The purpose of this narrative study is to understand internal and external forces that affect the professional lives of current and past higher education faculty members in Hungary who are currently living and working during an era of increasingly oppressive political agendas. Like its regional neighbors, Hungary is the home to some of the first and finest universities in Europe. But tragically, a far-right political wave is swallowing its democratic institutions, including its institutions of higher learning. While there have been many reports about the concern or impact of Hungary’s State policies for education, there have been no academic studies into the perceptions of faculty who are working through these dark days.

The following research questions provide a framework for this study: How has the political environment influenced Hungarian collegiate faculty? What are Hungarian collegiate faculty perceptions of the higher education reforms? What are the professional, scholastic, and pedagogical goals of Hungarian collegiate faculty? The methodology guiding this study is evolving personal narratives and the contextualizing of meaning from these narratives through internal and external forces.

Key Words: Hungarian Higher Education, Faculty, Narrative Methodology