the profiles of a protean career of today?

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Education for sustainable development: The use of the alternative teaching methods in Ukraine

The need to improve education as a prerequisite for achieving the goals of sustainable development has been considered. The modern state of the UNECE Strategy for Education for Sustainable Development in Ukraine has been investigated. It has been clarified that because of the lack of the Strategy and National Action Plan for Education for Sustainable Development, the level of Ukraine's implementation of tasks set by the Strategy remains unsatisfactory. The analysis of indicators of Ukrainian Education for sustainable development, reflecting the efficiency of the strategic objectives, has defined the lack of coverage of the key themes of sustainable development in formal education, the lack of production of teaching materials and tools and the lack of access to them, the lack of promotion of education in this area. The necessity to intensify the use of alternative teaching methods in higher education institutions of Ukraine, such as discussions, training scenarios, case studies, preparation of projects (including the initiative of students) has been argued. The use of project method to do research on problems of sustainable development in the study subjects "International Security", "International Finance" in Kyryvyi Rih Institute of Economics allowed to increase not only the educational and cognitive activity of students, but also their level of competence. The practical significance of the results is the ability to use them by Ukrainian higher education institutions in the development of their own action plans on education for sustainable development.

Keywords: education for sustainable development, alternative teaching methods, project method, higher education institutions.

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Trust as an organisational relation

Public management is subjected to a humanizing influence of organizational processes. Traditionally, people's expectations are focused on providing services related to the provision of pure public goods and services, as well as the provision of utilities households in the areas, where the market fails. In this context, there are concepts of public governance focusing on organizational

relationships, which comprise the use of instruments such as collaborative management, participatory management, and in particular the trust-based management in the public sector, including higher education.

In the indicated cases we have to deal with separate concepts, but also with their penetration to other concepts of public management. Common features of this type of concepts is emphasizing aspects of the humanistic aspects and creating sustainable organizational relationships.

The aim of the presentation is to demonstrate the positive significance of intra- and inter-organizational relationships in improving public management which is oriented to the needs of citizens as members of political and territorial communities, and at the same time as human beings interested in their empowerment. The basis of inference is a critical analysis of the scientific findings contained in the Polish and international literature.

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The monitoring of the University quality education in the context of globalization challenges of the present time

The popularity of monitoring as a means of investigation and evaluation of any object or system grows in the whole world year by year. In the context of globalization challenges of present time the assessment of quality of education became one of the most important indicators that determine the efficiency of the education system functioning of any country. The basis of modern monitoring studies in higher education and breeding are accurate mass pedagogical measurement which are associated with an objective assessment of students achieved level of breeding and training and the establishment of its correspondence to the state standards. The problem of organization activity of monitoring services and conducting of monitoring of comparative researches in order to obtain objective and complete information about the education system and breeding of Ukraine is extremely diverse and is particularly relevant for our country in the period of a radical reformation both of the education system and the system of state management. The modernization of Higher Education has set before educational science and practice the tasks which are associated with the formation of a competent professional worker, who is characterized by professional mobility, art and creative attitude to the work. The dynamism which is inherent in modern civilization, processes of economic, environmental and cultural globalization, the growth of informational amount - all this increases educational requirements as the basis of intellectual, spiritual and creative potential of personality, the determining factor of vital society. Modern economic and social relations need to find new ways of solving the problem of objective evaluation of the quality of education, providing theoretical justification indicators, quality criteria and methods which are used there. This caused vital need for the development and improvement of education quality evaluation and establishment of a national system of monitoring the quality of higher education. Indeed, among the priorities of Ukraine's state policy on the development of education is updating its contents and organization, control, monitoring the quality of the educational process. Summarizing the various definitions of categories, we offer the quality education interpret as a set of properties and characteristics of the educational process that gives it the ability to generate a level of professional competence that will satisfy the needs of citizens, businesses and organizations, society and the state as a whole. Thus,

we determine that the monitoring of social and educational systems, particularly in higher educational establishment is an information system that is constantly changing due to the continuous observation of a certain object by selected parameters, factors and criteria in order to take control of operational management decisions regarding his prediction for further development. The social nature of education monitoring is determined that it is pedagogical and managerial criteria as it combines principles of system operating with general and pedagogical principles of functioning of the educational system. The objects of evaluation may have internal and external characteristics of education quality as a process, result or system as a whole, that the content of education, reflected in the curriculum and programs, textbooks and other educational media, etc., level of its learning, demographic rates of access to education, personnel data and resource support of the educational system, economic indicators of the quality of education, etc. The problem of education quality is identified as one of the key in leading countries of the world. The importance of Ukraine's participation in various international monitoring researches is explained by the integration of our country into the world and European education and the processes of modernization of education and system of state management which has been taking place recently.

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Competences of social elites. How deep is this crisis?

The term social elites is not unequivocal. At this juncture we shall adopt a positive definition that the social elites are people that guide the particular society in terms of pursuit and development that are usually acknowledged to be credible due to the authority held and other attributes, while also the hitherto services and moral values. The direction indicated by the elites may relate to various areas

as follows: politics, science, education, culture, art, religion, defence, judiciary, public administration, diplomacy, etc. The conviction of the necessity and beneficence of the existence of the elite in society and the state bears the name of elitarianism or elitism (Dutkiewicz, 2012, p. 175).

The social elites are similar in sense to the higher class, which is also a multi-faceted notion and is perceived in varying degrees in various countries and in various epochs. In the past, the higher class was in particular the following: aristocracy, spiritual hierarchy, brilliant scholars and thinkers, as well as propagators, rulers and influential politicians, outstanding military leaders, outstanding people of the arts, judges, parliamentarians/ deputies. Since the industrial revolution, the social elite also relates to industrialists and other significant entrepreneurs, while since the 1940s professional managers, especially top managers.

The term elite is oft used with relation to the genome and health of a man, as well as the particular psycho-physical possibilities of among others, excellent sportsmen and soldiers.

The universal competences of the social elite are first and foremost the abilities, knowledge and intellect, while also creativity, skill of analysis and synthesis, instinct and intuition, and the ability of reading the “signs of the time”, while also the positive features of character. The factors that relate to the elite are those of significant success, personal contribution to the development of civilization, the skill of resolving substantial problems and creating progress, restricting threats and rendering hope.

The crisis of the elites and their tendency to belittle, which we may also observe in contemporary times, is mainly associated with their insufficient ability to lead effectively and efficiently, or to indicate the right direction and resolve problems. This may be invoked by brutal criticism, dissent, revolution and profound transformation that would lead to the replacement of the elite. The crisis of the elites is also associated with the excessive expectations and disappointments against the backdrop of the following: not all promises and expectations may be fulfilled, not all problems are (entirely) solvable, the pursuit of singular problems may lead to the creation of others that are sometimes even worse. Likewise, there is also an objective contrast between the autonomy of an entity, its pursuit of self-improvement and being the “architect of your own fortune” while also relying on the elites that have repeatedly restricted the freedom of the people. The elites, particularly political ones, are subject to the processes of degradation, “wear and tear”, professional burnout and cynicism. The potentially inherent crisis is associated with the fact that has already been described by Gaetano Mosca, in which the elites are organized minorities, whereas the rest of

society is a disorganized majority. The elites possess an intellectual, tangible and moral advantage over the majority, which is poorly received, particularly when that majority is subjected to manipulation and is badly treated.

In this paper, the subject matter for deliberation is among other aspects, the relations of the insufficient competences of the elites with the contemporary economic, social and political crises.

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Róża Różańska, MA

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The university as a guardian of memory – the case of Dr. Edward C. Rozanski's Polish American Collection

Dr. Edward C. Rozanski, a Chicago-born MD, made history primarily as a president of the Polish American Congress, Illinois Division, and as a director of the Polish National Alliance of U.S. He was enrolled to almost all of the Polish-American organizations in Chicago, and during his long lifetime he gathered an extensive collection of documents related to Polish-American activities. The collection includes correspondence, minutes, press releases, newspaper clippings, and organizational publications relating to his activities as a leader in the Polish American community. Edward Rozanski was a man of ideas, seeking promotion of Polish legacy in America. As he stated on October 8, 1978, during the award ceremony of the Polish American Congress "We, Americans of Polish heritage, stand proudly, and with deeply justified pride, in honoring those among us who

distinguished themselves in the mainstreams of American life and in Polonia.”

Dr. Rozanski dies in 1996, aged 81, and his extensive archives were divided between a couple of highly respected institutions, the most important of them is Immigration History Research Center Archives of the University of Minnesota. IHRCA since 1964 has built a unique collection of source material and printed works dealing with American immigrant and ethnic groups, and documentation for the study of Polonia is one of the most important. Since 1999 the IHRC's documentation has been an official project of a public-private partnership of the White House Millennium Council and the National Trust for Historic Preservation. Thanks to this decision, Dr. Rozanski's collection is widely available to researchers interested in the activity of Polish Americans.

The aim of this presentation is to highlight the role and potential of private archives donated to universities. I dedicated my poster to the work of Dr. Edward C. Rozanski, loving and caring man, who despite being born and bred American had an astounding proficiency of Polish language and a soft spot for Polish culture and heritage. I chose this particular example to draw attention to the process of creating new opportunities in realizing the mission and vision of spreading and sharing of knowledge by universities.

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Karolina Sęczkowska, MA

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Who should manage the university? The psychological and pedagogical context of university management

Management in XXI century is related not only with companies but with every institution, also university. In this context very important are management abilities and the competence of management of people who direct and their experience as company managers or team leaders. What is more, also the knowledge of management techniques like: lean management, project management, change management and operational excellence and efficiency. These terms are applicable to the university of XXI century, which is said to be very changeable. In my presentation I will present these terms and relate them to university activities and university management. I will also present spectrum of abilities of contemporary managers and the competence model. From the perspective of the future of the university the very significant matter is defining what the word 'manager' really means, who is the manager of academic institution, what kind of skills this manager should has and where to look for these people. In my presentation I will also show the perspective for human being in the educational processes- so four paradigms of academic science: humanistic, behavioral, constructivist and critical-emancipatory. Additionally, I will present psychological and pedagogical models of university management as an interdisciplinary way, which is matched to phases of university and academic tutor development. I will also show the example of Germany didactics that could be implemented in the Jagiellonian University- the project based on coaching, tutoring, supervision and counselling. The presentation will be concentrated not only on the models but also on the solutions that are possible to implement.

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Mateusz Sikora, MA

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Role of the short-term students exchange programmes in the process of acquiring university education

The purpose of my presentation is to explore short-term students exchange programs and to focus on their role in the process of acquiring university education. I am mainly interested in short-term exchanges which last no longer than fourteen days. In Poland those kinds of exchanges are in most cases executed by such financial projects as Action Plans For Educational Mobility, which belong to, and are elements of Erasmus Plus projects. In my presentation, I attempt to not only shed some light on advantages deriving from introducing those kinds of projects at Universities, but also to show limitations of organizational structures at them. Fourteen days exchanges pose a challenge to the strict academic policies which are not prepared to manage and adjust such short exchanges to the formal academic curriculum. That is why, in most cases those exchanges tend to be organized by students and lecturers in order to supplement academic curriculum programmes. What is more, in my opinion Universities and especially humanistic faculties should put more emphasis on teaching practical knowledge and developing practical skills in students as such skills are needed taking into account that those graduates are about to enter job market just after they finish their academic education.

Furthermore, I consider soft skills to play an important role in students exchange projects as well as in academic curriculums. Unfortunately, their importance has been frequently neglected due to the fact that possession of such skills cannot be easily measured by the quantity approach to knowledge. Moreover, education of 'hard skills', which often constrains creativity, can be detrimental to students exchange projects.

In my presentation, I plan to discuss in detail the above mentioned issues taking into consideration examples from my own academic practice as I have been supervising a variety of students exchange projects within the structures of The University of Wrocław for seven years.

I will discuss characteristics of such projects which have been carried out in cooperation with non-governmental organizations in Latvia and Moldavia. Participants of those short-term exchanges have already been MA. students, Ph.D students as well as employees of Institute of Anthropology and Ethnology at The University of Wrocław.

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Jakub Sokolnicki, MA

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Information exchanges between educational institutions and the labour market. The role of the Graduate Career Tracking System in medical universities in Poland

Measurement and assurance of quality in education is one of the key strategic elements for higher education institutions. On the one hand, it is the result of rationalization process in contemporary economy where the relationship between the effort and the result becomes the basic category for decision making process. On the other hand, we observe the dynamic changes within the educational institutions all over the world. These challenges are: increase number of people that study at university level, flexibility of studying and learning programs, growing need to compete for students as a result of demographic processes, and finally rising unemployment rate in the group of fresh graduates. These changes are forcing universities to look and take care of learning process effectiveness. Management model of higher education institutions has also changed during this time. Reduction of government funding and growing pressure for self-funding caused that Universities had to be open for process of commercialization and marketization. The task for modern university is not only to teach young people but also to prepare highly qualified specialists in accordance to the requirements of the labor market. We observe process of transformation from Humboldt model to “third generation” where universities play a new role as incubators of new science or technology and build stronger relation between business and education. For some critics “entrepreneurial university” is being born before our eyes.

One of the important factor of this process is increasing role graduate’s feedback, who become a

“client”. It is measured by rate of employability, although it is not the only way to evaluate the efficiency in education. The crucial role in this process plays system of collecting data from graduates concerning their current job position, earnings, job satisfaction or competency level. This system called Graduates Career Tracking System (GCTS) can vary in each country in terms of conducting, population size, research methods, response rate or stakeholders' involvement. GCTS is useful method for enhancing communication between higher education and the labour market. As a great source of information about the professional progress of graduate students and their opportunities on the labour market, it gives feedback for university how well graduates are prepared for professional role

In my presentation I would like to briefly discuss the role of GCTS implemented in some polish medical universities. It is interesting example of collecting and analyzing data relevant for individual graduate career paths, the responsibility of the university but also for public interest.

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Barbara Szymocha, MA

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Employer branding as a factor increasing universities' brand recognition in conditions of competitive education market on the example of technical universities in Poland

Nowadays, the highly changeable conditions of higher education market in which universities in Poland need to function means that only those academic institutions possessing competitive advantages and a strong, recognizable brand can sustain. Undoubtedly, an effective brand management provides these institutions with a strong instrument to compete, especially in the situation where perception of university's attributes, which make it unique compared to other academic centers are not clear. In this case a key differentiator of university's image can become employer branding, which means building the image of the organization as an excellent workplace for current workers and future stakeholder groups.

The image of a 'good employer' or employer of choice, is one of the most important prerequisites strengthening universities' brand recognition in the field of higher education market. A strong, recognizable brand helps to attract highly qualified personnel of research workers and maintaining present ones. In the long term, this may result in increasing the attractiveness of learning opportunities for potential students and, consequently, strengthen the position of universities in a competitive market. The aim of the study is to determine the role and importance of activities which create the image of a 'good employer' (employer branding) in the brand recognition of the organization on the example of technical universities in Poland, as well as an assessment of the current universities' activity in areas which are of fundamental importance for creating an image of a 'good employer'. The article is based on literature studies, own research, as well as observations of the author.

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Prof. **Valentine N. Vandyshv**, PhD

Sumy National Agrarian University, Ukraine

Prof. **Helen S. Perelomova**, PhD

Sumy National Agrarian University, Ukraine

A mission of university in the training of social elites in Ukraine

Turning to our Ukrainian realities, unfortunately, we can observe that our present, as well as our leaders are the consequences of a number of circumstances. In the activities of top officials, we see professional state-ignorance, dominance of material needs over the spiritual ones, flashy verbal patriotism, immense greed and the desire for enrichment, daring demonstration of wealth, lack of responsibility and fear of the consequences of corruption, lack of courage and willingness to sacrifice themselves for the good of society.

We assume that Ukrainian university education has lost even that was in the Soviet system of university education, which drew attention to the formation of Nation beliefs and certain ideological values that do not interfere with professional development. Practice of functioning of developed democratic societies shows that a university education provides knowledge about universal material and spiritual values, develop analytical capacity that allow to defend and propagate these values that is why these societies is undoubtedly successful.

Ukrainian university education, even those elements that contributed to the formation of the elite now lost due to the total and rapid expansion of entrants' bases who are encouraged to go to university, following competitive business interests. This system of education and current trends cannot provide training not only for the elite, but even an adequate level of training at all. The spirit of healthy competition and the desire to be better than others practically wiped out of students' environment. In addition, social elevators don't work that would raise the best people because it is a

clear that the practice of nepotism and corruption is widely spread.

The problem is that in the preparation of true viable elite, which could lead the country to the path of civilized development, are not interested those who now hold power, using its corrupt entity, these are simulators and quasilite, which took key positions in government, culture and even in science.

It necessary to strengthen the humanitarian component of education to create and up educate a decent person who has in his head trim - set moral and professional qualities. But first must be "word", that is principles. The task of the university – liberalization, educating minded people, principled, consistent, who are ready for upholding of their principles to go to the end, even death. Humanization – it is when in any profession consider it appropriate to give details from the life of science and technology and their biographies and life stories.

Actually, the way of structuring university studies – is the movement of the ladder of Maslow pyramid: from the usual everyday material to sublime and spiritual. It is important for university to show what and how students learned how it changed his image, intelligence and morality. It is obvious that it is useful to speak about the two types of diplomas, which would reflect acquired by graduates of the University system of values.

Keywords: leadership, education, morality, values, humanization.

Prof. **Muza Vievskaya**, PhD

Kryvyi Rih Economic Institute, Ukraine

The technology of value attitude to social responsibility, based on the project "Social Responsibility of Kryvyi Rih Area"

The technology of value attitude to social responsibility, based on the project "Social Responsibility of Kryvyi Rih Area", has been considered. Based on the analysis of value orientations of students, the necessity of the project has been grounded. The technology is defined as a sequence of actions, operations and procedures that instrumentally achieve the predicted and diagnosed result in terms of the educational process of Economic University. It comprises the steps of: cognitive-semantic, emotional, creating, regulating and interactive teaching methods: "moderation", "list", "Balint sessions" and others. Examples of interactive techniques used during the project's implementation

have been given: "University student is for social responsibility as a guarantee of sustainable development"; school named "Socially responsible economist, state and perspectives"; training named "Socially responsible manager"; workshop for lecturers named "Methods of forming socially responsible professionals in the university. " The material of the research has been based on the scientific works in the field of learning technologies, students' poll (638 students of Ukrainian universities (1-4 grades). Taking into account the multidimensionality of the problem studied, we have used the following methods: theoretical and empirical analysis of pedagogical literature on the study, questionnaires, participant observation of a professor, expert evaluation, ranking, quantitative treatment, qualitative analysis of the survey results. A vivid example of a successful fulfilling of the project and implementation of interactive methods in technology of value attitude to social responsibility in the practice of training of future economists has helped students to understand the importance of social responsibility as a basic professional value.

Keywords: valued relation, social responsibility, experience of socially responsible behavior, training of future managers, economists at the University.

Radosław Zajac, MA

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University as community of knowledge prosumers

University, as a term derives from latin universitas magistrorum et scholarium, that may be translated as community of lecturers and students . What does it mean nowadays? It might mean equality in a face of truth, science truth. It also might mean that students can be and in fact should be prosumers. Their contribution is invaluable. As reviewers. As co-creators of the knowledge – using as context their previous experience. And thus being able to continuously support topicality and utility of the university courses. The goal of the paper is to sketch chosen issues that underpin and constrain the community regarding static and dynamic aspects. Guidelines for this model range from the corporate culture, through processes, to the technological aspects. This concept is based on a methodology that is being created for communication and knowledge management in organizations. Introducing consistent elements of this methodology may improve efficiency and effectiveness of the University both at the level of content, knowledge and knowledge application, and at the level of promoting certain behavioral pattern. A ready-to-use framework useful in organizations and in public relations. It is a key role of universities not only to teach students and society as a whole, how to answer the question – what? But also how? What if? And even more

important, to set own examples. To imprint certain patterns and set boundaries for behavior, discussion and way of organizing the public life. One of the foundations of this concept and its introductions in universities is and stakeholders insight. Concentration on the real needs instead of the products or services. Enhancing studies effects from a diploma and proof of ability to possess certain amount of knowledge. Extending technology transfer activities from specialized departments to the university as a whole. Make it an immanent, fruitful and real part of university processes, way of thinking and focusing on products. Building a roadmap for this transformation should include at least – building a sustainable relations between stakeholders, building multilateral platforms for discussion (regarding peer point of view as a principle), interconnecting various university courses and engaging in students maintaining and developing this interconnections. On one hand all the indicated activities are fulfilled, partially, from time to time. But there is a real need to build a consistent framework to institutionalize them and make them work as a self-perpetuating, self-healing organism, a real self-developing community.

Prof. **Rafael Aragunde**, PhD

InterAmerican University, San Juan, Puerto Rico, USA

Are higher education institutions heading anywhere, especially Puerto Rican Universities?

Sabemos más o menos bien de dónde vienen las universidades, pero qué les espera o hacia dónde van lo que ahora llamamos instituciones de educación superior, son interrogantes difíciles. La diferencia en terminología ya apunta hacia algo.

La reflexión sobre la universidad fue un asunto de prestigio atendido por filósofos, desde Kant (Conflicto de las facultades), hasta José Ortega y Gasset, Misión de la Universidad. No se cuestionaba entonces que ella se definiera desde adentro y no desde afuera. Primeros grandes cuestionamientos en la Guerra de Viet Nam en los sesenta y setenta... que es cuando se dan cambios...

Pero con el neoliberalismo, todo se pone en función del capital y en las últimas décadas el cuestionamiento es distinto. Se espera que la universidad responda a las necesidades del capital. Acabamos finalmente con una universidad portátil: la DYU (la universidad Do it Yourself de Kamenetz, Anya. Aunque en ambientes más eruditos el planteamiento es distinto. Por ejemplo, Ben Wildavsky se acercará al asunto a través de una dinámica global muy específica que lleva a la creación de universidades en el Oriente, el Mediano Oriente...

Dentro de la misma academia se siente la presión. Por ejemplo el estudioso de las religiones Mark

Taylor comenta sobre el progresivo distanciamiento entre la universidad y el mundo de extramuros. El crítico Louis Menand, en su libro *The Marketplace of Ideas. Reform and Resistance in the American University*, reconoce la complejidad...

Pueden las instituciones de educación superior del siglo veintiuno definirse desde adentro?

Se tiene que discutir entonces el rol que deben desempeñar los estudiantes, los profesores e investigadores y la misma universidad. Cómo debe concebirse ella a sí misma? Qué concepción institucional la debe definir?

Más específicamente, cómo atenderán las instituciones de educación puertorriqueñas este cambio evidente?

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Uniwersytet i jego humanistyka

Tematem mojego wystąpienia są problemy finansowe, z jakimi borykają się polskie wydziały związane z naukami humanistycznymi. Na początku przypomnę, że już przynajmniej od czasów elżbietańskich rozwój tego, co dzisiaj nazwalibyśmy naukami humanistycznymi, miał miejsce głównie poza murami uniwersytetów, oraz że niewiele pod tym względem się dzisiaj zmieniło. Następnie zwrócę uwagę na to, że w szczerzej dyskusji nad sytuacją studiów humanistycznych w nadchodzących latach powinna być mowa przede wszystkim o przetrwaniu instytutów i związanych

z nimi etatów, wyłącznie bowiem to zagadnienie jest adekwatne do sytuacji finansowej polskich uczelni. Zwrócę uwagę na fakt, że jedyną realną strategią przetrwania naszych instytutów pozostaje zachęcanie młodych ludzi do studiów humanistycznych, wszelkie inne cele powinny być temu podporządkowane. Wreszcie przedstawię szczegółowo moją propozycję przywiązywania większej wagi do wystąpień i publikacji popularnonaukowych z zakresu nauk humanistycznych, takich publikacji, które mimo wszystko mogłyby zostać oceniane przez recenzentów i wliczane do dorobku naukowego. Na końcu przedstawię przykrą konieczność dalszego obniżania poziomu nauczania na etapie studiów licencjackich pod postacią większej przychylności wobec osób zdobywających doświadczenie zawodowe poza murami uczelni. Będę jednocześnie argumentował, że takie obniżenie jakości nauczania NIE JEST konieczne wobec studentów studiów magisterskich, podkreślając, że należy bardziej zróżnicować te dwa etapy nauki. Wytlumaczę, jak moim zdaniem można tego dokonać.

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Kształcenie kompetentnych nauczycieli wyzwaniem uniwersytetów

Istotną czynnikiem kształcenia studentów na uniwersytecie jest tworzenie możliwości pozyskiwania kwalifikacji niezbędnych w zawodzie nauczycielskim. Odbywa się to przede wszystkim w ramach zajęć z pedagogiki i dydaktyki przedmiotowej, a także w formie praktyk odbywanych przez studentów w szkołach. Teoretyczne i praktyczne przygotowanie do pracy w zawodzie nauczyciela powinno być funkcjonalne, spójne i adekwatne do ciągle zmieniających się uwarunkowań edukacyjnych i społeczno-kulturowych. Uwarunkowania te obejmują swym zakresem wszechobecność technologii informacyjno-komunikacyjnych w różnych sferach życia, a także wykorzystanie e-learningu w procesie kształcenia kandydatów na nauczycieli.

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Conditions and the Possibility of Implementing Lean Management approaches in university management

Celem niniejszej prezentacji jest analiza organizacyjnych, ekonomicznych i kulturowych uwarunkowań wynikających z wdrożenia koncepcji Lean Management w szkołach wyższych. W prezentacji oparto się na przeprowadzonej analizie literatury przedmiotu zarówno polskiej jak i zagranicznej. Celem prezentacji jest ocena czy koncepcja Lean Management może być z powodzeniem wykorzystywana w zarządzaniu dużymi organizacjami takimi jak uniwersytety. Przedmiotem analizy będą także nadchodzące zmiany w systemie zarządzania szkolnictwem wyższym i ich wpływ na funkcjonowanie uniwersytetów.

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