

DGBC HUMAN RESOURCES DEVELOPMENT STRATEGY

1. DGBC'S PERSPECTIVE ON HUMAN RESOURCES DEVELOPMENT
2. DGBC'S EXPECTATIONS FOR EFFECTIVE AND EXCELLENT EDUCATION
3. INSTRUCTOR PROFILE

DGBC's human resources perspective is grounded in the teachings of Buddhism, the Act on Higher Education and the requirements of the Hungarian Accreditation Committee (MAB), and global best practices in developing academic resources in Buddhist higher education. Instructor profiles are flexible and set in consultation with institutional leadership.

1. DGBC'S PERSPECTIVE ON HUMAN RESOURCES DEVELOPMENT

1.1. GOALS OF COLLECTIVE MINDFULNESS-BASED HUMAN RESOURCES DEVELOPMENT

DGBC's human resources policy aims to enhance individual and organisational outcomes—innovation, creativity, and talent attraction—by developing instructors' personal awareness and current teaching capabilities, while strengthening collective experience, relationship-building, and the organisational dimension.

The Buddhist perspective of “collective mindfulness” seeks to cultivate not only sensitivity to knowledge and students, but also ethical and spiritual preparedness from two complementary viewpoints:

- substantive goals to enhance the institution's profile and capabilities,
- and instrumental goals: enhancing individual and institutional performance, with due regard to individual well-being and organisational success.

These are reflected in the following:

- Developing individual instructors' mindset through the adoption and reinforcement of student-centred education.
- Developing individual instructors' capabilities through a sound understanding of the methodology.
- Developing individual instructors' capabilities by fostering sensitivity to students' personal circumstances (understanding, encouragement, and awareness of their mental

state), focusing on the present moment in seeking solutions (sati), and supporting students' awakening along the Noble Eightfold Path.

DGBC's human resources development goals: advancing instructors' new knowledge and shaping their professional capabilities, which extend to

- expanding the Hungarian-language knowledge base of Buddhism to enable the creation of new courses and programmes,
- to developing Buddhist educational models, including expanding religious education offerings at Qualifications Framework levels 5–8 along the career pathway,
- to building the capacity to develop new courses in Buddhist education by refining learning outcomes, competencies, content, teaching methodology, learning methodology, and assessment methodology,
- to developing instructors' professional conduct.

1.2. PRACTICE AND PRINCIPLES OF COLLECTIVE MINDFULNESS-BASED HUMAN RESOURCES DEVELOPMENT.

- Fostering a learning-organisation culture and hiring colleagues who fit it—pleasant, kind people.
- Equipping staff with the capabilities to deliver efficient, effective higher education, research, and community service—and to engage with one another wisely.
- Cultivating a positive mindset.
- Fostering a culture of mutual respect among staff.
- Cultivating a harmonious culture of Right Speech.
- Supporting volunteer service among instructors and staff.
- Avoiding harmful consumption practices.
- Consistent application of standards with appropriate issue resolution, based on the principle of equal treatment.
- Prudent management of scarce resources and careful stewardship in their use.
- Onboarding new staff by cultivating respectful behaviour.
- Design programmes to cultivate an innovative, creative mindset.
- Develop quality-awareness programmes that also cultivate the capacity to be “good enough, here and now.”

1.3. METHODS OF COLLECTIVE MINDFULNESS-BASED HUMAN RESOURCES DEVELOPMENT.

1.3.1. Orientation-based development: The purpose of orientation is to support new staff through a project assignment, a mentor, and the involvement of colleagues. Provide the necessary information for the introductory project, including imparting expected behaviours, attitudes, and values. This extends to timely, efficient work; familiarity with goals and organisational policies; fostering staff members' sense of safety and confidence; and cultivating the capacity and initiative to act. This includes emphasising staff members' roles and

responsibilities and demonstrating the value of high-quality work. It is required to identify learning needs and clarify what is required to perform to a high standard.

1.3.2. Development through education: DGBC aims to establish its own doctoral programme to enable the qualification of its instructors. Currently, doctoral programmes in this field are available only in Asia, and they prepare candidates specifically for the Asian region and its civilisational contexts. European doctoral programmes are largely “Orientalist studies” and do not prepare candidates for the practice of Buddhist Dharma transmission. To that end, DGBC has defined the establishment of a doctoral programme and school in Buddhist religious education as a strategic objective. To support this, DGBC is developing research master’s programmes and habilitation programmes.

1.3.3. Development through lifelong learning programmes:

- Preparation for programme development and leadership in higher education.
- Preparation for course development, discipline-specific and pedagogical methodology, and learning methodology.
- Preparation for research programme development and management.
- Preparation for student mentoring and supervision.
- Preparation for online teaching methodology and techniques.
- Preparation for student assessment and evaluation.
- Preparation for course, module, and programme evaluation.

1.3.4. Development through personalised, individual development:

- Preparation for unit leadership, topic leadership, and project management (defining roles and responsibilities; planning activities and procedures; setting standards; scheduling; task allocation; coordination; performance and evaluation).
- Preparation for leadership and for goal-, task-, and change-based management.
- Preparation for counselling, evaluation, audit, and feedback.
- Preparation for interpreting and applying excellence-based management models.

1.3.5. Development based on career plans: guided by individual choices, self-concept development, lifestyle, and preferences:

- Designing career pathways for Buddhist instructors:
 - Buddhist religion and philosophy instructor, researcher
 - Buddhist Teacher Educator
 - Buddhist Language Teaching and Text Interpretation
 - Buddhist Psychology and Mindfulness Meditation Instructor
 - Buddhist Movement Meditation and Practice, Retreat Leader
 - Applied Buddhism Instructor, Teacher:
 - i. Arts and Cultural Heritage Center leadership
 - ii. Religious Community Leadership, Supervision of Teaching Practice
 - iii. Social and Spiritual Counseling Leadership
 - iv. Conducting Ceremonies

1.3.6. Preparation through Organizational Development: Developing into a Learning Organization by means of Systemic Thinking, the Ability to Review One’s Own Work, Building a Shared Vision, and Team Learning.

1.3.7. Development through Self-Development:

- Research on the professional and theoretical foundations of the courses taught.
- Research into the professional methodologies and procedures of the topics and courses taught.
- Development of resources for the subjects taught.

1.3.8. Development through participation in religious activities:

- organizing Buddhist days, weeks, and international programs,
- organizing institutional retreats.

1.4. THE PRACTICE OF PERFORMANCE EVALUATION FROM A BUDDHIST PERSPECTIVE

Evaluation of Work Quality Based on Expert Interviews:

Elements	Components	Behavior: based on Buddhist epistemology, morality, and good-governance-based leadership.
Śīla	Morality	Commitment, diligence, integrity, future-orientation
Samādhi	Concentration on work	Responsibility, cooperation with colleagues in a good atmosphere, optimistic, creative, and positive spirit
Paññā	Problem-solving	Continuous improvement of work problems and processes, fact-based decision-making, systematic thinking, ability to adapt to change, understanding of future tasks, and mission- and vision-driven work.

2. DGBC’S EXPECTATIONS FOR EFFECTIVE AND EXCELLENT EDUCATION

The principles of effective teaching are grounded in the institution’s mission and vision.

2.1. GRADUATING STUDENTS WHO MEET THE QUALIFICATION REQUIREMENTS.

2.1.1. The training programmes comply with ISCED 2011 and ISCED 2013, the Hungarian Qualifications Framework (MKKR), the European Qualifications Framework (EQF), and the QF-EHEA requirements.

2.1.2. The courses align with the MKKR level-descriptor learning outcomes for each qualification level and with the study requirements characteristic of the QF-EHEA cycles.

2.1.2.1. In shaping the curricula of the courses, the outcome-based education's theoretical or practical orientation extends the description of learning outcomes to knowledge, abilities, and attitudes.

- to the field's methodology; to presenting the philosophical and theological activities of religious education; and to discipline-specific methodologies,
- to the methodology for achieving the learning outcomes,
- to the concise content and assessment.

2.1.2.2. The course syllabus provides a detailed description

- of the characteristics of the course,
- of the content.
- The presentation of the content is orientational in nature; the syllabi guide the student through the aspects of the subject, its broader units, and its specific issues.
- At the Master's level, the perspectives and theories for addressing the topic are also presented.
- Following the content section, the syllabus outlines how students can most easily and effectively attain the course unit's expected learning outcomes.
- To ensure the expected learning outcomes are achieved, the instructor conducts a diagnostic baseline assessment that identifies students' learning needs.
- For effective learning, the instructor also conducts assessments during the course, providing students with feedback and guidance for improvement.
- The syllabus specifies what level of performance constitutes weak, satisfactory, good, or excellent, and what percentage each task contributes to the summative assessment.
- The characteristics of the literature correspond to the nature of the course and the level of study: at the FOSZK and Bachelor's levels, students learn from lecture notes and publicly available professional publications, while at the Master's level, from specialized books and scholarly sources they identify themselves.

2.1.3. Dharma Gate Buddhist College's objective for effective education is to enable students to find their place in the knowledge society as highly qualified, creative, and responsible individuals, with broad intellectual interests, excellent discipline-specific knowledge and methodologies, and a critical awareness of their own knowledge and development needs. To this end, Dharma Gate Buddhist College may develop academic and employment requirements specific to each of the four cycles and levels.

2.2. EDUCATION FOR TRANSFORMATIVE, STUDENT-CENTERED OUTCOMES

2.2.1. Buddhist outcome-based education, in contrast to traditional academic education with its orientalist character of studies, is also transformative: alongside academic scholarship in

religion and philosophy, as well as linguistic and textual knowledge, it includes meditation, Buddhist psychology, and movement meditation. Their primary aim is the transformation of the student's personality and the cultivation of transformative capacities.

2.2.2. The development of the Buddhist student's personality is part of the curricula.

2.2.3. Preparation for student professional profiles at Dharma Gate Buddhist College:

- Theological researcher
- Dharma Instructor
- Chaplain
- Mission leader
- Advisor for Social and Civil Services
- Assistant for Public Administration, Administrative, and Law Enforcement Occupations
- Assistant for Healthcare, Psychological, and High-Mental-Stress Professions
- Religious and Civil Community Organizer
- Buddhist Cultural and Commercial Services Organizer
- Advisor for Business Enterprises and Social and Solidarity Economy Management
- Manager of wellness and other physical and mental well-being services
- Paradiplomatic and Cultural Mobility Organizer

2.3. SUPPORTING ELEMENTS OF QUALITY AND EFFECTIVE EDUCATION

- Among the admissions criteria are informed understanding of the requirements of the Buddhist programmes, commitment, and spiritual disposition.
- Balanced student profiles and cohort composition.
- Appropriateness of qualification objectives for every programme.
- Ensuring the conditions for Buddhist theoretical and practical studies.
- The feasibility of the training programme at the programme, subject, and course levels.
- The balance and fairness of the examination system.
- Supporting progression to the next level upon completion of the study level.
- Assessment of the level of outcome attainment.
- Workplace and career success.
- Success in personal development.

3. INSTRUCTOR PROFILE

3.1. Balanced instructor profile — a career path leading to a professorial profile.

3.2. Researcher and Religious-Theoretical Leadership Career Profile — International Master's Profile.

3.3. Religious Educator–Pedagogue Profile — leading to master teacher titles in higher and public education.

3.4. Practical Instructor Profile (religious community leader, meditation, Buddhist arts, language teaching, library, resource development, etc.) profile: leading to master teacher titles in higher and public education.

Other regulations applicable to instructors are updated in the employment requirements system.