

# Does the academia instigate excellence?

**Professor Jasminka Ledić**

**Department of Education**

**Faculty of Humanities and Social Sciences**

**University of Rijeka, Croatia**



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# What is excellence in higher education?



# The 2015 Academic Ranking of the World Universities (ARWU)

| World Top 500 Universities |             |   |    |              |   |
|----------------------------|-------------|---|----|--------------|---|
| 1                          | Harvard U.  |  | 6  | Princeton U. |  |
| 2                          | Stanford U. |  | 7  | Caltech      |  |
| 3                          | MIT         |  | 8  | Columbia U.  |  |
| 4                          | UC Berkeley |  | 9  | U.Chicago    |  |
| 5                          | U.Cambridge |  | 10 | U.Oxford     |  |



*ARWU adopts six objective indicators to rank the world universities, including the number of the alumni and staff winning Nobel Prizes and Fields Medals, the number of Highly Cited Researchers, the number of articles published in journals of Nature and Science, the number of articles indexed in Science Citation Index - Expanded and Social Sciences Citation Index, and per capita performance.*

(<http://www.shanghairanking.com/Academic-Ranking-of-World-Universities-2015-Press-Release.html>)



- Excellence in research;
- *Top quality professors*;
- Favourable working conditions;
- Job security, good salary and benefits;
- Adequate facilities;
- Adequate funding, including year-to-year predictability;
- Academic freedom and an atmosphere of intellectual excitement;
- Faculty self-governance.



# What do we do in order to improve ARWU ranking?



# What do we think we should do in order to improve ARWU ranking?

POHVALE ODJELU ZA BIOTEHNOLOGIJU

## Krešimir Pavelić: Medicinska istraživanja društvu donose milijune

Autor: Ingrid Šestan Kučić

Objavljeno: 11. svibanj 2016. u 15:37

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*Spomenut ću primjer smanjenja smrtnosti od kardiovaskularnih bolesti i moždanog udara u SAD između 1972., i 1992., koje je američkoj ekonomiji doprinijelo 1.500 milijardi dolara godišnje, objašnjava prof. dr. Pavelić*

### Sveučilište treba krizni tim

Iako je Odjel za biotehnologiju jedna od najproduktivnijih hrvatskih institucija, nova U-Multirank ljestvica Europske komisije riječko Sveučilište svrstava među sveučilišta s prosječnim rezultatima, a slaba mu je točka upravo niska znanstvena produkcija, posebice ona vezana za gospodarstvo. Naglašavajući kako je na jednoj od posljednjih sjednica Senata predložio stvaranje »kriznog tima« koji bi se bavio upravo tim problemom prof.dr. Pavelić kaže kako je njegov komentar jednostavan.

[Pogledaj sve iz: Znanost i tehnologija](#)

[Pogledaj sve vijesti](#)



– Eventualno bih ostavio institut od nacionalnog značaja poput IRB, znatno manjeg obima ali i s izdašnjim financiranjem. Potrebno je i ukidanje samoupravljanje na sveučilištima i institutima što uključuje i dosadašnje načine izbora rektora, dekana, pročelnika, ali i olakšavanje uključivanje stranaca u sveučilišni i znanstveni korpus. Danas je to gotovo nemoguća misija, kao i beskompromisno pa i pod cijenu ostavke boriti se za veća sredstva.



University of Rijeka

This research is a part of a research project “Academic Profession Competencies Profile: Between new Requirements and Possibilities” (APROFRAME), supported by Croatian Science Foundation.





# What do I do in order to improve ARWU ranking?



# What Germany has been doing in order to improve excellence? (1/2)

## German Universities Excellence Initiative (2005)

- to promote cutting-edge research
- to create outstanding conditions for young scholars at universities
- to deepen cooperation between disciplines and institutions
- to strengthen international cooperation in research
- to enhance the international appeal of excellent German universities



# What Germany has been doing in order to improve excellence? (2/2)

- two rounds of funding: 2006/07-2012 and 2012-2017. (2,7 billion euros)
- three lines of funding: “Graduate Schools,” “Clusters of Excellence,” “Institutional Strategies” (project-related buildup of top-level university research)
- the title “University of Excellence” is awarded to universities that have successfully established at least one Cluster of Excellence, at least one Graduate School and a promising “Institutional Strategy.”



# 12 German Universities Excellence Initiative: criticism



**WZB**  
Berlin Social Science Center

Home

” Press release: 12 06 2012

## Excellence Initiative fails to produce diversity

In competition German universities become equal

The Excellence Initiative has not reached its goal: Universities have barely managed to sharpen their profiles and develop their distinguishing characteristics. A team led by WZB researcher Dagmar Simon came to this conclusion. In the most recent WZBrief Bildung, the scholars explain that the political demands on and support of the process of developing institutional profiles does not lead to intentional differentiation, but rather to a structural equalization of the universities.



# 13 German Universities Excellence Initiative: criticism?

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### Multibillion-Dollar Program Has Had Little Effect at German Universities, Report Says

By Aisha Labi | JULY 23, 2012



University of Rijeka

This research is a part of a research project “Academic Profession Competencies Profile: Between new Requirements and Possibilities” (APROFRAME), supported by Croatian Science Foundation.



# German Universities Excellence Initiative: criticism and praise

"Everything was encouraged in the direction of research, especially basic research," to the detriment of teaching, entrepreneurship, and other activities, says Mr. Flink.

Bernd Huber, president of Ludwig Maximilian University, a Munich institution that expects to receive more than 460 million euros (about \$559-million) as part of the Excellence Initiative, says the program has enhanced the visibility of his university, nationally and abroad, and helped to attract donors.

"I was shaken by the result," says Mr. Flink. He says it demonstrates that the Excellence Initiative, for all its emphasis on institutional strategies, has had little impact on how academics function.



# The Concept of Excellence in Higher Education (ENQA Occasional Paper 20, 2014)

*The group believes that the concept of excellence should be inclusive. It should encapsulate the values and social benefits of higher education and advocate the need for objective enquiry and the pursuit of knowledge. (8)*

Approaches to excellence:

- excellence in management
- excellence in research
- excellence in teaching
- excellence in student performance





► *The work of recruiting, developing, and retaining outstanding faculty and staff is critical in any college or university. Perhaps more so than in many other organizations, the people who work in higher education determine the quality of the programs and services that can be offered. Faculty expertise forms the basis for teaching/learning, scholarship, and service/outreach.* (Ruben, B.D. (2007). Excellence in higher education guide: an integrated approach to assessment, planning, and improvement in colleges and universities, pp. 57)





# 17 Excellent faculty = competent faculty?

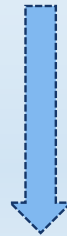
Research projects:

- *The Academic Profession in Europe: Responses to Societal Challenges*" (EUROAC); a part of the EUROCORES „Funding initiative in the field of Higher Education and Social Change (EuroHESC)“, European Science Foundation (ESF)/Croatian Science Foundation; 2009-2011.
- Academic Profession Competencies Profile: Between New Requirements and Possibilities (APROFRAME); Croatian Science Foundation; 2014-2017.



# 18 (Broader) research context

APROFRAME project/ research; **Academic Profession Competencies Profile: Between new Requirements and Possibilities**



What are the competencies academics need at the beginning of their senior academic career?



# Changes in the academic profession, academics' roles and competencies

## Changes in the academic profession

(Enders, 1999; Honan, Teferra, 2001; Kovač, Ledić and Rafajac, 2002; Altbach, 2006; Kogan and Teichler, 2007; Cummings, 2008; Pedro, 2009; Scott, 2009; Ledić, 2012; Turk i Ledić, 2014; Turk 2015a, 2015b; Turk i Ledić, 2016)

Appearance of new and restructuring of existing jobs;  
Meeting new demands and performing new activities

(Musselin, 2007)

Demands for new, and redefining the existing competencies

Teaching and research - part of a broader range of activities



## QUANTITATIVE RESEARCH

Examine the attitudes of Croatian academics on the importance and mastery of academic profession competencies for successful accomplishment of academic tasks at the beginning of their senior academic career



## QUANTITATIVE RESEARCH

### Variables

- Research field
- Organizational form of the university
- Academic position
- Sex
- Age

### Sample

- 1130 research participants
- 7 Croatian universities

### Procedures and instruments for collecting data

- On-line survey
- Survey questionnaire
- 45 items - competencies of the academic profession
- Likert scale

### Data processing

- Statistical Package for the Social Sciences (SPSS, 20.0.)
- univariate, bivariate and multivariate statistics
- Statistical significance tests, post-hoc tests



# Research results and discussion: importance (ranking)

- Evaluation of importance → most important and least important competencies

## MOST IMPORTANT

- General IT literacy (Windows, Microsoft Office, Internet, e-mail) (M=4,71, SD=0,53),
- Oral and written communication in mother tongue (M=4,68, SD=0,56),
- Planning and carrying out teaching (M=4,42, SD=0,75),
- Familiarity with the basic principles of scientific writing and publishing (M=4,41, SD=0,73),
- Using efficient strategies of searching through scientific and profession-related literature (M=4,35, SD=0,73).

## LEAST IMPORTANT

- Having basic knowledge about intellectual ownership (M=3,09, SD=1,11),
- Participating in public discussions of general social importance from the professional perspective (M=3,07, SD=1,12),
- Managing financial resources of the institution/department/course (M=3,04, SD=1,28),
- Cooperation with the civil sector (M=2,94, SD=1,16),
- Adjustment of the teaching process to students with special needs (M=2,89, SD=1,19).



# Research results and discussion: factor analysis (1/3)

- Factor analysis results → 5 groups/ factors of academic profession competencies

## TEACHING COMPETENCIES

- Planning and carrying out teaching
- Applying various methods of teaching harmonized with the learning results
- Setting clear objectives and achieving results in the process of teaching and learning
- Understanding and applying theories on which learning and teaching processes are based
- Applying various procedures of assessment and evaluation of students' success harmonized with the learning results
- Creating an environment that will encourage students to learn
- Applying active learning techniques in the teaching process
- Educating students to be socially responsible and active citizens
- Familiarizing oneself with negotiation and conflict resolution principles
- Familiarizing oneself with ethical principles in teaching and research
- Presentation skills
- Implementing research findings in teaching



## RESEARCH MANAGEMENT COMPETENCIES

- Implementing projects which are significant in terms of community's needs
- Familiarizing oneself with program/project management (writing, applying for and managing programs/projects)
- Managing financial resources of the institution/ department/ course
- Leading teams and individuals
- Familiarizing oneself with financing opportunities for projects in the field of one's own research interest
- Familiarizing oneself with the principles of strategic planning
- Creating and maintaining (international) research networks

## THIRD MISSION COMPETENCIES

- Encouraging students to participate in volunteer programs and programs that contribute to the development of the community
- Cooperating with the civil sector
- Participating in the volunteer and philanthropic programs and other activities in the community
- Participating in public discussions of general social importance from the professional perspective
- Adjusting the teaching process to students with special needs
- Cooperating with the public sector and the economy (institutions and companies from the related field)





## COMPETENCIES FOR ACADEMIC ADVISING AND INNOVATION

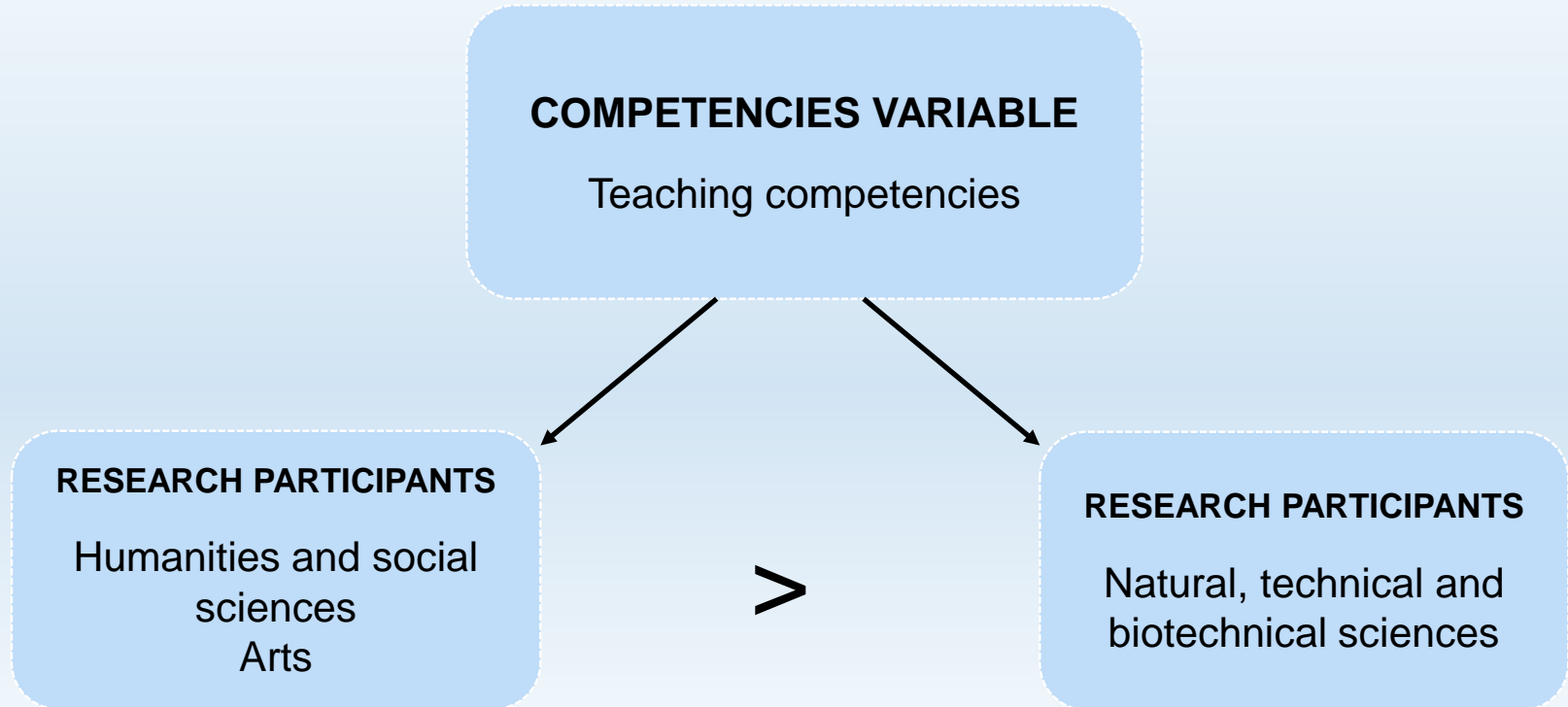
- Monitoring and advising junior academic colleagues in relation to teaching work
- Introducing changes into syllabus
- Monitoring and advising junior academic colleagues with regard to research work
- Implementing review procedures in one's own research field
- Creating teaching syllabus
- Introducing innovations and changes in the work of the institution/ department/ course

## RESEARCH DEVELOPMENT COMPETENCIES

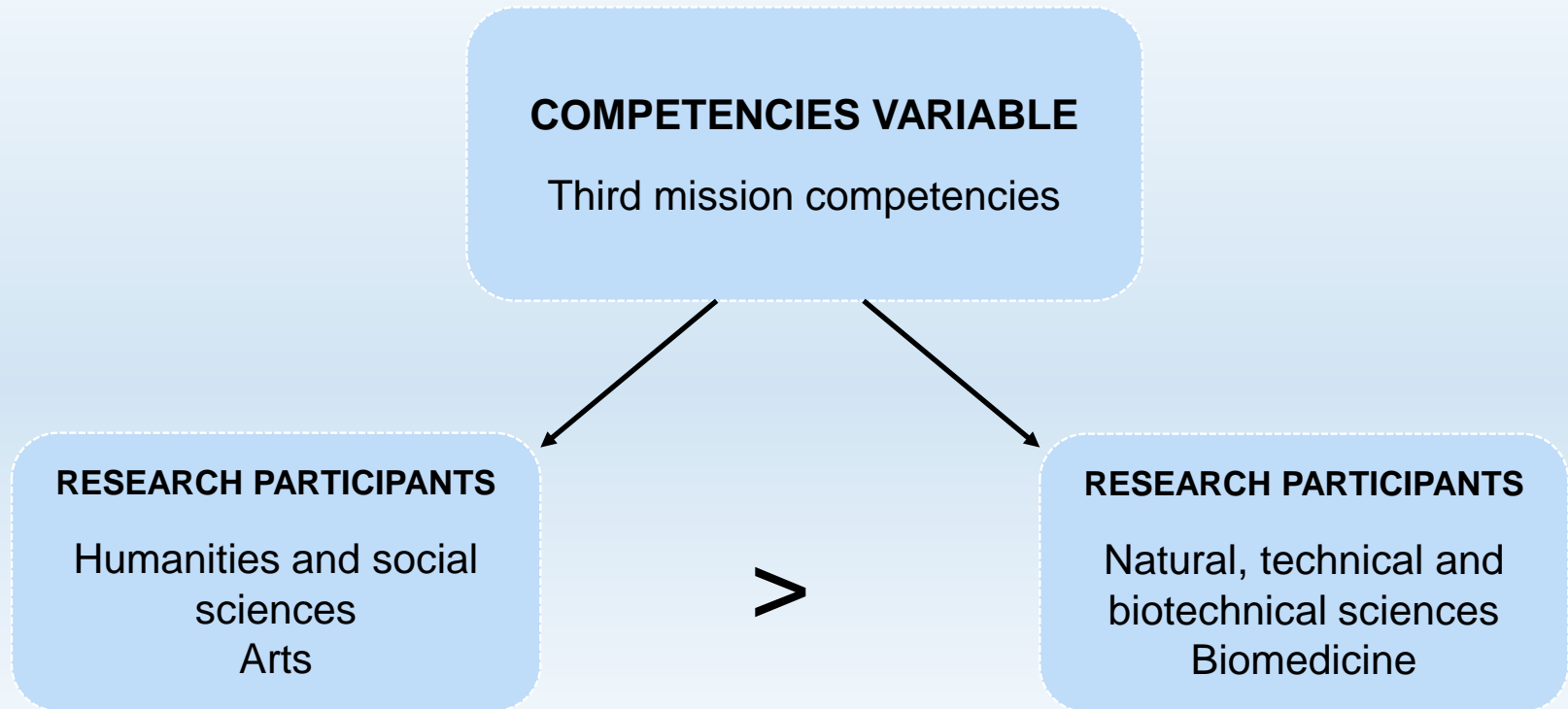
- Familiarizing oneself with the basic principles of academic writing and publishing
- Using efficient strategies of critical assessment and literature analysis
- Keeping up-to-date with professional development and committing to constant personal growth with regard to basic academic activities
- Working in an interdisciplinary environment



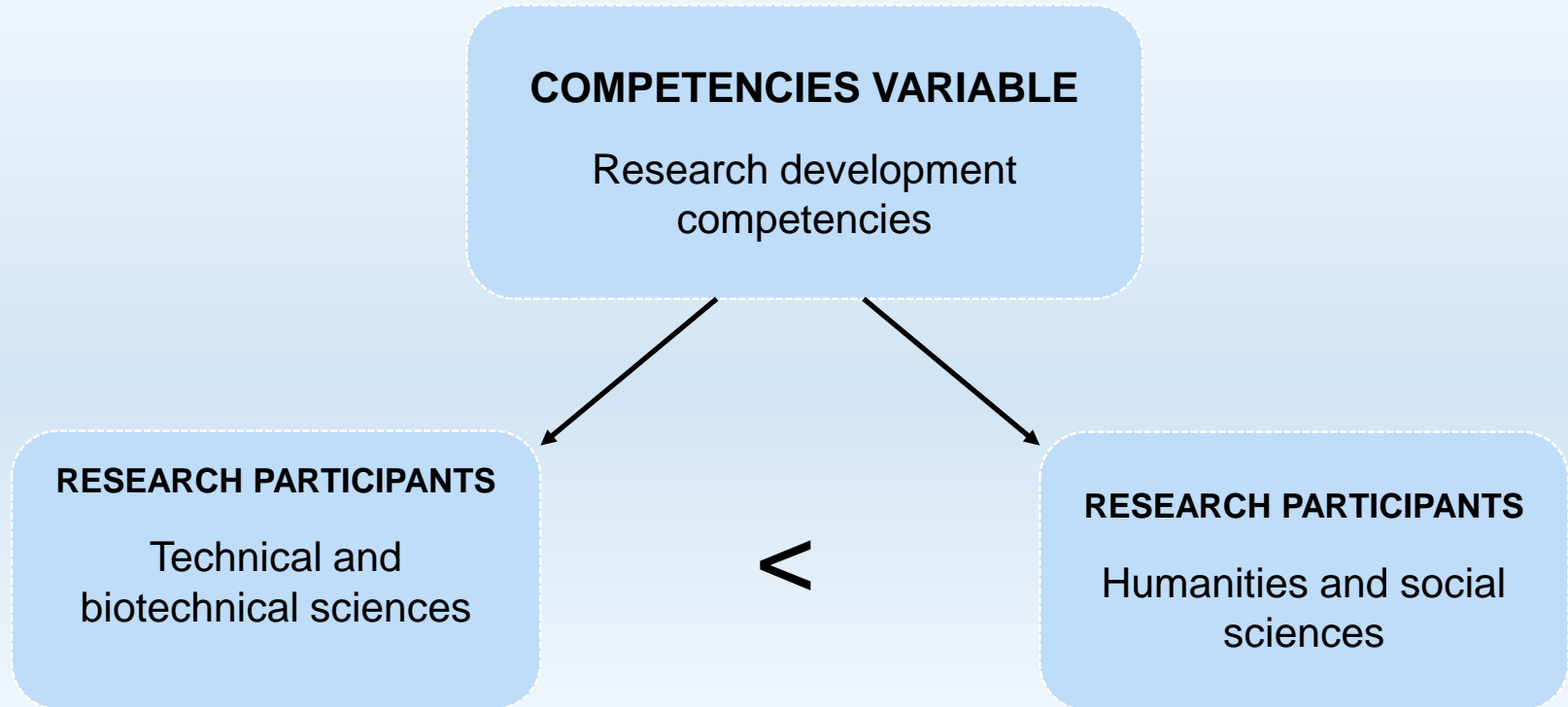
- Research field → perception of importance



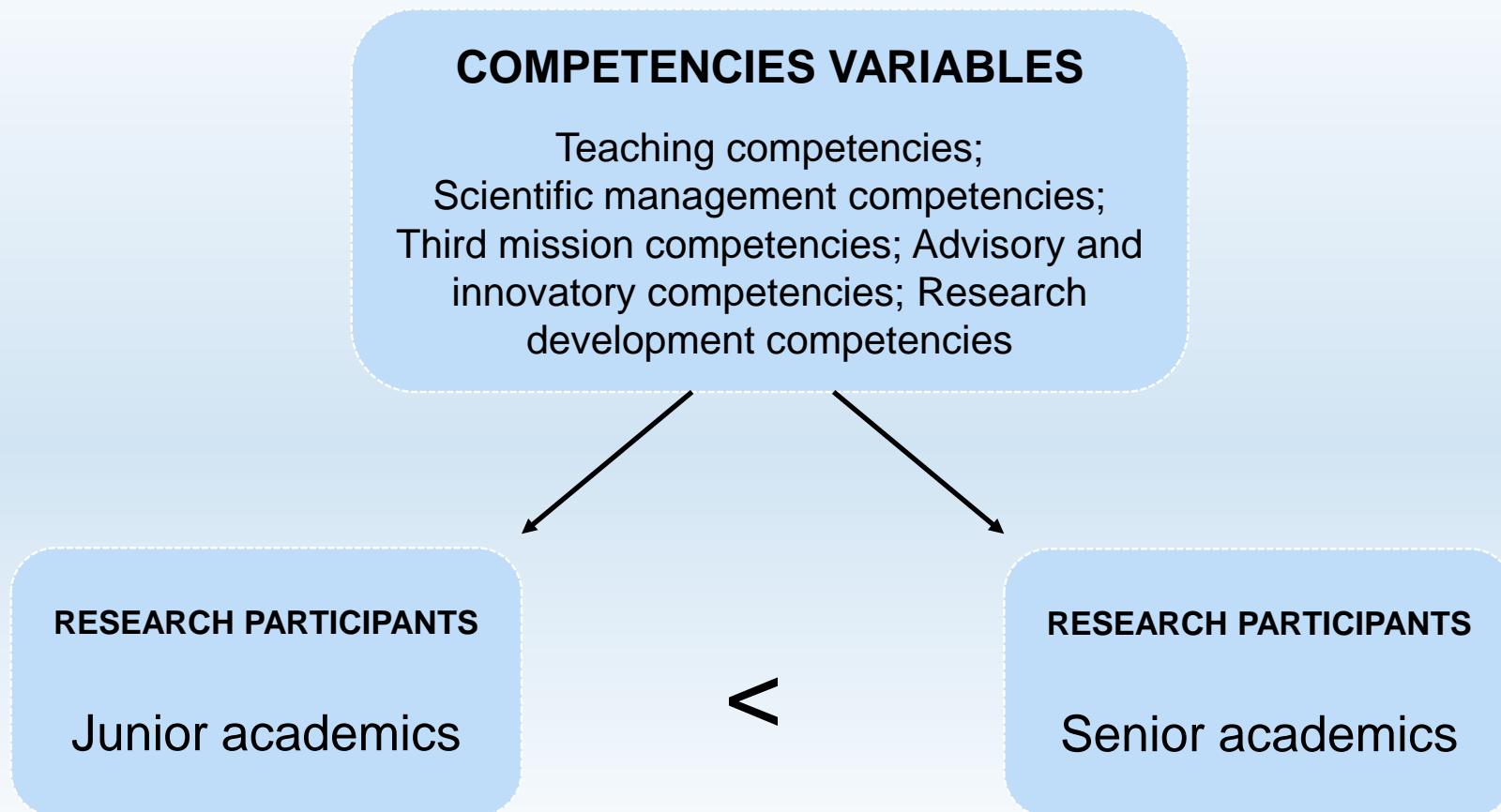
- Research field → perception of importance



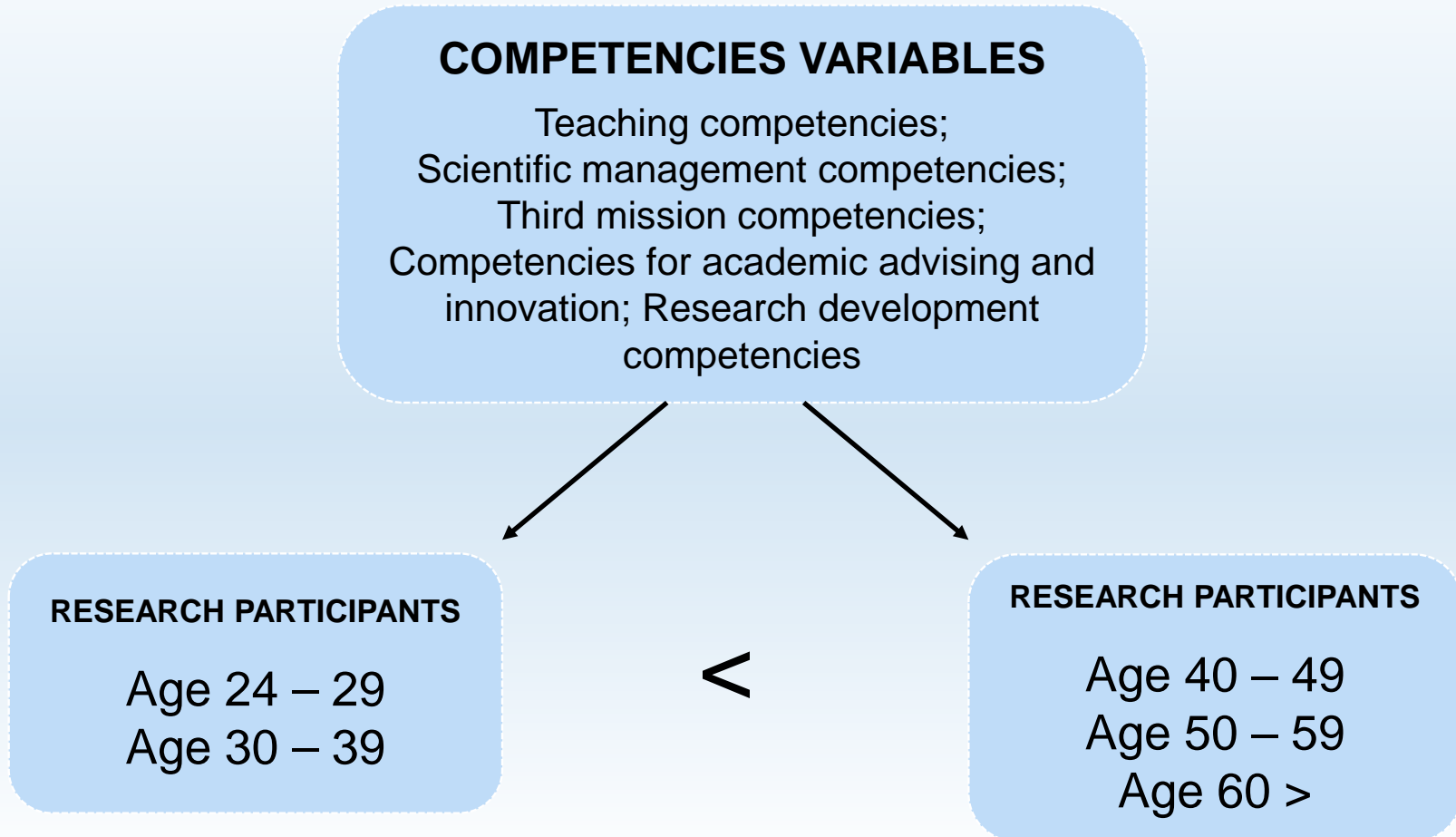
- Research field → perception of importance



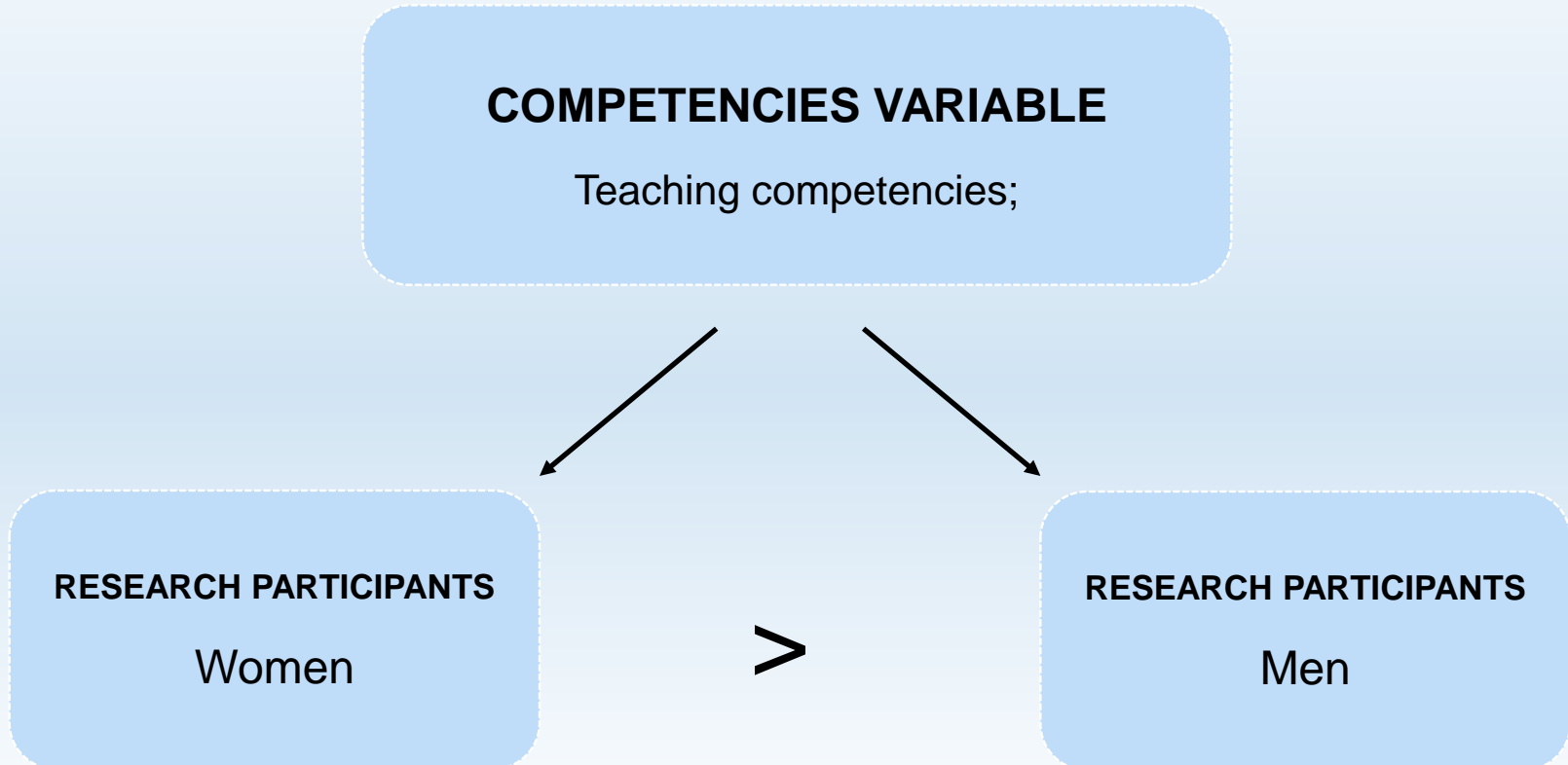
- Senior academics/ junior academics → perception of importance



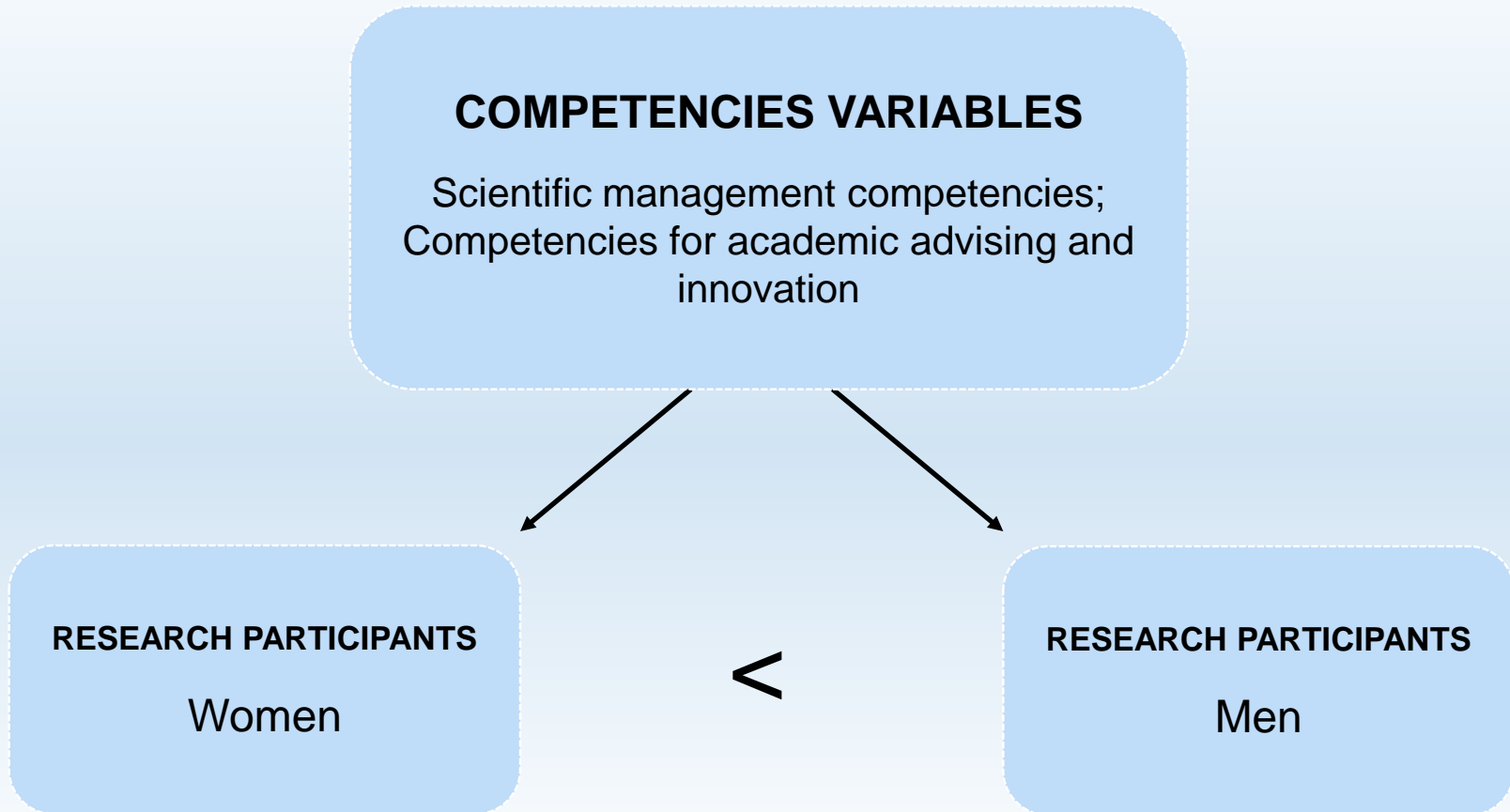
- Age → perception of importance



- Sex → perception of importance

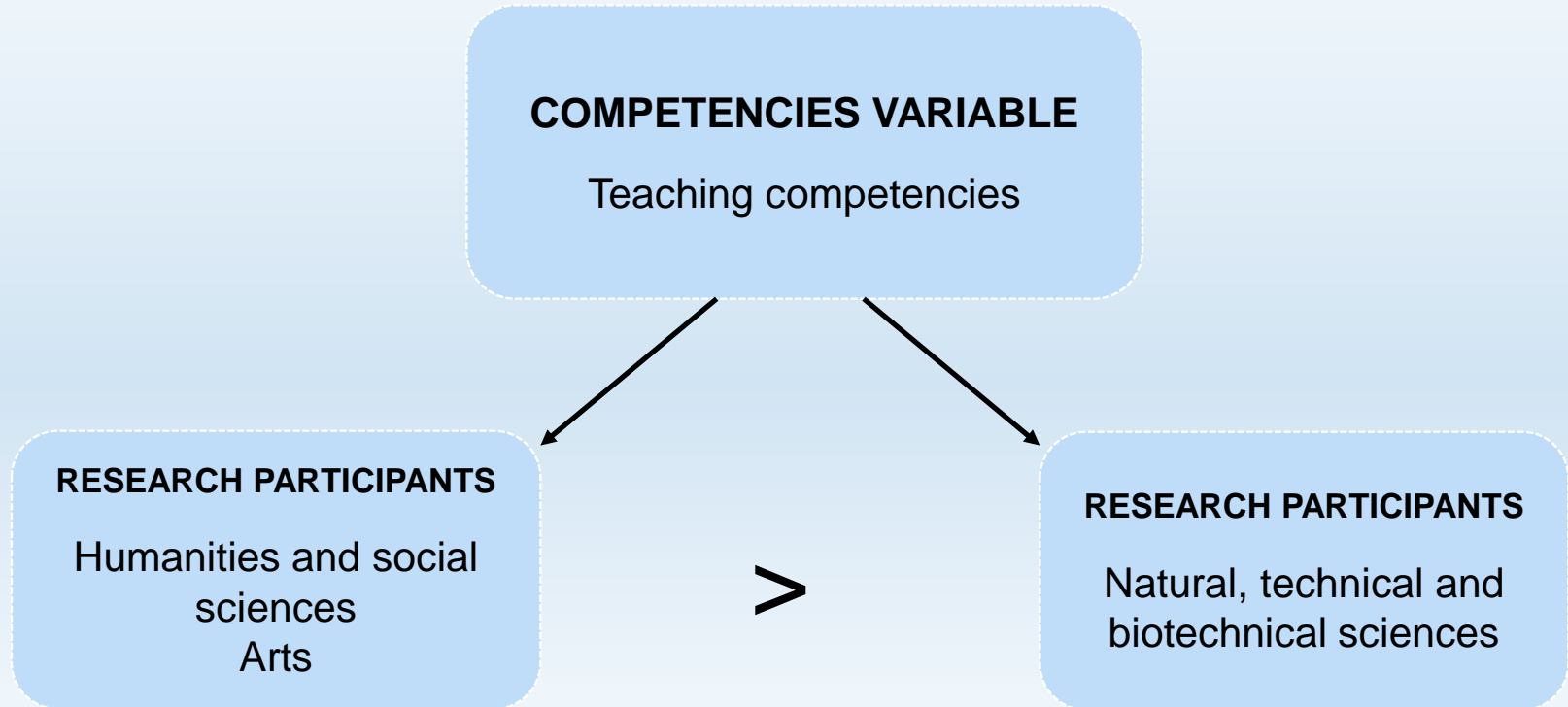


- Sex → perception of importance

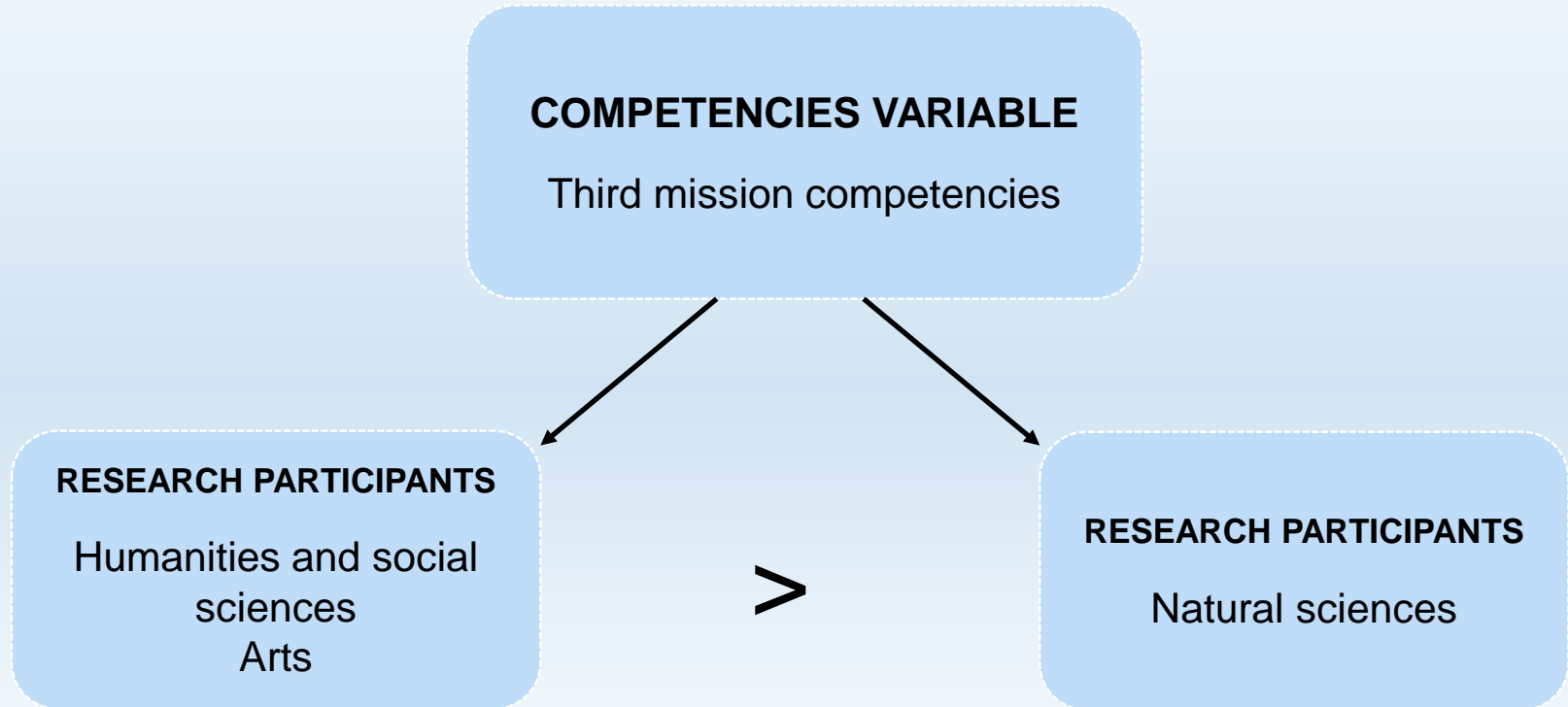




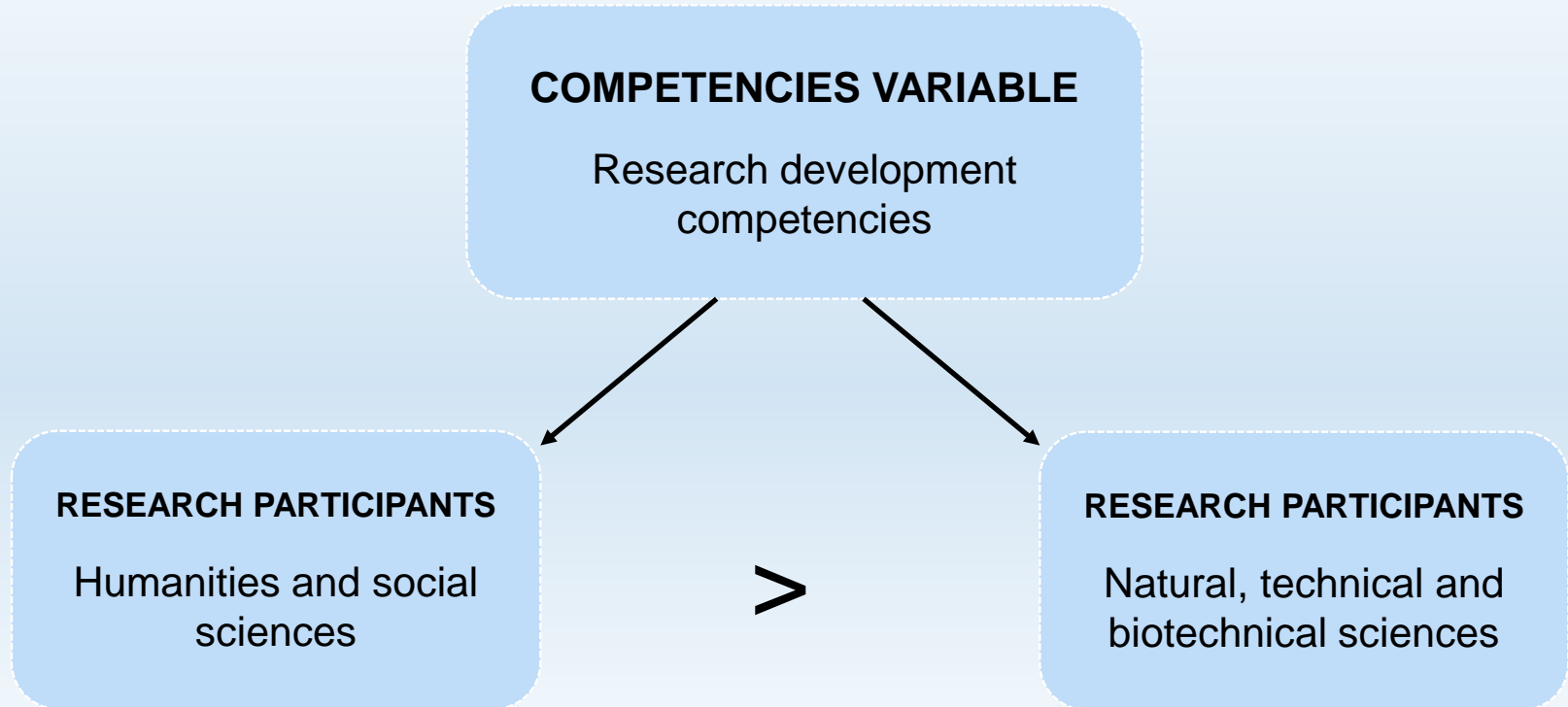
- Research field → perception of mastery



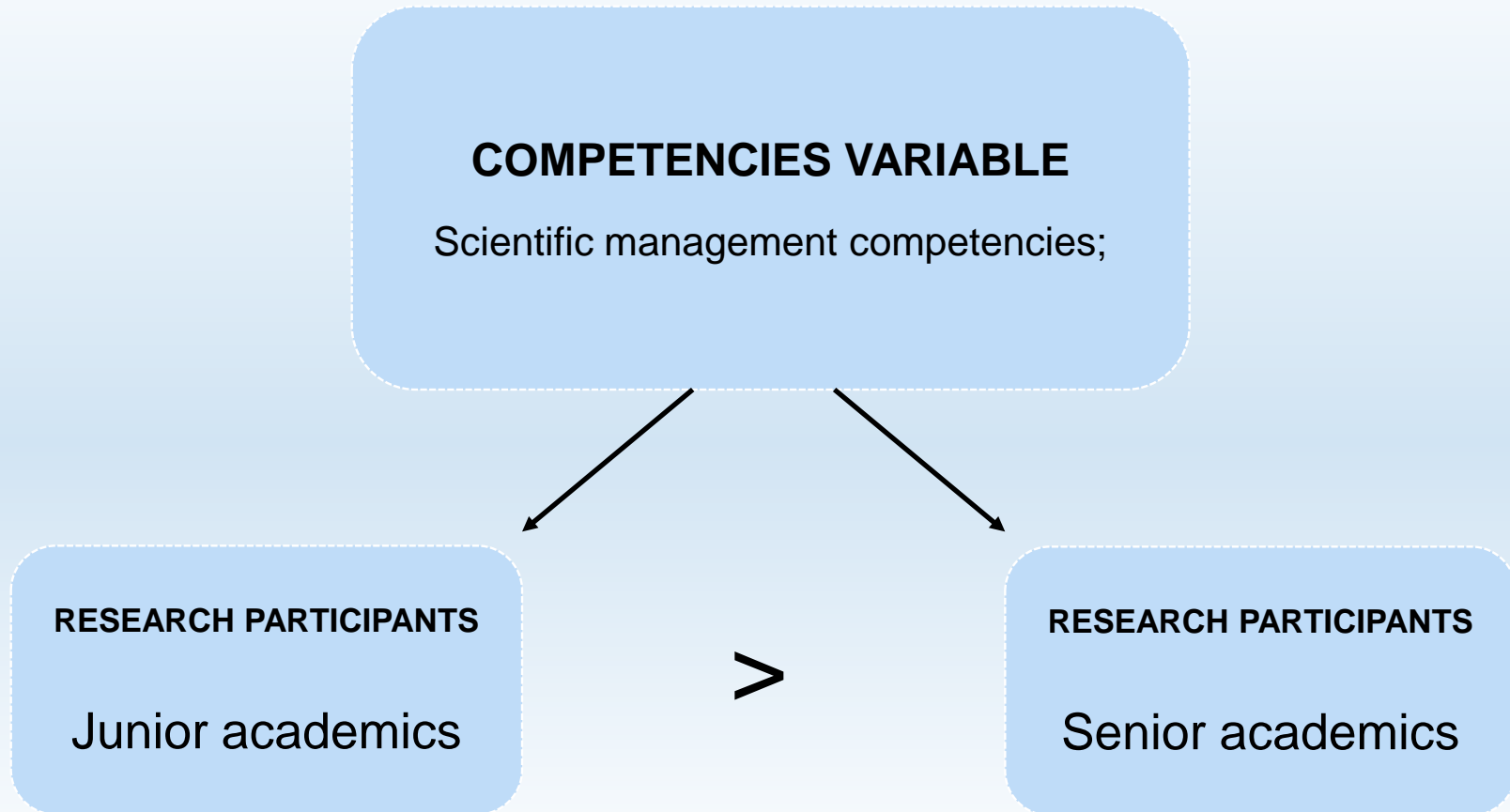
- Research field → perception of mastery



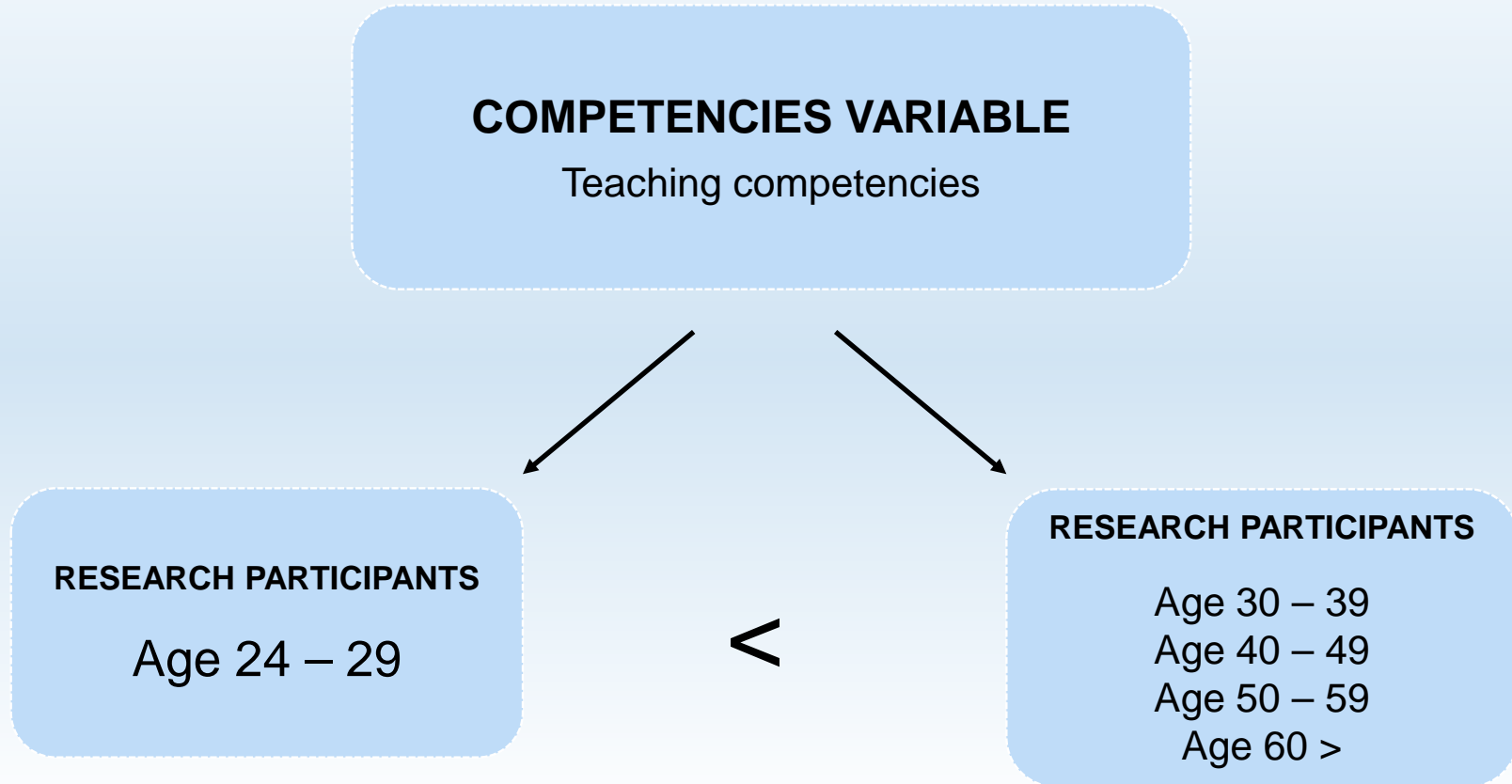
- Research field → perception of mastery



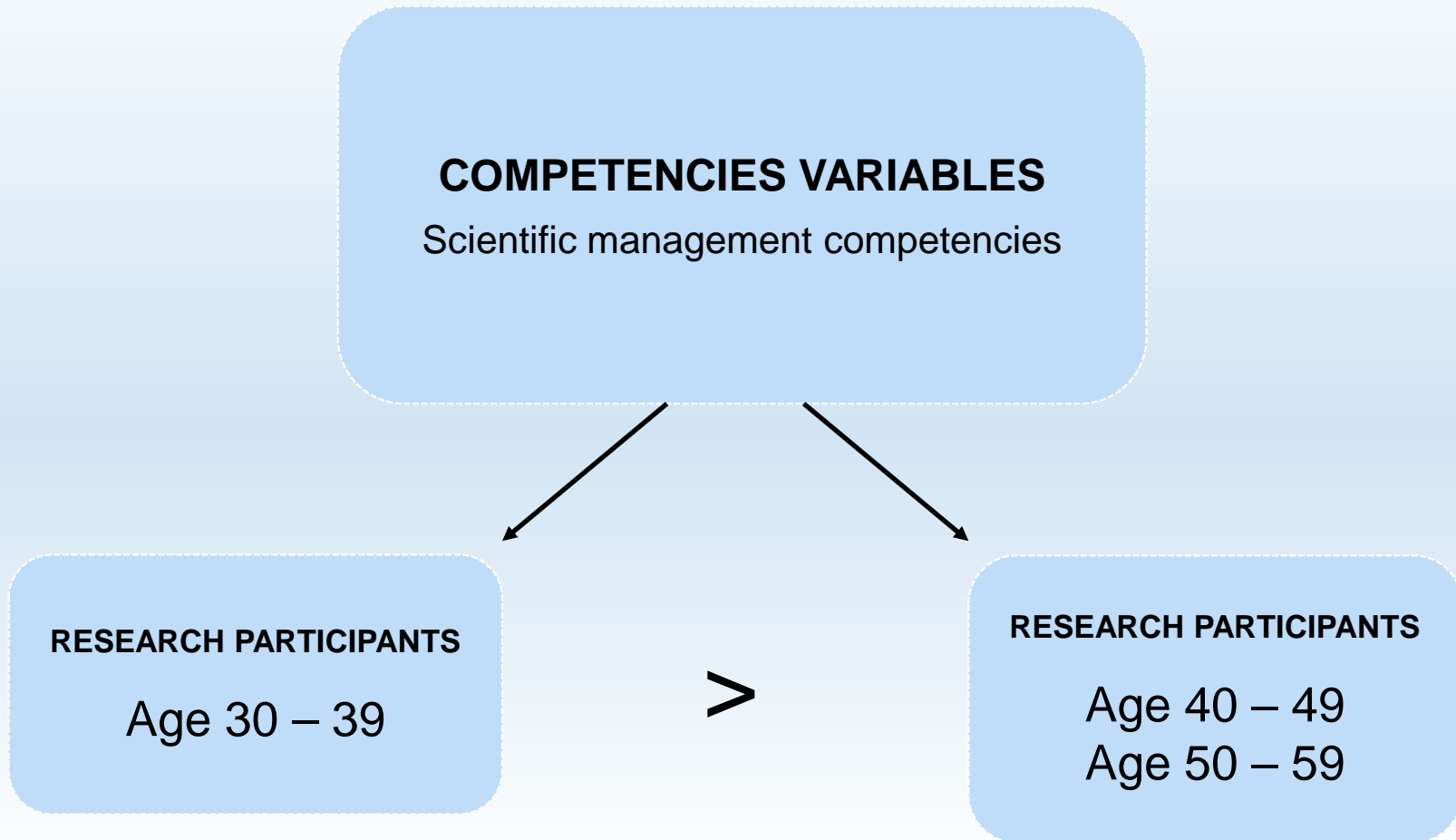
- Senior academics/ junior academics → perception of mastery



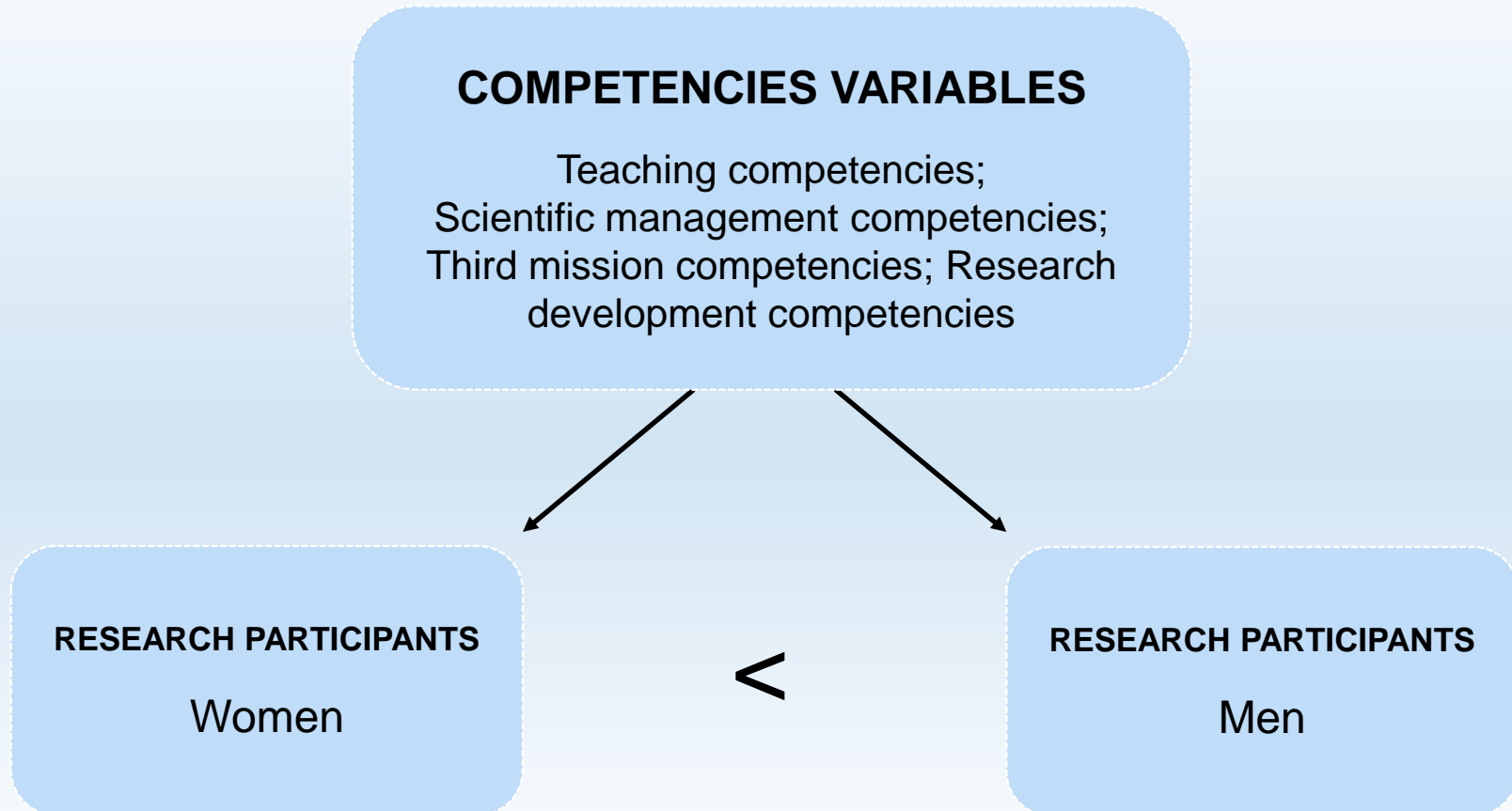
- Age → perception of mastery



- Age → perception of mastery

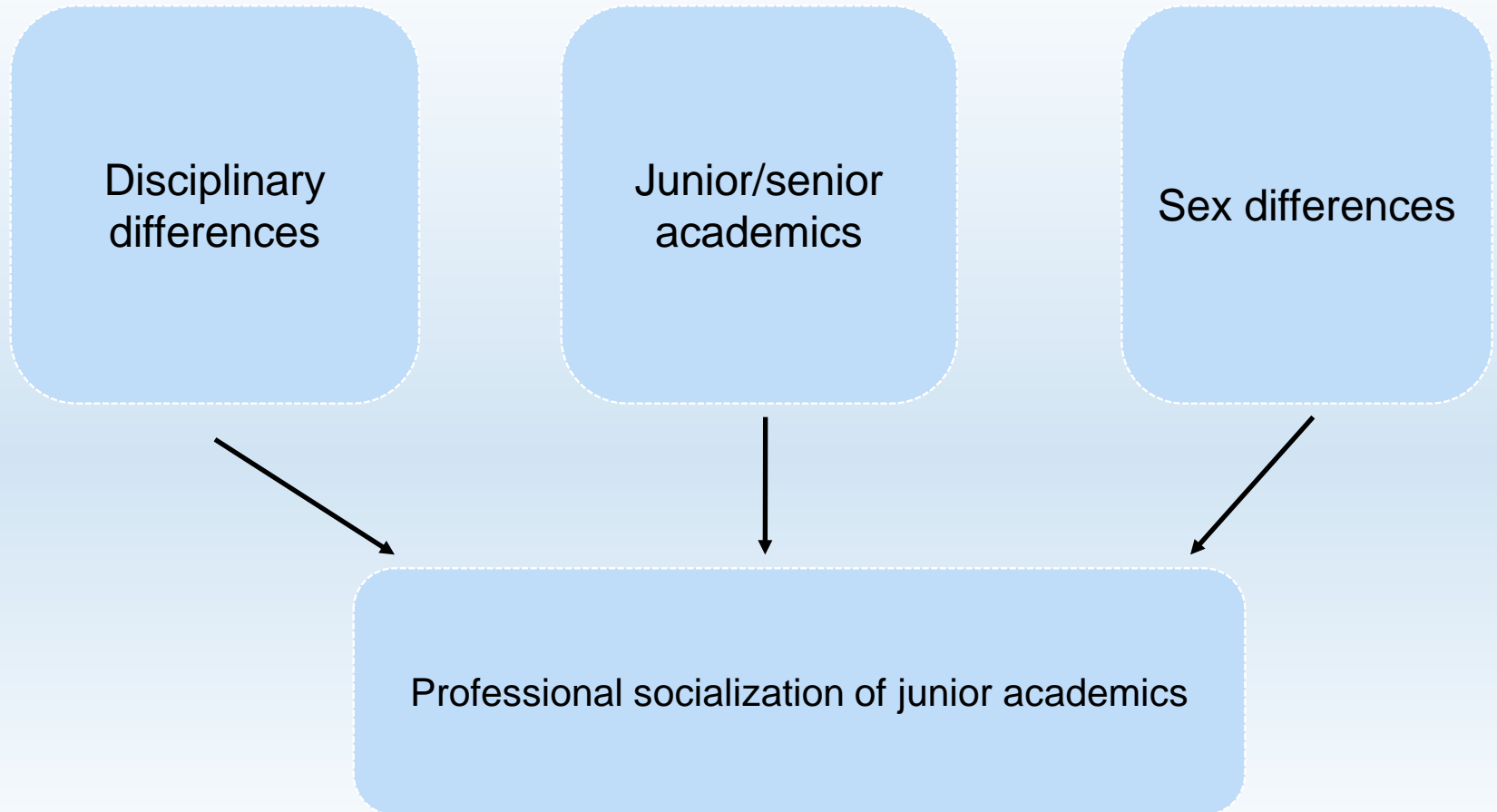


- Sex → perception of mastery



*To understand how implicit and explicit elements of academic profession are acquired through professional socialization*





## 42 Qualitative methodology (1/2)

- two approaches: narrative analysis and phenomenology
- narrative analysis - collecting historical experiences, that is, biographies of the research participants
- phenomenology - provides insight into the personal experiences of the research participants during professional socialization and insight into the meanings belonging to individual experiences
- sample (36 participants) was selected using maximum variation technique to obtain the greatest possible diversity of experiences (based on the database developed for the purposes of the quantitative research)
- research participants from all scientific fields with at least five years of experience in higher education



## 43 Qualitative methodology (2/2)

- due to the sensitivity of the research subject, institutions did not participate in the selection of participants (they were not informed about the research)
- contact with research participants was established directly (and with the help of colleagues)
- interviewing was conducted in the period between October and December 2015
- informed consent form was submitted to participants before the interview
- confidentiality and ethical handling of collected data (participants were assigned passwords, audio materials and the identity of participants were known only to the research team members)
- the duration of interviews was between 60 and 90 minutes; collected using face to face method and recorded using voice recorders
- transcribing interviews (research team members)
- the approach to data analysis was consensual, thematic, on the level of the whole sample (12 MAXQDA software for qualitative data analysis)



# (Preliminary) research results analysis: insight into the experience and meanings of excellence at academia

- Research is the most important criterion of excellence
- Research and teaching are equally important for excellence
- Excellence has more dimensions
- Teaching is not a criterion of excellence
- Excellence is not pursued, the system is ideal for the underachievers
- "Excellence" is associated with negatively connotated networking
- Excellence is being eradicated, the system is corrupt

# Research is the most important criterion of excellence

- *I think the emphasis should be on research and that we should engage more in research because that is what will differentiate us.*
- *Successful people are those who are strong in research.*
- *Research productivity is what is most important for excellence.*

## Research and teaching are equally important for excellence

- *Research must be well developed, as well as high quality teaching.*
- *Perhaps some will disagree, but the emphasis is on the research because it is what is evaluated for promotion. Of course, these other criteria must be met as well, at an institution of higher education that definitely isn't a research institute, and the teaching part also has to be of great importance.*

## Excellence has more dimensions

- ▶ *Regardless of everything, I think the focus is on how much you work, to what extent you are engaged in any field, but primarily research - papers, projects ... that is the number one, but also to what extent you are engaged in mobility, did you teach somewhere else, held workshops for students and so on... a number of things, especially if you're hard working, that's that.*
- ▶ *So things like research, teaching, some sort of initiatives by individuals, such as organizing conferences, publishing volumes of some sort, getting projects, cooperating with other institutions, individuals ...*

## 48 Teaching is not a criterion of excellence

- *To us teaching is not primary. No one will ask me what my teaching load was in these two past years, my future here doesn't depend on my teaching load, but on the number of papers I wrote and the number of conferences I attended, and the cooperation I achieved.*
- *In the end, what is actually measured, the points that are later added in the tables for promotion, is the research activity.*
- *Will you be a good teacher, will you teach properly - it's a matter of your own personal satisfaction.*
- *At our department's meetings, when we get the analysis of this evaluation... The fact that your evaluation was the best, or that someone else's was the worst, comes down to a discussion at the meeting, some evaluations are a little better and some are worse. We don't strive to make those with worse evaluations better and neither will someone be called upon, nor will the best ones be praised or asked for their experience regarding their work.*





## Excellence is not pursued, the system is ideal for underachievers

- *From the outside, the institution looks much more serious. (...) That was my impression at first, but then when you eventually enter the system you realise that's not quite so. So those who are underachievers, can be underachievers, practically do the minimum of the minimum.*
- *No one complies with those six years. There were a couple of times, calls to a meeting with the management - this should be completed blah, blah, blah, this and that should be done, we will sign the annex to the contract so that if you fail to complete what is required, you will be required to return the funds paid for the doctorate, travel expenses, tuition and all that, but none of it ever happened...*
- *It's not that nothing is evaluated. If someone started some sort of study programme - that is evaluated. If someone's been organizing a conference three years in a row, that is evaluated. Probably not in a tangible way, but in conversations with people when the conversation is about someone who has some kind of a career, who takes his/her work seriously... It can be informally felt. That one there is doing nothing, he just walks around, just let him be... He does his job, and on top on that he's great, we should give him more work. That's that attitude. He is reliable, you should turn to him when you need something done, he is good when you need to entertain someone, when someone from the outside comes... It's all informal. Nothing formal, for example, that the reliable one will, I don't know, get a 10 percent higher salary or that someone will publicly commend his work or something. And to the other one they will say - don't just walk around, you have to work a little, too.*

## "Excellence" is associated with negatively connotated networking

- *My promotion there was difficult and slow, because I had the impression that they gave priority to others who were there from...*
- *After six years, he obtained his doctoral degree and four months after he obtained his doctoral degree he was made assistant professor. I obtained mine in 2009 and I still haven't been promoted to the position of an assistant professor. Because he is a part of some sort of advanced group, which supports his advancement. If you're solo, it's difficult.*
- *They support each other. For example, when members of that group write a project proposal, they have support from within the university management, it is a part of this group, so the project is supported, they get the support and funding and work. I do not know, in the employment process, people are being employed upon their suggestion. They are supported, whatever they propose gets the votes.*
- *You can get the Nobel Prize, but if that group doesn't recognize you, you still won't be good enough for them. That is how it works...*
- *I think it is based on the principle - I give to you, you give to me, I think that they are self-sufficient. Some are members of political parties, some are not. Maybe they know each other privately, outside the higher education institution, I think that they do, but I'm not sure...*

# Excellence is being eradicated, the system is corrupt

- *It took six months of fighting with them to allow me to obtain my doctoral dissertation. Just because I was, apparently, rushing things. At the same time, a colleague whose deadline for obtaining a doctoral degree was expiring, submitted a proposal to the Faculty Council for an extension of the deadline - and that went smoothly, that is normal, he is the normal one and I am the freak, I'm the problematic one.*
- *Wait a minute people, why am I the criminal here? How? Why? Am I doing something wrong because I do my job? You told me that I need to obtain a doctoral degree and I have obtained it, what's wrong with that?*
- *There's all sorts of things. There are people who are great, who are brilliant, whose knowledge and dedication to work I admire, but there are, there really are criminals. People who are criminals and should be imprisoned, stealing money from the research projects, who are not doing their job... and there is no system that would punish that.*
- *There is still a decent number of people who are doing research work, a small number who really care about teaching and about students, a number of them care about the research - and the rest just exist. A number of nasty people use all that for their own power struggles and stealing money and, unfortunately, they always orchestrate the whole story, they are always the ones who are the loudest, who always oppress the others, and others must play by their rules. We do not play by the rules of those who are capable and successful, that is, successful in research and teaching, but we play by the rules of those who only scheme and search for a way to take over the power and to take a thousand HRK for themselves.*
- 



# Does the (Croatian) academia instigate excellence?



- *'Teaching excellence is a multidimensional concept and its different dimensions call for different forms of recognition and reward;*
- *If teaching quality is to be maintained and enhanced, teaching excellence must be recognized and rewarded;*
- *The criteria for individual teaching excellence are no more difficult to enunciate and to evaluate than those for research excellence. They are however considerably more sophisticated than is appreciated by traditional academics, and they cannot be applied fairly as long as those who judge excellence lack the training for their task;*
- *A prerequisite for real teaching excellence at the individual level is a trained teaching profession. A way forward, which links staff development directly to the process of analysing teaching excellence, has been indicated;*
- *Individual teaching excellence is a necessary, but not a sufficient condition for an excellent student learning experience. In addition there must be excellences at departmental and institutional levels. They can however be developed on the foundation of individual excellence. (Elton, 1998)*

# 54 Lewis Elton, THES Lifetime Achievement Award







## 56 More about teaching at the ICIE conference:

- Nena Rončević, Marko Turk, Bojana Vignjević:  
*Research Papers are what Counts: Excellence in Teaching is Neither Supported Nor Properly Evaluated*





# VELIKO ISTRAŽIVANJE NA FAKULTETIMA POKAZALO Svaki drugi profesor vjeruje da bez veze nema zaposlenja

PIŠE  
MIRELA  
LILEK



**S**vaki drugi ispitnik, član akademske zajednice, smatra da na njegovoj ustanovi utjecaj na zapošljavanje i napredovanje imaju rodbinske i prijateljske veze.

Da je politika ta koja utječe na zapošljavanje i napredovanje na njihovim institucijama vjeruje 36 posto ispitanika novog, opsežnog istraživanja koje je na uzorku od 2500 osoba sa svih javnih sveučilišta, visokih škola i veleučilišta proveo Nezavisni sindikat znanosti i visokog obrazovanja u sklopu projekta čija su sredstva osigurana iz europskih strukturalnih i investicijskih fondova.

**Ne diskriminiraju obitelj** Zabrinjavajuće, sumnjivo, nemoguće?

- Kod nas na fakultetu nema niti politike niti familije - tvrdi Lidija Kos-Stanišić, dekanica zagrebačkog Fakulteta političkih znanosti. Točnije, familije ima, ali:

- Imali smo slučaj da je radno mjesto na natječaju dobio sin našeg zaposlenika čiji je radni odnos u mirovanju. Dotični kolega naprosto je bio najbolji kandidat pa bi bilo nekorektno diskriminirati ga iz razloga što mu je roditelj zaposlenik iste institucije - piše u slučaju dekanica.

Tako ne otkriva o komu je riječ, od podatka je lako doći pogledom u listu zaposlenika na službenim stranicama fakulteta. Riječ je o Marku Grdešiću, zaposlenom na radno mjesto znanstvenog novaka, sinu Ivana Grdešića, re-



Od 2500 ispitanika, članova akademske zajednice, njih čak 36 posto reklo je da politika utječe na napredovanje

REKTOR D. BORAS

**'Kad vidim nepotizam, reagiram'**

Prisutnost nepotizma i utjecaja politike komentirao je rektor Sveučilišta Damin Boras: - Neki fakulteti su više imuni na to, neki manje, no nastojimo takve utjecaje izbjeći kroz kvalitetne procedure izbora. I osobno interveniram kad mi se čini da se postupci ne provode kako bi trebali - kaže Boras, uz zaključak da je sveučilište tu postiglo veliki napredak. ■



dovitog profesora u trajnom zvanju koji je zamrznuo status na fakultetu zbog veleposlaničkog mjesta u Londonu.

Fakultet se o slučaju zapošljavanja Marka Grdešića konzultirao s etičkim povjerenstvom Sveučilišta, a povratno mišljenje sveučilišnog povjerenstva, prema dekanicičinim riječima, bilo je da je ponašanje fakulteta u redu.

**Problemi s nepotizmom**

Iako joj brojke iz istraživanja zvuče zabrinjavajuće, Lidija Kos-Stanišić smatra da je podatak o utjecaju politike i veza na zapošljavanje ipak više stvar percepcije ispitanika nego stvarno stanje.

- Politika nema nikakvog utjecaja na naš fakultet, svi natječaji su javni, uglavnom se javlja više kandidata, a u povjerenstvim sjedi tri do pet osoba ne samo s našeg fa-

kulteta već i drugih, pa i onih izvan Zagreba. Zato ne vjerujem da brojke odgovaraju stvarnom stanju - zaključuje dekanica.

Da ipak postoje problemi s nepotizmom priznaju u Sindikatu znanosti. Predsjednik Igor Radeka kaže da su iznenađeni njegovim obujmom.

- To nije dobro. Akademska zajednica treba biti centar izvrsnosti u kojem će raditi najpromiselniji dio društva. Postoje javni natječaji, za što se Sindikat izborio, koji su od ulaska Hrvatske u EU objavljeni ne samo u Hrvatskoj nego i ostalim zemljama članicama Unije. Ti natječaji traju po mjesec dana. Ako se oni i sada budu izgrađivali, inzistirat ćemo na utrdivanju novih procedura koje će omogućiti veću transparentnost i izbjegavanje takvih problema - najavljuje predsjednik sindikata.

**ZADOVOLJNI POSLOM I OPREMOM, ALI NE SMIJU KRITIZIRATI ODLUKE UPRAVE**

75% zadovoljno ili vrlo zadovoljno poslom  
5% dobiva dodatak na smjenski rad  
1/3 radi do 40 sati tjedno  
1/4 radi više od 50 sati tjedno  
2/3 rade barem jednu sobotu mjesečno  
16% radi svaku subotu  
9,4% radi svaku nedjelju  
1/8 radi u smjenama  
45% tvrdi da ne mogu slobodno kritizirati odluke uprave bez straha od posljedica  
18% izloženo verbalnoj

uvredi kolega  
35% tvrdi da se politika uplće u upravljanje i ima utjecaj na zapošljavanje  
48% tvrdi da rodbinske i prijateljske veze imaju utjecaj na zapošljavanje  
3/4 tvrde da ima stvarni angažman u radu sa studentima veći od evidentiranog  
1/3 tvrdi da ne uspijeva uključiti privatni život s poslovnim  
62% zadovoljno informatickom opremom  
25% zadovoljno opremljenošću laboratorija

Profesor Pavel Gregorić s Hrvatskih studija, koji je doktorat filozofije stekao na Sveučilištu Oxford, smatra međutim da je od malih, zatvorenih, loše reguliranih i duboko podijeljenih akadem-



**Na FPZG-u posao je dobio sin profesora Marka Grdešića, no tvrdi se da je to samo zato što je bio najbolji kandidat**

skih zajednica teško očekivati da će glavni kriterij za zapošljavanje biti - kvaliteta kandidata.

- Osobito ako se ona procjenjuje kriterijima kakvi vladaju u uređenim sustavima. Istina, iu uređenim sustavima zapošljavanje utječu različite silnice i predrasude, no ipak je kvaliteta kandidata i njegova sposobnost da privuče sredstva i studente na prvom mjestu - uspoređuje Gregorić.

**Pripisuju si tuđe zasluge**

U nizu podataka koje donosi istraživanje sindikata znanosti o radnim odnosima, jest i onaj da je 40 posto ispitanika iz akademske zajednice, bez obzira na zvanje, imalo iskustvo da su kolega ili nadređeni sebi pripisali zasluge njihova rada. Njih 36 posto tvrdi da im se kolega potpisao na znanstveni ili stručni rad čijoj izradi nije pridonio da bi se mogao smatrati koautorom, a osam posto prijavljuje da je netko plagirao njihov znanstveni ili stručni rad. ■

- In the period from 2002 to 2009, the average success of junior researchers from public research institutes in obtaining their PhDs was around 66%, while the average success of junior researchers from universities in obtaining their PhDs was about 23%. About 14% did not publish a research paper, and 38% of them were without international publications (Brajdić Vuković, M.; 2013)

# Does the (Croatian) academia instigate excellence?



**Thank you for your attention**  
and...



