



Openness, cooperation, quality

University of Pannonia – Doctoral School of Business and
Management concept

ENGLISH EXTRACT FROM THE HUNGARIAN DOCUMENT

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Doctoral Studies in the Institutional Development Programme of the University of Pannonia

The doctoral training is an integral part of the mission statement of the University of Pannonia, as the scientific education of the postgraduate students at the institution serves to increase knowledge, scientific competence, contacts and ultimately intellectual development. The alpha and omega of doctoral schools, the creative atmosphere that contributes to the excellence of current and future staff at the University of Pannonia (both in finding the way and in progressing). According to the institution's integrated quality and environmental management policy: „[...] pay particular attention to its doctoral schools, which Operate the quality management and quality assurance framework of the University framework for their activities as an integrated part of the institution.”¹

The Faculty of Business and Economics as the organisational framework for training in the GSDI

The Faculty of Business and Economics has a well-defined vision, mission and values that underpin its academic processes and provide the right environment for effective doctoral education and its development. In terms of vision, the combination of practice-oriented education and qualitative research offers an opportunity for a more intensive and organised involvement of those coming from outside the traditional academic career path and those who wish to return to it. The mission, on the one hand, reinforces this direction, and on the other hand, it identifies a rather wide but realistic geographical environment (Transdanubia) from and to which the participants in scientific post-graduate education are recruited and return (obviously, cooperation and contacts with the best graduates are ongoing, and they are also employed by the institutions). A key message of the mission is support, not only to overcome the obstacles to doctoral training, but also to focus on pedagogical processes that contribute to the personal development of the people involved (doctoral students, supervisors, and teachers). These values (in particular the aforementioned support, diversity and teamwork) and their everyday application are pillars of doctoral training on which the scientific community can build, both in the past and after the planned renewal.

The concept of GSDI

Vision

- The GSDI will become the most prestigious economics-oriented doctoral school in Transdanubia, where it is an honour to learn and an honour to teach.
- GSDI graduates are placed in top domestic higher education institutions and research centres, and as middle and senior managers outside academia, scientific thinking becomes an integral and cherished part of their everyday lives.

Mission

¹ [Minőségpolitika - Minőségfejlesztési Központ \(uni-pannon.hu\)](#) (Downloaded: 17.03.2023)

- GSDI provides extensive support for the academic human resources of the University of Pannonia's Faculty of Economics and Business, and for the careers of its lecturers and researchers.
- GSDI makes a significant contribution to the scientific performance of the University of Pannonia.
- The GSDI can serve the needs of doctoral students who want to succeed in both academia and practice.

Values

- Science in the 21st century is not a place for lonely heroes, but for communities working together ("Together is best").
- The PhD student is an equal member of the scientific community, and the promotion of his or her development deserves special attention ("Doctoral students first!").
- Performance (excellence) is above all, but not at all costs ("Everyone is good at something, but few are good at everything!").

The GSDI's vision, mission and values, as set out in the current concept, are the fundamental guiding principles for shaping the future of the GSDI, and adapting to the changing environment is being done in this spirit. The doctoral school should be developed in the trinity of openness, cooperation and quality, as a result of which it can become a model scientific post-graduate training workshop in the field of economic sciences, initially in Transdanubia and later in Hungary.

Openness

Trans-disciplinarity also plays a key role in the development of economic sciences, so opening up the traditional pillars of economics and management science to the trans-disciplinary regional sciences, which are themselves linked to the former two sectors by a thousand links, can help to better exploit the synergies inherent in the GSDI. This kind of shift in the short term (up to accreditation in 2024) in no way implies the dualization of the GSDI, but in the medium term (2024-2029) it can be envisaged.

The Hungarian system of doctoral education is characterised by the fact that the same programme(s) is used to train professionals who aim to pursue a career in academia (higher education, research institutions) and those who come from the world of practice, who are likely to return to it, and who support the academic world in various roles (e.g. lecturers, coordinators of professional practice). The Co-operative Doctoral Programme already offers an organised framework to mitigate the challenges of this dichotomy, but it is useful to clarify the current practice in GSDI training, whereby doctoral training is based on the same outcome criteria but on two pathways. The organisational and academic-pedagogical conditions for this duality should be developed and accepted, and the training should be advertised and continued in this way.

The GSDI currently has excellent conditions (both in terms of human and organisational resources) for the training of young scientists, and is absolutely competitive in the field of management and organisation in Hungary, but it is also characterised by a certain degree of closedness which hinders its visibility. Visibility should be consciously increased during the recruitment period through targeted marketing communication tools, the organisation of (recurring) GSDI-related events, and a well Conceived/Designed publications and HR policy.

Cooperation

The campuses of the University of Pannonia and the institution offer the possibility of channelling both disciplines (disciplines, sub-disciplines) and links between workshops in different geographical areas into doctoral training. Joint (interdisciplinary) topic announcement and theme management, and the involvement of doctoral students in joint research projects can significantly broaden the profile of the GSDI.

The GSDI can catalyse collaboration within the Faculty of Economics, bringing together different levels of departments (institute, department), different generations and different value orientations, meanwhile creating opportunities to strengthen diversity in the education of young academics. The conceptual management of cooperation can also be a guarantee for the recognition that those who are further along in their careers will also provide support for the achievement of milestones under the umbrella of doctoral training (e.g. habilitation, becoming a professor) in order to ensure the stability of the Faculty's human resources.

Collaboration with external organisations, be they academic, business, public administration, culture, policy, municipalities, armed forces, civil society, etc., should be strengthened, which can be reflected in the recruitment of PhD students and the attraction of research projects, as well as in a form of external quality assurance (feedback) and can contribute to recognition and visibility.

Quality

The quality of the doctoral training determines the results in the publications of doctoral students (and supervisors) and the labour market alternatives for graduates. Given that an 8-semester doctoral programme implies both the transmission of knowledge acquired in the "school" and the transmission of skills acquired in the "workshop", quality means making the best use of the available framework and constraints. Neither overload (the transmission of superfluous knowledge) nor the primacy of a single knowledge element (skill) helps to fulfil the joys of scientific thinking (creativity) and to make research work more enjoyable. Thus, quality is achieved by a stable mix of general and specific knowledge in the right proportions. This implies rethinking the curriculum of the doctoral school (with a progressive system for those starting in September 2023).

The doctoral programme is only open to those who can prove that they themselves are engaged in continuous research and regularly publish the results of their research in authoritative journals, books and volumes of studies listed in national and international databases.

Quality can be guaranteed through quality assurance processes, which can be achieved on the one hand by transparent publication (also in English) of legislation and internal regulatory documents (University Doctoral Regulations, Doctoral School Operating Regulations), by promoting interpretation (information booklet, holding forums) and by consistent compliance with them. Quality assurance should be based on ESG 2015 principles, with continuous measurement, feedback and proportionate measures to help progress between aspirations and opportunities. The GSDI Quality Assurance Policy should be updated.

Tasks

- 1) Rethinking the operational programme of study
- 2) Development of sub-programmes
- 3) Show "academic" and "business" segments
- 4) Updating the regulatory environment