

# **CORVINUS RENEWAL PROGRAMME 2021-24**

## **Institutional Development Plan**

## Executive Summary

### ***The Vision of the Renewing Corvinus University of Budapest:***

Corvinus University of Budapest will be the best university of economic and social sciences in Central Europe by 2030.

### ***The Mission of the Renewing Corvinus University of Budapest:***

Corvinus University of Budapest educates the responsible economic and social elite of Hungary and Central Europe in the twenty-first century.

The renewal of Corvinus University of Budapest is based on the following principles:

- **Stable framework.** The Renewal Programme does not change the basic framework of the University's operation: in the long run, the University will remain a medium-sized institution, on a European scale, with an economic and social science focus.
- **Tradition and intellectual diversity.** The Renewal Programme builds on the University's intellectual traditions, community values, and organizational experience, as well as a mutually fertile cooperation between the fields of management science, economics and social sciences.
- **Innovation.** As a basic principle of the Renewal Programme, the University strives to respond to the innovations of the outside world and to incorporate them, while unleashing its internal innovative energies. Joint cross-disciplinary innovations of the community of teachers and researchers as well as students are of key importance.
- **International standard.** As a basic principle under the Renewal Programme, the performance of the University as a whole, and that of its citizens, is measured on the benchmark of the international forefront.
- **Measurement and development.** As a basic principle of the Renewal Programme, results of activities at the University (individual achievements, educational and research programmes) must be measured, and measurement results must be systematically incorporated into ideas for the development of individuals and organizations.
- **Participation and involvement.** The Renewal Programme is open to all University citizens and the University consciously focuses on maintaining and developing forums and mechanisms for participation and involvement.
- **Transparency.** The principles and practical steps under the Renewal Programme are accessible to any University citizens.
- **Sustainability.** As a basic principle under the Renewal Programme, the University must strive to maintain its operations, and a balance in its finances and community, in a manner that is sustainable in the long term.

In accordance with these principles, the University establishes the following areas of action, and relevant strategic goals, for the next four years:

- **Educational programmes.** The strategic goal of its renewal is for the University to move beyond its current leading position in the higher education market in Hungary and to play a leading role in the region. As a precondition to this, the University must offer a portfolio of such bilingual (foreign language) educational programmes which are focused on student development and, while maintaining their popularity among excellent Hungarian students, represent the best choice for more and more international students. An important aspect in the development of this portfolio is that, while maintaining free learning opportunities for students in difficult financial circumstances, the University must be able to offer a value proposition that can be marketed in order to ensure the long-term financial sustainability of the institution.
- **Research.** The University's goal in the coming years will be to raise the level of its research performance to ensure that the world considers Corvinus as one of the recognized knowledge institutions of intellectual life in Central Europe. To this end, the University must develop a research framework composed of institutes, incentives and infrastructure in a way that, first of all, it provides help and encouragement to current teaching staff to achieve internationally recognized research performance and, secondly, it improves the University's research, education and innovation potentials through the recruitment of foreign professionals or of Hungarian professionals with significant experience gained at foreign universities.
- **Doctoral programmes.** As its strategic goal, the University aims to offer doctoral programmes that are attractive in the region and can lay the foundations for a long-term scientific excellence.
- **Székesfehérvár Campus.** As its strategic goal, the University aims to make the Székesfehérvár Campus an attractive academic workshop for both students and companies, by offering a unique range of educational programmes, especially dual training, with outstanding R & D & I activities.
- **Faculty development & HR.** The University will only be able to offer regionally outstanding programmes; provide student-centred education; significantly increase its international research visibility; and operate innovative university-business partnerships if, in the coming years, it can build an internationally competitive teaching and research staff (faculty) that can identify with these goals, by being committed to work towards them. In parallel, a continuous increase in human resources in service areas is also required for the development of internal services aimed at relieving academic work.
- **International relations.** The University will only be able to offer regionally outstanding programmes and substantially increase its research reputation if its international recognition and embeddedness is taken to a new dimension, especially with regard to the region of Central Europe. An increase in the internationalization of the community of students and teaching-research staff is required to make the University a truly international institution.
- **University - business relationships.** As a strategic goal of its renewal, the University aims to become, as a partner of the most prestigious companies and institutions, an unavoidable, innovative, intellectual pace-setting member of the business/public policy/social ecosystems of

Hungary and – with time, increasingly – of the region. The University wants to continue its participation in the Innovation Ecosystems Programme, and, through its involvement, it plans to strengthen and expand its external relations and develop a management framework for innovation at the University. As a founding member of the Territorial Innovation Platform of Budapest, the University builds on the opportunities offered, for development and the strengthening of innovation, by the Platform as an alliance of companies, professional organizations, research institutes and universities.

- **Student Services.** As a strategic goal of its renewal, the University aims to provide a world-class experience to its students through its services. Services will need to be such as to help students not to spend their time at University as a series of events organized on an ad hoc basis so as to check them off as completed, but rather as a journey to a successful future made up of mutually supportive elements that they can consciously live through. A world-class student experience makes it possible for University students to develop a Corvinus identity and strengthen it to the extent that it lasts a lifetime.
- **Alumni.** The University's efforts related to its former students are aimed at developing a unique professional community involving former students in the region. Using their knowledge, experience, network and resources, members of this community can support each other, current Corvinus students, the University's educational and research activities, and make contributions to solving social, economic, and technological challenges.
- **Development of internal services.** As a precondition to world-class education and research, internal services – infrastructure, information technology, procurement, financial, legal, and labour services – must function flawlessly at the University. High-quality internal services will enable colleagues engaged in academic work to focus on professional activities and continuously develop them, while enabling the University to reduce the administrative burden on its managers, giving room for increased development activities.
- **Communication.** The University can only achieve its strategic goals if it can use pro-active and authentic communication to present its value proposition to domestic and international target groups. In parallel, the University's community and its commitment to renewal are only strong if a continuous and dialogue-based internal communication is part of its renewal.
- **Corporate social responsibility.** Colleagues at the University are currently involved in a number of valuable corporate social responsibility initiatives. Developing a systematic framework for corporate social responsibility is a task for the coming years. The University considers topics such as supporting disadvantaged talents and the issue of environmental sustainability to be of key importance.
- **Community, culture, organisation.** The University is only able to achieve its strategic goals if it exists as a strong and cohesive community; its culture is based on values shared by this community, and manifested in everyday life; and it operates in the framework of tight processes and an agile organization.

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# 1. Renewal of Corvinus University of Budapest

## *Background*

The Government of Hungary made a decision on a model change concerning Corvinus University of Budapest in September 2018. As a result of legislative processes related to the model change, Corvinus University of Budapest was turned, from a publicly owned university, into a private university maintained by a foundation effective from 1 July 2019. One of the best higher education institutions in the country, and the best one in its field, Corvinus University has thereby taken on the responsibility of being the first model-changing institution.

According to the Government's intention behind the model change, Corvinus University will be able to mobilize its hitherto untapped capacities and to implement a renewal programme to radically improve its past performance, due to a less strict regulatory environment applicable to its private university status (employment under the Labour Code, more flexible procurement rules, profit-oriented financial management practices) and a more direct maintainer attention and control.

## *Strategy development*

The Renewal Programme (Institutional Development Plan) is a document setting out Corvinus University's action plan for 2021-2024.

The Programme builds heavily on the strategic planning process carried out in the year before the change in maintainer; experience gathered in the period since the change in maintainer; results of, and feedback from, management workshops and workshops of institutes and offline and online forums held by units of various fields in the past period of over one year; as well as knowledge accumulated through domestic and international accreditation processes.

Strategic action, as interpreted under the Programme, is an open process that constantly responds to feedback from the community and changes in the outside world.

## 2. Vision and mission

### **The Vision of the Renewing Corvinus University of Budapest:**

Corvinus University of Budapest will be the best university of economic and social sciences in Central Europe by 2030.

### **The Mission of the Renewing Corvinus University of Budapest:**

Corvinus University of Budapest educates the responsible economic and social elite of Hungary and Central Europe in the twenty-first century.

Hungary needs an internationally outstanding university that, as a prestigious national institution, educates an elite that is performance-oriented, ready to serve its community and capable of world-class achievements. Corvinus strives to ensure that a significant number of managers in business, government and communities in Hungary, and – with time, increasingly – of Central Europe, come from the community of former Corvinus students.

For this reason, Corvinus will, significantly more consciously than before, give effect to its responsible elite training mission in its student recruitment processes and in its educational, training and talent management activities, thereby strengthening its ability to keep the most talented members of young Hungarian generations at home. A key element of elite training is the development of an educational programme enabling young people studying at Corvinus to become leaders who are socially responsible; committed to their community and to value creation beyond narrow interests; and able to act effectively for the common good. Similarly, an essential aspect of responsible elite training is that the University is open to the most talented young people, whatever their background: it actively works to help talented people from disadvantaged backgrounds find their way to Corvinus.

In addition to maintaining its operations as interpreted in the national dimension, Corvinus wants to take strategic actions for developing its activities in a regional dimension. It continues to actively take responsibility for promoting the development of Hungarian-language activities of economic and social sciences within and across our borders but, in addition, it intends to see itself as a regional centre of knowledge in business economics and social sciences. As a natural next step after a significant economic development in Central Europe in recent years, a trend hopefully continuing, scientific and cultural performance will be taken to a new dimension, a process to which Corvinus intends to contribute.

### 3. Principles of Renewal

The Renewal Programme of Corvinus University of Budapest is based on the following principles:

#### 1. Stable framework

The Renewal Programme does not change the basic framework of the University's operation: in the long run, the University will remain a medium-sized institution, on a European scale, with an economic and social science focus.

#### 2. Tradition and intellectual diversity

The Renewal Programme builds on the University's intellectual traditions, community values, and organizational experience, as well as a mutually fertile cooperation between the fields of management science, economics and social sciences.

#### 3. Innovation

As a basic principle of the Renewal Programme, the University strives to respond to the innovations of the outside world and to incorporate them, while unleashing its internal innovative energies. Joint cross-disciplinary innovations of the community of teachers and researchers as well as students are of key importance.

#### 4. International benchmark

As a basic principle under the Renewal Programme, the performance of the University as a whole, and that of its citizens, is measured on the benchmark of the international forefront.

#### 5. Measurement and development

As a basic principle of the Renewal Programme, results of activities at the University (individual achievements, educational and research programmes) must be measured, and measurement results must be systematically incorporated into ideas for the development of individuals and organizations.

#### 6. Participation and involvement

The Renewal Programme is open to all University citizens and the University consciously focuses on maintaining and developing forums and mechanisms for participation and involvement.

#### 7. Transparency

The principles and practical steps under the Renewal Programme are accessible to any University citizens.

#### 8. Sustainability

As a basic principle under the Renewal Programme, the University must strive to maintain its operations, and a balance in its finances and community, in a manner that is sustainable in the long term.



## 4. Focus Points of Strategic Actions

Regionally outstanding educational programmes focusing on student development and talent management
Internationally recognized, socially relevant research results
Committed and internationally competitive teaching-research community
Enthusiastic and talented students and alumni with a sense of belonging to Corvinus
World-class student experience
International embeddedness, proactive participation in international education and research networks
Corporate social responsibility
Innovative ecosystem being operated together with the most prestigious corporate and institutional partners
Impeccable-quality internal services and digital operations

## 5. Specific Fields of Strategic Actions

### 5.1. Educational programmes

#### *Status Assessment*

The University currently occupies a leading position in the training field of economic sciences in the higher education market in Hungary, and its educational programmes attract the best students nationwide; however, like other higher education institutions with a long history in Hungary, the University has not followed international trends in its educational programmes and the educational methodology used when teaching them: its educational programmes remained largely curriculum-focused (cf. competence focus), by only moderately reflecting labour market expectations.

Recognizing this, the University launched a complex study programme development effort in the academic year 2019/20, a process to be continued by feeding back results, as one of the most important activities of the period between 2021-2024.

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#### *Strategic goals*

As a strategic goal of its renewal, the University aims to move beyond its current leading position in the higher education market in Hungary and to play a leading role in the region. As a precondition to this, the University must offer a portfolio of such bilingual educational programmes which are focused on student development and, while maintaining their popularity among excellent Hungarian students, represent the best choice for more and more international students. An important aspect in the development of this portfolio is that, while maintaining free learning opportunities for students in difficult financial circumstances, the University must be able to offer a value proposition that can be marketed in order to ensure the long-term financial sustainability of the institution.

#### *Principles*

The general principles for renewing the education portfolio are as follows:

- programmes are developed and renewed within a complex student competence development system, in which digital and labour market competences play a key role;
- the emphasis is on defining and achieving outcome competences (knowledge, ability, skill, attitude);
- the programme development process integrates expectations of, and feedback from, students, employers and former students;
- programmes build on a continuous measurement of students' competence development, which is fed back into study programme development processes and thus directly serves to increase student success;

- the competence development process includes, in addition to entry, interim, and exit assessment of student competence, the mapping of student aspirations upon their entry, and it is made complete by mentor-advisor support;
- on the basis of the above, it will be possible to define individual learning paths, thus reducing student drop-out and increasing student success;
- professional knowledge elements transferred under programmes are at the international forefront;
- programmes are designed to provide an inspiring environment and student experience;
- programmes develop students' key competences for lifelong learning;

The following will play a major role in programmes:

- regional dimension; developing regionally unique programmes and launching them in Hungary and across our borders;
- involving students as soon as possible in professional networks that will help them later in their careers – building heavily on the special social role of Corvinus;
- presentation of practical experience; putting learned theories, methodologies and approaches into practice; project work assignments to integrate competences acquired in several subjects;
- student learning activity, i.e., the focus is not what teachers teach, but what and how students do, i.e., by what activities and how students develop their competences;
- teachers' role as mentor-facilitator; continuous learning, assessment, feedback, and a great experience of student development;
- the idea that people can develop the most when in a community and, in this context, the importance of making new acquaintances with strong ties, which can serve as a foundation for a professional network later;
- promoting student social responsibility; and sustainability as a theme;

The most important strategic aspirations concerning undergraduate study programmes offered by the University include:

- standardizing a currently fragmented portfolio, so that students do not have to specialize soon after their entry to undergraduate programmes, thus graduates are enabled to choose from a number of alternatives for further study, and can avoid that undergraduate programmes clearly predestine them to a narrow selection of one or two master's programmes;
- programmes should be given a professional structure to ensure that wide-ranging training is provided with a strong methodological basis to reflect on the elite training mission and traditions of Corvinus, by providing a strong foundation in economics and social sciences for those involved in business training and, in addition, providing basic knowledge related to the business world for participants of training in economics, information technology and social sciences, thereby enabling that training material reflecting on environmental, economic and societal challenges are incorporated into curricula (including challenges related to climate change, and, in particular, the restructuring of economy, the digital transition in economies of

Hungary and Central Europe, aspects of Industry 4.0, demographic change and the transformation of the changing geoeconomic and geopolitical role of Central Europe);

- launching, in the field of business and social sciences, a 4-year undergraduate programme which will, even more, ensure the acquisition of study/practical experience abroad;
- specialization opportunities offered under undergraduate programmes should strengthen and support orientation towards master's degree programmes;
- in addition to basic professional knowledge, the focus is on developing problem solving, critical thinking, collaboration, communication and digital competences;

The most important strategic aspirations concerning master's study programmes offered by the University include:

- programmes should be given a structure to relate to the content of undergraduate programmes potentially representing the input for them, so that a content integration of undergraduate and master's courses can be realized;
- launching one-year specialized master's courses in fields of business and some social sciences;
- in addition to strengthening general competences developed through undergraduate programmes, the emphasis should be on profession-specific competence development;
- problem-based learning, a concentrated - quarterly - scheduling, and interactive learning in small groups should enable an effective development representing a great experience;
- creating possibility for transition to specialist post graduate programmes;
- maintaining existing dual study programmes and launching new programmes in a dual form;

Concerning executive study programmes and specialist postgraduate programmes offered by the University, the most important strategic aspirations are as follows:

- the portfolio of programmes should, instead of its current orientation only to the market in Hungary, be oriented to the region; and to that end, several English-language programmes should be launched with a strong regional professional content;
- the University's programme offering should be flexibly adapted to market needs;
- online/blended learning elements should be designed suited to the nature of study programmes;
- relations should be established with the most important professional organizations in Hungary and the region which receive communications from certain professional communities about their training needs;
- in addition to degree programmes, short training courses (adult training) should be launched, quickly responding to market needs, by creating the conditions for online and blended learning.

An educational offer based on competence measurement will enable the University to operate a complex talent management system to recommend training programmes, in fields as suited to the sphere of interests of talented students, that are linked to study programmes, institutions or student workshops (colleges for advanced studies, professional student organisations). In addition, the University is committed to run the highest possible number of programmes to compensate student disadvantages and to help talented students with difficult social background to get admitted to Corvinus.

## Actions

### 1. New undergraduate study programmes

Undergraduate programmes of Data Science in Business; ~~and~~ Politics, -Philosophy, - Economics (PPE) Integrated Social Sciences

### 2. Renewal programme of undergraduate study programmes

Applied economics, Business Administration and Management, Business Informatics, International ~~Management~~Business Economics, Finance and Accounting

### 3. New master's programmes

Diplomacy, Political economy~~yies~~, International development, Economic Behaviour Analysis

### 4. Renewal programme of master's study programmes

Economic analys~~ist~~, Business development, Management and Leadership, Marketing, Finance, Account~~ancying~~, Supply chain management, International ~~Studies~~Relations, International Economy and ~~Management~~Business, Business Informatics, Public Policy and Management

### 5. Development or non-degree programmes

Energy management, Executive MBA, Full-time MBA, Public procurement manager, Data-driven supply networks, Project management

### 6. Renewal of student feedback system

Development of a feedback system that can be used on a customer-friendly platform and provides useful information about all dimensions of educational programmes (course, lesson, lecturer, programme) - and strengthening the related quality improvement processes.

### 7. Operating a system for continuous quality development

Continuous review and development of study programmes based on evaluations by, and feedback from, students and the labour market; evaluations on lecturers and programmes (study programme development committees, class inspections), and international accreditation standards.

### 8. Developing a complex talent management system

Development of a complex system capable of identifying talents and then recommending specific programmes developed for them. Colleges for Advanced Studies and professional student organizations of the University play a key role in the development and operation of the talent management system.

### Result indicators

Indicators	2021	2022	2023	2024
<b>Study programme development indicators</b>				
<b>New study programmes to be launched, undergraduate</b>		2  PPE (50 persons) Data Science (50 persons)	1  Integrated social-science bachelor's (350 persons)	
<b>Renewed study programmes to be launched, undergraduate</b>	3 Business administration and management (800 persons) Finance and accounting (230 persons) Business Informatics (210 persons)			
<b>New study programmes to be launched master's</b>		3  International development (40 persons) Political economies (30 persons) Economic behaviour analysis (30 persons)	1  Diplomacy (25 persons)	

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Renewed study programmes to be launched, master's</b>	2 Business-development (70 persons) Management and Leadership (80 persons)	4 Marketing (80 persons) International economy and <del>management-business</del> (40 persons) Finance (60 persons) Accounting (20 persons)	5 Business informatics (30 persons) Supply chain management (25 persons) International <del>studies-relations</del> (20 persons) Public policy and management (30 persons) Regional and Environmental Economics <del>Studies</del> (50 persons)	
<b>Renewed study programmes to be launched, executive programmes</b>	6 Executive MBA FTMBA Energy management Public procurement Supply networks Project management	2	2	2
<b>Number of students in short (adult training) courses</b>	500	1000	3000	4000
<b>Methodological renewal indicators</b>				
<b>Developed e-learning/ blended learning curricula, number of them</b>	15	20	25	30
<b>Number of mirrored classroom courses</b>	5	10	10	15

<b>Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Proportion of renewed courses using digital methods within renewed study programmes</b>	10%	15%	20%	25%
<b>Number of colleagues participating in educational methodology training</b>	103	112	119	125
<b>Student satisfaction</b>				
<b>Student satisfaction</b>	Developing a new student satisfaction system	Substantial growth	Substantial growth	Substantial growth



## 5.2. Research

### *Status Assessment*

Attributable to the educational orientation of the University to date, lecturers-researchers typically have had a high workload, which means that they have had little time left for high-quality research. Under the performance evaluation system used in recent years, what has been considered to be a recognized research result is writing a scientific study or a chapter of a book, and the University has so far not placed any emphasis on strengthening innovation and has not rewarded the strengthening of external relations. Currently, no document is available at the University to describe a uniform research career path, some individual elements of which will be launched in this academic year. Salaries of researchers lag far behind that of their successful partners in West Europe, which is a major obstacle to planning international collaborations. Within our entire research population, only a few researchers have an excellent and vibrant international network of professional contacts, which could serve as a basis for planning and building EU-funded joint research programmes for a period of several years. Few school-creating renowned foreign researchers visit the University. Among the staff performing administrative tasks to support research, language skills are typically poor; an administration unit for international grant applications is being built now; and it is difficult to introduce a managerial attitude among staff.

### *Strategic goals*

As a strategic goal of its renewal, the University aims to make a shift, with help from the research community, from being an institution that has historically been primarily educational-oriented to an institution capable of international academic visibility and excellence in terms of its research activities, by continuously increasing the national, regional and international socio-economic relevance of its research activities. The University's goal in the coming years will be to raise the level of its research performance to ensure that the world considers Corvinus as one of the recognized knowledge institutions of intellectual life in Central Europe. To this end, the University must develop a research framework composed of institutions, incentives and infrastructure in a way that, first of all, it provides help and encouragement to current teaching staff to achieve internationally recognized research performance and, secondly, it improves the University's research, education and innovation potentials through the recruitment of foreign professionals or of Hungarian professionals with significant experience gained at foreign universities.

Research and innovation efforts of Corvinus University of Budapest are aimed at achieving two main goals:

1. Promoting research excellence: Corvinus University aims to strengthen research excellence that leads to significant progress in the international academic world and in university rankings that take research results into account, with a particular focus on excellence topics, in particular the cross-cutting issues of Digital Economy - Sustainable Society.

The University is preparing to reinforce research excellence in the following more specific areas: quantitative and data-based approach of economics and social science; research related to economic and business digitalization processes; fact-based public policy analyses; examining the economic and social challenges of Central Europe, issues of environmental and social sustainability. A particularly important area is the measurement, sustainability, and development potential of social

and organizational resilience, which, through the development, testing and application of technologies combined with immersive (“virtual reality”, “augmented reality”, “mixed reality”) biometric sensors, embraces design problems of system-level, network-centric production and service systems, by combining them with problems created by “talent shortage” on the labour market, and public service applications, and measuring the consequences of socio-economic shocks, and extending the use of the social futuring index, and examining digital transformation. The University – involving doctoral students and young researchers and excellent external research capacity – approaches complex research activities from three aspects: human resources (talent development, management skills development); system-level recommendations; and creating a social science foundation for, and supporting the development of, services.

A growth in research performance crucially requires the development of new, interdisciplinary research workshops, for which a successfully operating and dynamically developing Corvinus Institute for Advanced Studies (CIAS) may provide a framework. By expanding CIAS’s foreign visiting researcher programme, we can also improve our chances of achieving the above goals.

2. During its structural transformation, the University attaches importance to improving its innovation capacity; and, as part of its competitive R & D & I activities, it aims to strengthen inter-sectoral collaborations and to utilize academic knowledge in business environments. Elements: effective “fundraising” to obtain domestic and international research resources; building relationships with corporate actors, increasing university research potential; strengthening the social embeddedness of the University; and strengthening the content and organization of the R & D & I university ecosystem, effectively integrating it into the daily operating routine of the University both on the Budapest and the Székesfehérvár Campuses. In addition to the flow of knowledge, external corporate and municipal relations and orders for applied research will also result in a significant increase in the institution's own revenue sources.

Both objectives focus on enhancing the international embeddedness of research activities.

Measures and activities set out in the Institutional Development Plan serve (i) to achieve scientific results having started in response to domestic and international calls for research and development; and arisen from the University’s exploratory/applied research; (ii) to involve external – industrial and public service – partners; and (iii) to support research results appearing in the form of policy papers/registered innovations and serving to increase the innovation potential of the University and Hungary.

### *Principles*

<b>Time</b>	As a precondition to a substantial increase in research performance, we must free up time for research.
<b>Expectations</b>	The University states that it expects research activities from all members of the teaching-research community, to the extent appropriate to the specific job types of their academic careers.
<b>Recognition</b>	The University duly recognizes internationally outstanding scientific achievements, thereby encouraging performance.

<b>Infrastructure</b>	The University operates the research infrastructure and support system on a level that meets international standards.
<b>Skills development</b>	The University provides skills development programmes for those who are just beginning to become involved in international scientific activities, thus supporting the opportunity to become a researcher.
<b>Workshops</b>	Recognizing the fact that scientific research is not an individual activity, the University encourages the strengthening of research workshops and the deepening of research culture. The development of the Corvinus Institute for Advanced Studies is of key importance.
<b>Networks</b>	The University expects members of the teaching and research community to join the domestic and international research networks of their respective fields, and provides the necessary support for that.
<b>International inspiration</b>	The University invites researchers from the leading edge of international science to the University for shorter or longer terms.
<b>Projects</b>	The University expects members of the teaching-research community to make efforts to win as many external research projects as possible, and the University provides the necessary support for that (project incubation). It provides professional project management during the implementation of awarded projects.
<b>Applied research</b>	The University encourages the implementation of joint applied research projects with businesses and public sector institutions.
<b>Social impact, responsibility</b>	An important aspect of research at the University is to maximize the social impact of research. At the same time, the University attaches great importance to the issue of researchers' social responsibility and the strict enforcement of research ethics rules.

### *Focus points*

With its research themes, the University can connect mainly to the following operational programmes of those released for social consultation: Priority Axes 2, 3, and 5 of the Enterprise Development and Innovation Operational Programme; Priority Axes 2 and 5 of the Green Infrastructure and Climate Protection Operational Programme; and Priority Axis 1 of the Human Development Operational Programme.

Successful participation in the Horizon Europe Research Framework Programme, starting in 2021, is of strategic importance for the international positioning of the University. To incubate research ideas in line with calls for international cooperation, the Horizon Europe Centre has been set up to provide efficient research support services: regular information on current and expected European Union R & D & I calls, personal consultation, training, partner search, other various contributions to the preparation of application dossiers, pre-award project management, and assistance in budget planning and solving legal problems.

Reducing the innovation gap between the EU15 and EU13 countries will be even more emphasized in the Horizon Europe Framework Programme than in the H2020 programme. The University considers it strategically important to apply for the calls of the Widening Participation and Spreading Excellence work programme (Teaming, Twinning, ERA-Chair applications). The University aims to be a receiving institute for researchers applying for excellence grants under the Marie Skłodowska-Curie Actions Individual Fellowship (MSCA IF), Research and Innovation Staff Exchange (MSCA RISE), and European Research Council (ERC) programmes.

The University supports the success of grant applications by developing the University's system of incentives for participation in calls – internationalization –, establishing a professional and proactive organization for grant application support and project management, and operating efficient institutional grant application processes. The project management organization responsible for ongoing operational programmes and the Horizon 2020 programmes that are being implemented will (i) gradually catch up with bilingual, electronic, and paperless administration practices, set up as one of the university's strategic goals; and (ii) continuously provide internal training to ensure the successful and lawful implementation of EU projects, which are complicated, involve significant administration and are significantly different from domestic regulations.

## *Actions*

### **1. Academic career model**

The introduction of the academic career model will allow a reduction in educational burden on research-oriented colleagues and, at the same time, generalize research expectations.

### **2. Corvinus Research Excellence Programme**

Corvinus Research Excellence Programme has rewarded outstanding research results each year. In an effort to increase the international publication output of lecturers-researchers, a series of lectures entitled “Meet the Editor” has been launched, with plans to invite four guests a year. “Corvinus Lectures” aim to bring the best international researchers’ expertise into the life of the University, with 1-2 guests a year, starting in 2021.

### **3. Corvinus Horizon Europe, international visibility**

The University expects and supports the participation of its researchers in cooperative research grant programmes of the European Union. Plans are made to submit at least three applications per year.

### **4. Research information systems**

The University operates information (registration) systems based on which research output can be measured on the basis of clear criteria.

### **5. Development of research infrastructure**

The University provides the resources necessary for additional activities required to carry out research work: conference participation, assistance. It provides the necessary literature and software, makes research databases widely available, and develops its own databases. It is an important element in the development of research infrastructure that the University’s databases of academic literature are widely available through the Library, and its research results are also widely available through the University repository, through which the University contributes to making the knowledge resulting from its activities available and usable by the general community. Project management support that increases research and innovation output is of key importance.

### **6. Skills development programmes and events**

The University provides research-related skills development courses: research methodology, publication methods, academic writing skills in English, researcher training and consultations for individuals/groups of researchers to promote a successful participation in the Horizon Europe Framework Programme. Editors-in-chief of leading journals will be regularly invited to Corvinus. In 2021, the scholarship programme “Corvinus Professional Acculturation Programme (C-PAP)” will be launched, which aims to support associate professors in their professional careers with six months of professional practice abroad (at universities in the US and Canada).

### 7. Encouraging the development of workshops

The University supports the strengthening of research workshops by encouraging the organization of lectures and seminars involving international lecturers. The University supports the advancement of its key journals in international and domestic science. As part of its talent management system, the University pays special attention to its fellows awarded scholarships under the New National Programme of Excellence, which aims to support commitment to high-quality research, focusing on the future generation of researchers. The development of the Corvinus Institute for Advanced Studies is of key importance.

### 8. International inspiration

The University will encourage and support colleagues in gaining short- and long-term international experience. It will encourage the invitation and recruitment of international researchers to institutes and research centres (in particular the Corvinus Institute for Advanced Studies) for short- term and long-term.

## Result indicators

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Publications (Q1)	80-90	100-110	115-125	115-125
<i>Of this, proportion of articles published in journals with an AIP (Article Influence Percentile) greater than 70</i>	70%	75%	80%	80%
Publications (Q2)	80-90	100-110	115-125	115-125
Obtaining external research funds (HUF bln)	1	1.5	2	2

### 5.3. Doctoral training programmes

#### *Status Assessment*

The doctoral programmes of the University had occupied a recognized domestic position before the start of the renewal process, but its international attractiveness had fallen short of expectations.

#### *Strategic goals*

As its strategic goal, the University aims to offer doctoral programmes that are attractive in the region and can lay the foundations for a long-term scientific excellence.

#### *Principles*

Doctoral training should bridge the gap between the point of mentoring and talent management in undergraduate and master's programmes and the point of entering an academic career. The most talented and dedicated students must be attracted and consciously selected and channelled into doctoral training programmes to increase the scientific potential of the University. By reinterpreting the role of supervisors involved in doctoral training, doctoral students should be made an integral part of the University's research ecosystem. Opportunities for getting involved in doctoral training programmes must be created for creative, innovative employees employed in research-oriented jobs in areas of business, culture, diplomacy or administration. Academic and so-called expert-oriented doctoral training programmes may, by exploiting synergies between tracks, contribute to the University's efforts towards raising the quality of educating future generations of scientists and increasing its regional competitiveness.

#### *Actions*

##### **1. Renewal of the academic-focused track**

Academic-focused tracks will be open to doctoral students who have demonstrated their commitment to science during their undergraduate and graduate programmes, a fact proven by an excellent dissertation; or successful participation in TDK, OTDK; participation in professional and scientific competitions; successful applications under grant programmes; or publications. Only the most promising doctoral students may be admitted to the academic-focused track, and they will join a research workshop or research project headed by their respective supervisors. In addition to a state scholarship, they will receive a Corvinus Doctoral Scholarship, on condition of their maintaining a high level of performance. Students in the academic-focused track will participate intensively in the day-to-day tasks of their institutes or research centres; become involved in education; become part of public life in their profession and science, and consciously prepare for building their teaching and research careers. (The planned number of people entering training programmes in 2021 is 32-48 people).

##### **2. Developing an expert-focused track**

The expert-focused track will provide training to students coming from spheres of business, culture, diplomacy or administration, with several years of professional and managerial experience. Training towards a PhD degree will primarily be provided to employees who, in the course of their work, deal with research or scientific issues or utilize results thereof.

Students in the expert-focused track will basically participate in self-funded training, but dedicated students with substantial prior research results may receive state scholarships. The training is special in that doctoral students will, in the first two semesters, jointly take courses on research methodology and courses preparing them for an academic career, and special courses reflecting the programmes of doctoral schools will take place in the third and fourth semesters. Doctoral topics will be selected connected to the field of specialization they represent. (The planned number of people entering training programmes in 2021 is 20-48 persons).

### *Result indicators*

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Over-subscription for the renewed academic-focused track	Base (100%)	Base 2021 (120%)	Base 2021 (125%)	Base 2021 (130%)
Over-subscription to the expert-focused track	Base (100%)	Base 2021 (120%)	Base 2021 (125%)	Base 2021 (130%)



## 5.4. Székesfehérvár Campus

### *Status Assessment*

The educational and research infrastructure developed at the Székesfehérvár Campus, which is also the dual training centre of our institution, allows the University that, in addition to its involvement in research and development collaborations in the capital city, it can play a key role in the innovative development of the Central Trans-Danubian Region and participate in the implementation of the Competitive Hungary Operational Programme. Székesfehérvár Campus is one of the special units of the University, which ensures the participation of Corvinus in one of the most dynamically developing economic regions of Hungary. With its familiar environment, the Székesfehérvár Campus offers a special student experience.

### *Strategic goals*

As its strategic goal, the University aims to make the Székesfehérvár Campus an attractive academic workshop for both students and companies, by offering a unique range of educational programmes, especially dual training, with outstanding R & D & I activities.

### *Actions*

#### **1. Educational programmes available only at the Székesfehérvár Campus**

The University offers certain programmes only at the Székesfehérvár Campus: dual undergraduate programmes, master's degree in sports economics, and postgraduate specialisation programme for technical economists for industrial companies.

#### **2. Establishment of a regional scientific workshop**

The University establishes an academic workshop at the Székesfehérvár Campus focusing on the economic and social challenges of the region, within the framework of which wide-ranging corporate-university collaborations will be implemented with R & D & I activities. The University will develop the operation of the Social Innovation Lab, to do research in data-driven, innovative corporate models, aimed at the business world.

#### **3. Comprehensive development of Campus**

In joint effort with the Óbuda University and the Municipality of Székesfehérvár City with County Rank, Corvinus is running programs to develop the Campus, which will have a wide range of sports facilities in the near future, and to expand the housing capacity of the dormitory so as to facilitate students' professional and community development.

### *Result indicators*

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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Number of applicants	150	200	250	300
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<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Number of those admitted	120	150	180	200
Number of dual partners	24	28	32	36
Number of corporate and non-government partners	4	8	12	16

## 5.5. Faculty development & HR

### *Status Assessment*

The University had not had a systematic human resources policy with a strategic approach prior to the start of the Renewal Programme. No proper organisational framework had been available to ensure that staff members demonstrate such individual performance that is required for the University to achieve its strategic goals. In parallel, no predictable system for career planning had been available for employees at the University.

### *Strategic goals*

The University will only be able to offer regionally outstanding programmes; provide student-centred education; significantly increase its international research visibility; and operate innovative university-business partnerships if, in the coming years, it can build an internationally competitive teaching and research staff (faculty) that can identify with these goals, by being committed to work towards them. In parallel, a continuous increase in human resources in service areas is also required for the development of internal services aimed at relieving academic work.

### *Principles*

<b>Expectations</b>	In the academic field, performance expectations need to be transformed: qualitative expectations related to educational performance, and systematic expectations related to research performance need to be introduced. In the support service area, the principles of operational efficiency and customer focus must systematically be reflected in performance expectations.
<b>Providing opportunities for development</b>	In parallel with the transformation of performance expectations, the University provides development opportunities for colleagues: gaining international experience, professional and skills development trainings.
<b>Incentives and recognition</b>	In parallel to staff development, salaries for University staff may be brought closer to levels of income generated by international academics or persons in the competitive market in Hungary.
<b>Bringing in international knowledge</b>	International teaching and research colleagues should join the University as an important element of its renewal. The arrival of international lecturers and researchers, both young ones and those already advanced in their careers, for short term and long term, is required so as Corvinus can become an internationally competitive university.

<b>Management training</b>	There is a need for management training in both the academic and the support service fields, as outstanding management performance is a prerequisite for the success of renewal. It is particularly important to train managers who are aware that maintaining a work-life balance is a precondition to productive work and who are able to create a work environment suited to that.
<b>Community and organisational development</b>	Strengthening commitment is possible only on condition that colleagues can work in a strong community and in well-functioning organizational units.
<b>Family-friendly workplace</b>	The University strives to strengthen itself as a family-friendly workplace by providing flexible working conditions and carrying out infrastructure developments. For those employed in teaching positions, the University maintains the practice of designing timetables through multiple iterations, by taking family-specific factors into account.

## *Actions*

### **1. Academic career model**

The academic career model allows teaching and research colleagues to focus more on their activities, and clarifies performance expectations based on quality criteria. Within the framework of the career model, a predictable promotion system is created, which also takes into account the aspect of gender equality.

### **2. International experience for teaching and research colleagues**

The University ensures that its teaching and research colleagues regularly participate in international mobility programmes and, as often as possible, teach and research abroad for as long a period of time as possible – and then bring their experience home.

### **3. International academic recruitment**

The University will begin the recruitment of international staff to its institutes and research centres. It is appropriate to admit colleagues who have obtained their doctorate degree from a university rated higher than Corvinus.

### **4. Development-oriented HR systems that encourage performance culture**

The University's remuneration and performance development system will create a development- and performance-oriented professional culture, by setting up complex performance expectations; applying performance target cycles established in agreement between colleague and manager and reinforced with bonuses; and providing direct recognition of outstanding achievements.

### 5. Internal training

The University encourages professional development by offering complex training courses to teaching/research and support service colleagues, with special focus on the acquisition of digital skills and other key competences. In the academic field, educational methodology (especially ICT), research methodology, skills development and English language training courses are of key importance.

### 6. Management Development Programme

The University will launch complex management development programmes for middle and senior managers in both the academic and service areas. The University seeks to strengthen gender equality in its management selection processes.

### 7. Complex equal opportunities action plan

The University will develop and implement a complex equal opportunities plan, which, on the one hand, ensures gender equality in terms of recruitment of employees, and, on the other hand, it ensures the continuous increase of opportunities within the University for disadvantaged, or under-represented groups, especially people with disabilities.

## Result indicators

Indicators	2021	2022	2023	2024
<b>Arrival of international lecturers, researchers</b>				
Junior international teacher-researcher coming for a short term (max. 1 month)	6-8	8-10	10-12	12-14
Mid-career international teacher-researcher coming for a short term (max. 1 month)	10-12	14-16	14-16	16-18
Senior international teacher-researcher coming for a short term (max. 1 month)	8-10	14-16	16-18	18-20
Junior international teacher-researcher coming for a medium term (1-6 months)	3-5	10-12	14-16	16-18
Mid-career international teacher-researcher coming for a medium term (1-6 months)	3-5	4-6	8-10	10-12
Senior international teacher-researcher coming for a medium term (1-6 months)	4-6	8-10	15-17	19-25
Junior international teacher-researcher coming for a longer term (at least 6 month)	5-7	8-10	8-10	10-12

Mid-career international teacher-researcher coming for a longer term (at least 6 month)	6-8	6-8	6-8	8-10
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<b>Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Senior international teacher-researcher coming for a longer term (at least 6 month)	2-4	4-6	4-6	6-8
<b>International experience for current Corvinus lecturers and researchers</b>				
Number of colleagues participating in a short-term (max. 1 month) international mobility programme	35-40	60-65	75-80	80-85
Number of colleagues participating in a longer-term (min. 1 month) international mobility programme	8-10	14-16	18-20	20-22
<b>Commitment, management effectiveness</b>				
Employee commitment	Creating a numerical base	Implementation of development actions	Base level +10%	Base level +15%
Management effectiveness	Development of conceptual framework	Numerical base (360-degree assessment)	Implementation of development actions	Repeated assessment (360-degree assessment)

## 5.6. International relations

### *Status Assessment*

Corvinus University is one of the most internationalized universities in Hungary. It offers many courses in English, some of its lecturers-researchers regularly teach abroad, many of its Hungarian students participate in part-time studies abroad, and the University has for many years had a significant number of international students. However, the University has an international network that, though rich, is uneven in quality; and its international reputation is outstanding at some isolated points, but not uniformly high. And its ability to attract international students is strong primarily when in the framework of some organized programmes, but not in itself, and the University is not yet able to exercise a serious impact on its own.

### *Strategic goals*

The University will only be able to offer regionally outstanding programmes and substantially increase its research reputation, if its international recognition and embeddedness is taken to a new dimension, especially with regard to the region of Central Europe. An increase in the internationalization of the community of students and teaching-research staff is required to make the University a truly international institution.

### *Focus points*

<b>Recruitment of international students</b>	There is a need to continuously increase the number of international students coming for full-time training, with a special focus on students from the region of Central Europe.
<b>Joint degree programmes</b>	The most important instruments for developing international educational relations are joint degree programmes with prestigious universities.
<b>Student, lecturer and staff mobility</b>	Students, lecturers and staff of the University do not take advantage of the opportunities offered by international mobility programmes currently; therefore, it is justified to encourage their participation. In order to facilitate student mobility in particular, it is important to make credit recognition more efficient and to continuously support the work of the Credit Transfer Committee through a database developed and continuously updated by the Quality Improvement Unit.
<b>International accreditation</b>	From a reputation point of view, maintaining and obtaining international accreditations is of key importance.
<b>International research grant programmes/networks</b>	The University continuously encourages its researchers and research workshops to participate as much as possible in joint research with international partners.

**International institutional networks**

The University strives to be an active participant in international networks of higher education institutions. There are still many opportunities to be exploited in strengthening the institutional networks of Central Europe, in which the University strives for a proactive, organizing role.

**Actions**

**1. Renewal of international student recruitment systems**

The number of students applying for full-time training at the University may be increased by establishing and operating an international network of higher education agents and by directly accessing secondary schools in Central Europe.

**2. More conscious treatment of Stipendium Hungaricum**

Students having arrived under the Stipendium Hungaricum programme in past years have had varying degrees of education – in future, from a growing number of applicants, excellent students must be admitted to the University. This presupposes the development of an admission system based on uniform criteria of excellence, and stricter admission criteria.

**3. Extension of Study Abroad programmes**

As part of the Study Abroad programme, all programmes (not just business programmes) should in future be made available to students coming to the University from America.

**4. Developing new joint degree programmes**

Developing new joint degree programmes with outstanding partners in Central Europe (e.g. University of Ljubljana, University of Zagreb, etc.), West Europe (WU) and Asia (Fudan), mainly at master's degree level, is highly justified.

**5. International accreditation**

The University will in coming years strive to obtain and maintain institutional accreditations related to the three most important business programmes (AACSB, AMBA, EQUIS), as well as additional special international institutional and programme accreditations (EPAS, PRME, CEMS, BSIS, EAPAA).

**6. CENU**

In the coming years, the University will build the Central European Network of Universities (CENU), which can form the basis for the further strengthening of educational and research collaborations in Central Europe. This requires additional DD programmes, scientific conferences, and internationalized talent management projects.



### *Result indicators*

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Number of international students coming for full training	520	580	680	750
Of this: those coming from the region	120	160	200	240
Students coming under the Study Abroad programme	220	250	280	290
New joint degree programme (not cumulated)	2	3	4	5
Number of students participating in joint degree programmes	100	130	160	180
International accreditation	4	5	8	8
Number of institutions participating in CENU	4	6	8	8

## 5.7. University - business relationships

### *Status Assessment*

Before the start of the renewal process, the University had not had a function in its organization for coordinating its corporate and institutional relationships. In this context, the University – although its lecturers and researchers maintain many valuable corporate relationships – has not been able to take advantage of the educational, research and innovation opportunities offered by a well-organized corporate-institutional network.

### *Strategic goals*

As a strategic goal of its renewal, the University aims to become, as a partner of the most prestigious companies and institutions, an unavoidable, innovative, intellectual pace-setting member of the business/public policy/social ecosystems of Hungary and – with time, increasingly – of the region. The University wants to continue its participation in the Innovation Ecosystems Programme and, through this, it plans to strengthen and expand its external relations and develop practices for managing innovation at the University.

Contributing to the development of competences of SMEs is a key objective: the University strives to improve SMEs competitiveness and their results through business mapping and the development of custom-tailored packages. SMEs are reached mainly through innovation platforms and state-run projects, as possible through the Budapest Regional Innovation Platforms (TIP) established by the National Research, Development and Innovation Office (NKFIH), with the University participating as one of the founders. The University aims to achieve that, as a result of collaborations, the content elements of education are constantly updated, research topics and objectives remain up-to-date and market-oriented, and the University is able to deliver up-to-date knowledge to students through real problems of businesses and companies, thus strengthening the development of an entrepreneurial mindset.

### *Focus points*

<p><b>Partnership</b></p>	<p>The University strives to be a flexible and innovative partner in its corporate and institutional collaborations, while providing an outstanding customer experience in terms of processes and content. The University offers its partners a value proposition in which partners can receive support for their specific needs: in these collaborations, the University wants to be a partner that can always be approached for knowledge, inspiration, or for potential candidates for internship positions. Suited to their capabilities and possibilities, companies receive support and professional assistance from the University, starting from the elaboration of a corporate development concept, through the generation of research and development and innovation projects, to project implementation.</p>
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<b>Value creation by students</b>	Another advantage of strong and extensive corporate and institutional partnerships is that students of the University get closer to the everyday reality of business and government, and their participation in projects implemented under corporate and institutional collaboration opens up more opportunities for them for value creation. Initiatives that support students to become entrepreneurs are particularly important.
<b>Priority projects for the University as a whole</b>	The University continues to actively pursue preparations for planning strategically important priority projects for the University as a whole (e.g. Operational Programmes, Thematic Excellence, Innovation Ecosystem, Horizon Europe). To this end, it is necessary to develop operating mechanisms that can exploit synergies from collaboration between preparatory and decision-making bodies as well as redefined units being responsible for research and innovation and facilitating the flow of information.

## Actions

<b>1. Strategic partnerships</b>
The University will in the coming years establish a network of strategic partners involving the largest and most innovative companies and key public institutions to include both educational and research activities.
<b>2. Conscious sales activity</b>
The University will consciously sell its services marketable for corporate and institutional customers, by making a three-level value proposition (gold, silver, bronze) to public institutions, large companies and SMEs.
<b>3. Project incubation</b>
The University provides project incubation support for innovative ideas emerging in the academic field, while building mechanisms for receiving grants for, and implementing, potential projects for which opportunities arise outside the University.
<b>4. Priority innovation initiatives</b>
Corvinus Capital Fund SME Academy Innovation laboratories

## Result indicators

<b>Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
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Funds from corporate collaborations (HUF bln)	1.5	2.6	3.8	4.5
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<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Funds from institutional collaborations (HUF bln)	0.13	0.15	0.18	0.20
Number of corporate partners	22	28	33	37
Number of partners (cumulated)	45	60	80	95

## 5.8. Student Services

### *Status Assessment*

Student services had, before the start of the University renewal process, been fragmented, by appearing in the University's organizational structure as connected to faculties and focusing primarily on student administration processes. Transactions had not been characterized by customer orientation and no modern technology had been used in front-end administration processes nor in the organization of background processes.

### *Strategic goals*

As a strategic goal of its renewal, the University aims to provide a world-class experience to its students through its services. Services will need to be such as to help students not to spend their time at University as a series of events organized on an ad hoc basis so as to check them off as completed, but rather as a journey to a successful future made up of mutually supportive elements that they can consciously live through. A world-class student experience makes it possible for University students to develop a Corvinus identity and strengthen it to the extent that it lasts a lifetime.

### *Focus points*

This type of student experience received support if the student administration system is placed on a new footing: as a principle for this, it is not student administration transactions that the University should assist but students themselves during their years at University. Instead of administrative matters, services must focus on support and assistance: as a basic goal, student services aim to help students in graduating successfully from the University, starting their careers, and becoming true "promoters" and active alumni members after leaving the University. The development of student administration is therefore an essential precondition for supporting student success.

Another key element of student experience is placing the operation of Student Services on a new digital platform. Students expect to be supported, throughout their university life, by an easy-to-use, constantly evolving, digital ecosystem providing great experience to them.

In addition, a physical environment is required for making student experience complete, where students like to spend time and whose spaces inspire them to engage in intellectual activities and a rich community life.

## *Actions*

### **1. Development of student administration processes**

Student administration processes have been mapped in recent months. As a task for the coming years, processes will be renewed on a lean basis and automated where possible. As a result, student affairs can be handled faster, more simply, and more accurately. Consequently, through a reduction of bureaucracy at the University, more support can be provided to student success.

### **2. Renewal of the Student Office**

The symbolic element of the renewal of student administration is the renewal of the Student Office: in the future, students may conduct their affairs in a pleasant space that reflects the University's supportive attitude. All this without time constraints, so that students can perform their administrative tasks at a pace as convenient for them and not in accordance with opening hours.

### **3. Digitalisation programme**

A programme for the comprehensive digitalization of student experience has begun in recent months. The first element of the programme is MyCorvinus App. Next, the University must develop a digital ecosystem to digitalize, as much as possible, the complex system of relationships between students and the University.

### **4. Improving the system for student support**

In the coming years, a complex package of services must be developed to provide on-demand support to students with career planning problems, learning difficulties or mental hygiene challenges. In this context, disadvantaged and under-represented students form a special target group requiring support throughout their studies.

### **5. Designing and improving processes for a conscious on-boarding of first-year students**

The integration of first-year students in the University is extremely important, and continuous efforts must in the coming years be made for designing and improving processes for conscious student on-boarding. This move is particularly important for reducing student dropout (and thereby increasing student success), as the University loses most of its dropouts by the end of the first academic year.

### **6. Development of community spaces**

The University's community spaces must be developed, as they form a key element of student experience, and, subject to available funds, as many home-like and inspiring community spaces as possible should be created at University Campuses.

### Result indicators

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Indicators for Student Experience</b>				
Customer satisfaction (TNPS)	25	55	60	60
Successful career mediations	50	200	300+	350+
Campus NPS value (average of buildings)	10	25	35	40
<b>Indicators for Operating Excellence</b>				
Proportion of digitalized processes	25%	35%	55%	60%
First time right indicator	50%	80%	85%	85%
ENPS value	25	50	70+	70+
Engagement index value	25	50	70+	70+

## 5.9. Alumni

### *Status Assessment*

The University's organizational units cannot directly access a community of approx. 50,000 former students currently. Among either former or current students, no sufficiently conscious and effective process is carried out, under coordination by, and with the support of, central departments, that is needed for students to develop a Corvinus identity, a sense of belonging to a community and, connected to that, a sense of responsibility that would be necessary for the University to be able to count on its former students to a greater extent (and in a more predictable way) in its teaching and research activities, or even when funding such activities.

### *Strategic goals*

The University's efforts related to its former students are aimed at developing a unique professional community involving former students in the region. Using their knowledge, experience, network and resources, members of this community can support each other and the University's current students and its educational and research activities and can contribute to solving social, economic, and technological challenges.

### *Principles*

<b>Transparency</b>	Rules for the Corvinus Alumni community, opportunities available to members, and details of using grants must be accessible and transparent to University staff, and current and former students.
<b>Continuity and completeness</b>	The University welcomes students graduated from all of its legal predecessors (including faculties that have left it), all of its training programmes, and its former staff to join the alumni community.
<b>Recognition and openness</b>	The University recognizes the achievements of organizations, staff, former students and corporate partners who have previously supported alumni activities, and The University is open to their good practices and suggestions.
<b>Data processing</b>	The University acquires and processes data of former students and staff based on their consent and in accordance with the relevant legal regulations in force.
<b>Identity</b>	Student career at Corvinus begins before their admission and does not end at the graduation ceremony. Supporting a Corvinus identity is of key importance in the University' communication to future, current and former students.



<b>Community building in person and online</b>	Belonging to the community of former students provides an unparalleled opportunity for networking, sharing knowledge and experience, and supporting each other. The University supports the building of the alumni community both in person and online.
<b>Career support</b>	It is important for the University that its former students can, even after obtaining their degrees consider the institution as a competent, supportive actor, to which they can turn in later stages of their lives in order to develop their careers or businesses.
<b>Life-long learning</b>	The University aims to achieve that its former students take an active part in training programmes even after their graduation – as students, speakers or lecturers.

## *Actions*

### **1. Corvinus Alumni Newsletter and Corvinus Alumni Platform**

Through the Corvinus Alumni Newsletter, the University will continuously inform the community about current information, by creating and operating an integrated online alumni platform – capable for database management, interactive communications and networking –, which is scheduled to be launched in the first half of 2021.

### **2. Events in person and online**

The University will organize personal and online events for former students enabling networking and knowledge sharing. When organizing presentations, discussions, celebrations and other professional events, care should be taken to make them available online and, where possible, to ensure and encourage an active online presence. These may be implemented not only in the form of centrally organized events, but the University will also support any voluntary initiatives by organisational units, staff, or former students, as long as they are in line with its institutional goals and principles.

### **3. Career and business development support**

Psychological and career support services already available to current students will also be offered to former students and the University will assist them in developing their business activities.

### **4. Providing lifelong learning opportunities**

Through its continuous efforts to develop professional content with a practical focus, and to design flexible forms of education, as well as by offering special benefits, the University will involve its former students in its current training programmes, as participants, lecturers or speakers, by incorporating their feedback into its training programme development efforts.

#### 5. Making University infrastructure available

The University will make facilities and equipment at its Campuses attractive and available to its former students, by providing administrative support and introducing free services and special benefits for the alumni community.

#### 6. Generation ambassadors and quantitative research

The University will use generation ambassadors to assess the needs of different target groups within its highly heterogeneous alumni community. The University will continuously analyse feedback received from current and former students concerning alumni activities, by developing its strategy (and elements thereof) based on former students' needs and expectations.

#### 7. Building a supportive culture for Corvinus Alumni

All this will help the University create a culture of former students' providing direct, and also financial, contributions to the funding of its teaching and research activities and the implementation of its societal goals.

### *Result indicators*

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Number of registered members of the alumni community (persons)	10 000	20 000	25 000	35000
Revenue from direct alumni support (HUF mln)	25	40	60	75

## 5.10. Development of internal services

### *Status Assessment*

The University still uses dominantly paper-based, non-digitalized processes, a practice imposing significant bureaucratic burden on participants in administrative processes.

### *Strategic goals*

As a precondition to world-class education and research, internal services – infrastructure, information technology, procurement, financial, legal, and labour services – must function flawlessly at the University. High-quality internal services will enable colleagues engaged in academic work to focus on professional activities and continuously develop them, while enabling the University to reduce the administrative burden on its managers, giving room for increased development activities.

### *Principles*

Renewal efforts over the next three years will aim to turn processes supporting academic work into transparent, customer-friendly, and digital ones. An important element in the development of internal services is the transformation of the resources management system. At the renewing University, resources management will be based on the principle of subsidiarity. Management practices need to be decentralized for resources related to professional/academic work and need to be standardized for support service resources (e.g. information technology devices).

### *Actions*

#### **1. Development of standard service packages**

Services related to built and IT infrastructure need to be standardized on the level of individuals and of organizational units. This ensures predictable service quality, equity within the University, and sustainable resources management.

#### **2. Standardization of procurements - "Catalogue Store"**

Procurement processes for non-unique products and services need to be standardized. Procurements need to be carried out as much as possible through a single, user-friendly, "catalogue store" type of digital platform.

#### **3. Process digitalization programme**

All processes supporting academic work need to be implemented through digital platforms, wherever legislation allows.

#### 4. Work flow management system

Processes for internal services must be organized by implementing a workflow management system to fully cover all processes starting from requests made through to the completion of requested activities.

#### 5. Measuring customer satisfaction

Internal customer satisfaction needs to be measured continuously, by using measurement results for improving processes.

#### 6. Development of resource management information systems

Customer-friendly information systems need to be developed for improved resources management based on subsidiarity.

#### 7. Organisational development

Organizational units implementing processes supporting academic work need to be improvement in their organizational operations, where possible, by applying “business partner” organizational solutions.

#### 8. Internal training

For colleagues in service areas, professional and IT skills development training programmes and English language courses need to be developed.

### *Result indicators*

<i>Indicators</i>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Proportion of digitalized processes	70%	75%	80%	85%
Customer satisfaction	Developing a system for measuring	Substantial growth	Substantial growth	Substantial growth

## 5.11. Communication

### *Status Assessment*

Communication as a function at the University had, before the start of the renewal process, been fragmented, lacking any consciously organized marketing, PR or internal communication activities that would have been supplied with professional devices or proper resources.

### *Strategic goals*

The University can only achieve its strategic goals if it can use pro-active and authentic communication to present its value proposition to domestic and international target groups. In parallel, the community of the University and its commitment to renewal are strong if a continuous and dialogue-based internal communication is part of the renewal.

### *Principles*

<b>Consciousness</b>	The University must not consider it self-evident that its current outstanding domestic market position is sustainable. In this context, the University consciously and regularly provides information to all of its target groups.
<b>Target group-specific communications</b>	The University must carry out its communication activities towards target groups through channels and messages suited to them. Digital channels have a key role to play.
<b>International branding</b>	Domestic communication is not enough, international branding needs to be started.
<b>Transparent internal communication</b>	As a precondition to a successful renewal process, the University must maintain continuous, intensive internal communication open to receiving feedback.
<b>Measurement</b>	The results of all communication activities need to be measured and lessons learned from such measurements must be used.

## *Actions*

### **1. Regular, measured campaigns**

Organizing campaigns to promote undergraduate, master's, postgraduate and specialist training programmes (e.g. CEMS), by implementing them through digital channels mainly, and according to a pre-planned time-table, by continuously measuring results

### **2. Building a network of secondary schools**

The University will build a network of secondary schools to rely on for operating a direct channel for transferring information.

### **3. Development of digital channels**

The most important elements include: development and maintenance of a social media channel portfolio in line with information consumption trends; development of target group-relevant digital channels (e.g. applications); and continuous improvement of the University's website.

### **4. International recruitment agency collaborations**

Efforts to increase international brand recognition will start in the coming years through collaboration with international recruitment agencies.

### **5. Science communication**

Disseminating the University's research results to the general public, in a systematically organized manner and in plain language, is of key importance.

### **6. Survey**

Surveys must be conducted related to the University's markets and internal operations to support the processes of making strategic and communication decisions.

### **7. Internal communication**

The two most important elements of internal communication are the continuous improvement of written communication channels (newsletters, employee applications, Intranet) and high-quality events organized for a wide target group on a regular basis.

### Result indicators

<b>Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>1, Proportion of applicants for undergraduate programmes as their first choice</b> Proportion of applicants with more than 450 points under the general procedure, who mark one of the undergraduate programmes of Corvinus as their first choice (all curricula, all funding, all training languages together: bare course).	49.5% (2020: 48.5%)	50.5%	51.5%	53%
<b>2, Proportion of applicants for master's programmes as their first choice</b> Proportion of applicants who mark one of the master's programmes of Corvinus as their first choice under the general procedure (all curricula, all funding, all training languages together: bare course).	23% (2020: 22%)	24%	25%	26%
<b>3, Proportion of graduates from a Corvinus undergraduate programme continuing their studies at a Corvinus master's programme</b>	<i>data to be confirmed</i>	<i>data to be confirmed</i>	<i>data to be confirmed</i>	<i>data to be confirmed</i>
<b>4, Proportion of those satisfied with internal communication among staff and students</b>	Developing a numerical base	+5%	+5%	+5%

## 5.12. Corporate social responsibility

University colleagues are currently involved in a number of valuable corporate social responsibility initiatives, which, however, do not form a single, conscious programme. Nevertheless, the University can be proud of its extremely colourful and exciting range of events organized, to present professional and social topics, by the University's academic workshops, colleges for advanced studies, and student organizations, with equally active participation.

Developing a systematic framework for corporate social responsibility is a task for the coming years. The University considers topics such as supporting disadvantaged talents and the issue of environmental sustainability to be of key importance.

## 5.13. Community, culture, organisation

The University is able to achieve its strategic goals when it exists as a strong and cohesive community; its culture is based on values shared by this community and manifested in everyday life; and it operates in the framework of tight processes and an agile organization.

### *Community*

The continuous strengthening of the cohesion of the University community is a key element in the renewal of the University. The previous organizational structure (structure of faculties, strong separation of academic and non-academic parts of the organization) has created walls in our community, the demolition of which is a task for the coming years. Putting the aspect of community cohesion into practice is one of the key responsibilities of University managers.

### *Culture*

Renewal is not possible without renewing the culture of an organization. Organizational culture should be based on a set of values shared by the community. The wider management team of the University has created a statement of values to serve as the starting point for a discussion to be carried out on the values of the University in the coming period, which can lead to the finalization of the University's values and to establish a framework to ensure that these values are enforced in everyday life.

#### *Excellence and professionalism*

*We, the citizens of Corvinus, consider international best practices as the benchmark in our work. In our activities, we strive for personal credibility, placing the goals and interests of the University before our own goals and interests. The professional development of our students and ensuring their human development is our priority. We always fulfil our commitments to our partners to the best of our ability.*



### *Performance and effect*

*We, the citizens of Corvinus, always strive for a performance in our work that is higher than expected, and we expect that recognition, selection, and advancement at the University is only a matter of performance. We believe that quality is more important than quantity. When carrying out our activities, we always focus on the result, aiming to achieve the best possible effect.*

### *Community and cooperation*

*We, the citizens of Corvinus, know that we are part of a community: we always take into account how our activities affect our peers. We respect the human dignity of our students and colleagues and we behave towards them with friendliness. We always treat our students as partners. We trust in the professional competence and judgement of our colleagues, we formulate criticism only openly, directly and constructively. We always strive to be partners in solving a problem when we raise it. Who has once been someone belonging to Corvinus remains so: our former students and former colleagues always find a home at our University.*

### *Academic autonomy and responsibility*

*We, the citizens of Corvinus, believe that defining the content and methods of research and teaching is the right and responsibility of the teaching-research community. Only members of the scientific community are entitled to judge scientific performance according to widely accepted international standards. We also believe that it is the duty and responsibility of those who do scientific work to use their knowledge for the benefit of society.*

## **Organisation**

The improvement of organisational operations is a precondition to the renewal of the University. A tight and agile organization needs to be built based on subsidiarity and empowerment. To that end, these principles must be used in the coming period when developing a system of scopes of authority and decision-making powers. In addition, the University will provide systematic organizational development support to institutes and organizational units in order for them to continuously improve their operations.

## 5.14. Asset utilization, funding

Since 1 July 2019, the University has been the owner of assets that had previously been state-owned assets managed by the University.

### *Assets made available by the maintainer*

The University's maintainer owns a real property complex at 5 Ménesi street, Budapest, which is planned to be developed into a new educational-dormitory complex with the involvement of the Maintainer and the University. The building complex is expected to start operating in 2023. Spaces suitable for high-quality educational, community, incubation and ceremonial activities are expected to be developed at the Ménesi street complex.

### *Possibilities for own asset utilisation*

The proper and economical utilization of available funds, and the protection of intellectual and other property is the obligation of the University. With the change in maintainer, the University ceased to exist as a body funded from the Government budget and continued its activities under legal and financial management regulations applicable to higher education institutions maintained by a foundation. Under the new regulatory environment to its operations, the University received ownership over real and movable properties previously available to it in the form of assets managed by it, so the University will in future manage its assets as their owner, by using and utilizing them for performing the services specified in the Founding Charter.

The forms of asset management and their importance in the life of the University during the expected time horizon of this Institutional Development Plan (IDP) can be summarized as follows:

- a. Using assets for implementing core activities: BCE utilizes its assets almost exclusively for its core activities, any difference in utilization takes place only in small volumes or on a temporary basis. These proportions are not expected to change over the time horizon of the IDP.
- b. Long-term leasing: it represents a negligible volume in the case of BCE and is not intended to generate revenue on the market, but to support core activities by hosting organizations that provide ancillary services (canteens, maintainer's office, etc.).
- c. Non-long-term leasing, for the purpose of events: the BCE's community areas – usually used for our own events – are offered for the purpose of external events organized by a specialized internal unit in free time zones, in return for a market-based fee.
- d. Infrastructure development and status preservation: BCE develops its existing infrastructure and renovates it for preservation purposes under a rolling plan for renovations within the means available under the annual budget. Any changes expected during the period of the IDP are detailed in the section on developments.
- e. Sale or purchase of assets:
  - As a result of their high value, real properties are sold or purchased under decision by the maintainer.

- Movable properties are procured on a continuous basis as part of procurements for operating purposes within current budgetary constraints, as a result of the work of a specialized procurement organization. Movable properties are sold marginally, as part of the sale of scrapped items.
- f. In kind contribution of assets, such as establishing companies or the acquisition of shares in them: A rarely used form of utilization, subject to maintainer decision.
- g. Management of holdings: BCE has two major holdings to manage, as follows:
- Corvinus Stúdióház Kft. (Corvinus Study House Ltd.): A company that owns Building C (previously built under a PPP programme for BCE), which company is in BCE's 100% ownership. We rent 2/3 of the above-ground areas of the building from the company, while the remaining 1/3 and the underground garage are utilized by the company on a market basis. We do not plan a significant change in the activity.
  - BCE Nemzeti Cégtár Nonprofit Zrt. (BCE National Companies Register Non-profit Plc.): A joint venture established by BCE (51%) and Opten Zrt. (49%), BCE National Companies Register Zrt. offers economic information to small and medium-sized enterprises in Hungary as a free service accessible fast through the Internet, which may be supplemented with paid services.

The University performs asset management activities under an asset management plan, which is adopted by the maintainer as part of the budget.

### *Preservation and development of own assets*

As the number and quality of the University's current community and office spaces lag far behind the level of demand, it has become necessary to develop them as soon as possible. In addition, dormitory buildings available to the University need to be modernized and rebuilt to improve their quality and increase their capacity. Furthermore, educational buildings need to be utilized based on restructured ratios brought closer to ideal values for the teacher/student ratio; and buildings listed as historic monuments that are part of the University's Budapest campus (buildings of the old Customs Palace and Salt House) require continuous preservation works.

In line with the above goals, according to current plans for 2021 and 2030, a period that includes the duration of the present IDP, our main real property and infrastructure development ideas are as follows:

- Based on the needs already mentioned, our existing infrastructure will be transformed in the following main development segments within the next 10 years:
  - The proportion of community spaces to be used by students and the University community in our educational buildings must be significantly increased, and their design and equipment must also represent a new level of quality.
  - The capacities of the University's offices, departments and institutes are poorly structured, we are struggling with deficiencies in absolute terms, so we plan to develop office-type capacities in currently unused parts of our Building C, thus addressing gaps and substituting office space lost due to the development of community spaces.

- We need to gradually modernize our dormitory capacities and eliminate common water blocks in corridors as part of a gradual renovation programme minimizing reduction in the housing capacity of dormitories if possible.
- On the one hand, we must continue to improve our IT and educational infrastructure, and, on the other hand, we must provide uniformly high-standard services throughout the University, despite the different characteristics of our buildings.

By offering increased community and office space capacity as a result of the implementation of the above plans, we intend to facilitate an improvement in professional collaboration between the University and students, gathering experiences together, and cultural integration (incubation lab, start-up centre, spaces for student organizations, workshops, studying, etc.). With the increased teaching space capacity at the integrated Pest Campus, we would consolidate student/teacher ratios in the direction of elite training. With a portfolio of modern, renovated, expanded and profitable dormitories, our goal is to increase the reach-out for, and satisfaction of, the growing international and domestic community of students.

In order to implement the above, we have prepared a development plan within the framework of a 10-year budget as presented to our Maintainer, the main elements of which, for the next 4 years, are detailed in the table below:

	2021	2022	2023	2024	2025-2030	Total
Functional developments, preservation of status, preservation of usage value (HUF bln)	1.02	1	1.1	1.7	9.7	14.52
<i>Of this: Educational buildings in Budapest</i>	<i>0.96</i>	<i>0.5</i>	<i>0.6</i>	<i>1.2</i>	<i>6.3</i>	<i>9.56</i>
<i>Of this: Modernisation, reconstruction of Ráday Dormitory</i>					<i>2</i>	<i>2</i>
<i>Of this: Modernisation, reconstruction of Kinizsi Dormitory</i>	<i>0.06</i>			<i>0.5</i>	<i>1.4</i>	<i>1.96</i>
<i>Of this: Renovation of Tarkarét Dormitory</i>		<i>0.5</i>	<i>0.5</i>		<i>0</i>	<i>1</i>
Renewal of information technology, educational technology (HUF bln)	0.28	0.5	0.4	0.3	1.3	2.78
Digitalisation in the student life path (HUF bln)	0.5					0.5
Renewal of Lobby of Main Building (HUF bln)		0.5				0.5
Main building, Salt House, additional community spaces to					1.9	1.9

be developed (HUF bln)						
Targeted information technology developments (HUF bln)			0.5		1.1	1.6
Building C - new office spaces to be developed in the office building wing (HUF bln)				1		1
Building C - community spaces to be developed or renewed (HUF bln)				1		1

	2021	2022	2023	2024	2025-2030	Total
Main Building and Salt House - office and educational spaces to be reconstructed (HUF bln)					3.1	3.1
<b>Total (HUF bln)</b>	<b>1.8</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>17.1</b>	<b>26.9</b>

*In addition, if the financial means allow, the University plans to develop a new, multifunctional educational and research building, as well as a sports and cultural centre on two plots close to its Budapest Campus.*

### ***Incomes and expenditures relating to own asset utilization***

Expected direct income from asset utilization (excluding income related to core activities and income related to asset utilization indirectly):

	2021	2022	2023	2024
Corvinus Study House, repayment of owner's loan, interest income (HUF bln)	1.3	0.8	0.8	0.8
Other incomes (letting out, dormitories, etc.) (HUF bln)	0.3	0.3	0.3	0.3
<b>Total (HUF bln)</b>	<b>1.6</b>	<b>1.1</b>	<b>1.1</b>	<b>1.1</b>

Operating and capital expenditures related to asset utilization:

	2021	2022	2023	2024
Operating expenses (total personnel and material expenses) (HUF bln)	<b>2.6</b>	<b>2.7</b>	<b>2.8</b>	<b>2.9</b>
Capital expenditures (HUF bln)	<b>1.8</b>	<b>2.0</b>	<b>2.0</b>	<b>4.0</b>
<b>Total (HUF bln)</b>	<b>4.2</b>	<b>4.7</b>	<b>4.8</b>	<b>6.9</b>

### ***Reducing the institution's exposure to funds from community sources***

Corvinus University, as a pioneer of model changing institutions in Hungary, is committed to reducing the institution's exposure to funds originating from community sources. The table below summarizes the evolution of figures for Funds from Community Sources (KEF) and Competitive Based Funds (KAF) in the budget of the University up to 2030, as adopted by the Maintainer, by separately showing the proportion of KEF within total funds required. In this sense, KEF may include normative-based state support; or support provided by the Maintaining Foundation, including funding for Corvinus

scholarships.

The University aims to reduce the ratio of KEF, currently exceeding 50%, to 1/3 of the total funding demand by the end of the decade. The institution intends to achieve this ambition by significantly increasing its incomes in three areas within the KAF. The first of these areas is education, where the University intends to increase its capacity to generate income by (i) increasing the proportion of students actually paying for tuition among those admitted to programmes (i.e. the proportion of students not receiving Corvinus Scholarships) and (ii) being able to charge higher fees for its training programmes. The University will be able to achieve all this through a completely renewed portfolio of innovative study programmes and competitive and attractive education and education-related services. The second area is the strengthening of grant application activities related to research. Renewed programmes to support research and research-related grant application activities are expected to help the University raise the level of research funds from grant application activities significantly above today's level. Finally, the institution plans to achieve significant growth in incomes from relationships with companies. To this end, the University has established a central functional organizational unit whose sole task is to strengthen the institution's ability to generate income from this area.

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
<b>Proportion of KEF</b>	<b>53%</b>	<b>60%</b>	<b>50%</b>	<b>48%</b>	<b>39%</b>	<b>36%</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>34%</b>

## 5.15. Development of Ménési Campus

The new Ménési Campus of the University will be developed by renovating the Ménési street building complex owned by the University's Maintainer. (The Campus will be renamed later during the development process.)

The new Campus must become an integral part of Corvinus in an intellectual sense, being integrated into its daily life. At the same time, the building complex, the range of programmes, and the service portfolio to be created must be innovative, inspiring, and best suited to support the goals of the University, showing direction concerning the future of the University as a whole. This direction focuses, according to the strategic vision presented above, on competences to address (Hungarian, regional, global) challenges facing communities in the 21st century, and points towards the development of places for knowledge creation and knowledge transfer.

Therefore, such activities should be housed here that are the drivers of transformation, in both intellectual and financial terms: e.g., talent management; management training; future-oriented training programmes, in terms of content and methodology; short training courses; innovative collaborations with businesses; applied research; start-up incubation; initiatives related to priority topics (e.g. sustainability, green economy, technology and society).

## 6. Contribution to the goals of the European Union

### *Supporting the acquisition of digital skills and digital education/teaching for all institutional staff and students*

Relevant to students, facilitating the acquisition of digital skills is a cornerstone of ongoing educational

development projects (see 5.1. Educational programmes), and there is a strategic aspiration, relevant, in particular, to the University's executive and specialist postgraduate training programmes, that on-line/blended learning elements should be designed in accordance with the nature of each study programme. For university staff, we provide the required skills development opportunities within the framework of internal training courses (see 5.5 Faculty development & HR and 5.10. Development of internal services).

***Specialized training courses concerning smart specialization retraining and further training, innovation management, entrepreneurial skills and innovative business models within companies, focusing on needs connected to industrial transformation and the circular nature; tailoring skills development to business needs***

One of the key drivers of the renewal of educational programmes, which focuses on the conscious development of outcome competences, is receiving feedback from the labour market and alumni (see 5.1 Educational programmes). Furthermore, the advantage of strong and extensive corporate and institutional partnerships is that students of the University get closer to the everyday reality of business and government, and their participation in projects implemented under corporate and institutional collaboration opens up more opportunities for them for value creation. Initiatives that support students to become entrepreneurs are particularly important (see "5.7. Corporate and Institutional Relations").

***Promoting women's participation in the labour market and a better work-life balance, promoting flexible working conditions, infrastructure support for family-friendly higher education***

The University aims to become a family-friendly workplace that provides opportunities for working in flexible working hours. It is especially important to create opportunities for women with children to be involved in education – at the University, it is currently part of the daily practice of organizing education that specific family aspects are taken into account in the time-table planning process (which includes many circles of iteration). During the period of digital education, the University gathered a lot of day-to-day experience in a systematic organization of telework, and good practices can be used in work organization after the end of the epidemic (see "5.5 Faculty Development & HR").

***Institutional support for disadvantaged and under-represented groups of students throughout their studies***

As mentioned when explaining its mission, the University expects the most talented young people, whatever their background: it actively works to help talented people from disadvantaged backgrounds find their way to Corvinus. Disadvantaged and under-represented groups of students are provided education through the University's Student Counselling and Support Services established under the Student Services unit, which provides psychological and mental health counselling, career support and learning support, as well as services for students with special needs.



In connection with the development of educational programmes, compensation of disadvantages appears as a key focus (see 5.1. Educational programmes). As presented in Section 5.5 Faculty Development & HR, the University undertakes to develop and implement a complex equal opportunities plan, which, on the one hand, ensures gender equality in terms of recruitment of employees, and, on the other hand, it ensures the continuous increase of opportunities within the University for disadvantaged, under-represented groups, especially people with disabilities.

***Developing key competences for all institutional staff and students to facilitate a smooth transition to the world of work***

Relevant to students, supporting the acquisition of digital skills is a cornerstone of ongoing educational development projects (see 5.1 Educational Programmes), and career support services are provided by the Student Counselling and Support operated under Student Services. As its strategic goal, the University will provide this service not only to students currently studying with us, but also to students who have already graduated (see “5.9. Alumni”). For university staff, we provide the required skills development opportunities within the framework of internal training courses (see 5.5 Faculty Development & HR and 5.10. Development of internal services).

***Assessment and validation of measures to adequately support teachers and researchers, learning methods, and key competencies, with a view to the recognition of learning outcomes and qualifications***

As discussed in the section „5.5. Faculty Development & HR”, in the academic field, performance expectations need to be transformed: to introduce qualitative expectations related to educational performance and systematic expectations related to research performance. In parallel with the transformation of performance expectations, the University provides development opportunities for colleagues: gaining international experience; professional and skills development trainings; and then, in parallel to staff development, earnings of University staff may further approach the income levels of international academics and to incomes earned in the domestic competitive market. The University intends to achieve these strategic goals by introducing an academic career model and development-oriented HR systems that encourage a performance culture, as well as by organizing internal training and management development programmes.

As highlighted in point „5.6. International relations”, supporting credit transfers is an important element of teacher support. The University’s Quality Development unit started to develop – in collaboration with associated units and on the basis of the *ECTS Users’ Guide* – a comprehensive international credit and grade conversion database to handle credit transfers and grade conversions more efficiently, consistently and transparently. A continuous expansion and further development of this database – with the involvement of foreign partner universities – is an important task for the next cycle.

### *Promoting adult learning through further training and retraining*

In order to promote adult learning, the University has already launched a number of specialist postgraduate programmes delivered under evening or part-time training schedule, and short-term objectives include the revitalization of adult training activities (see „5.1. Educational programmes”), and, concerning former students, lifelong learning is emphasized as a strategic goal (see „5.9. Alumni”).

### *Supporting the development of education and training infrastructure*

As discussed in the sub-section “Preservation and development of assets”: concerning the Pest and the Székesfehérvár Campuses and for designing the Ménési Campus, that their continuous, sustainable, and family-friendly development aimed at creating student community spaces, also attractive to external partners, is an important strategic goal. In addition, as one of its strategic goals, the University aims to continuously develop IT and educational infrastructure in all our buildings (see “Preservation and development of assets”).

### *Reflecting environmental, economic and social challenges, incorporating the topic of sustainability into curricula, launching pilot projects*

The University is committed to corporate social responsibility, and University colleagues are currently involved in a number of valuable corporate social responsibility initiatives. As discussed in sub-section „5.1 Educational programmes”: as an important strategic goal, programmes should be of such professional structure that allows them to provide wide-ranging training with a strong methodological basis and reflect on the elite training mission and traditions of Corvinus, by providing a strong foundation in economics and social sciences for those involved in business training and, in addition, providing basic knowledge related to the business world for participants of training in economics, information technology and social sciences, thereby enabling reflection on environmental, economic and societal challenges to be incorporated into curricula. The University’s complex activities respond to an extremely wide range of environmental, economic and social challenges, including such important ones as the challenges posed by climate change and, especially, economic restructuring; challenges related to the digital transition of economies in Hungary and Central Europe and to the aspects of Industry 4.0; and the challenges of demographic change and the transformation of the geoeconomic and geopolitical role of Central Europe.

Another key research area of the University is research of resilience and social futuring, together with measuring and modelling social shocks. Applied research is carried out within the framework of several smaller projects, with the involvement of master’s, PhD and doctoral students, and their results are incorporated into master’s and doctoral training curricula, and they appear in topics of the New National Excellence Programme and Scientific Students’ Associations.

## **RELEVANCE TO RECOVERY AND RESILIENCE PLAN**

### *Plans to strengthen tertiary-level practical training and adapt it to labour market needs by 2026*

The University’s specific educational development plans related to practical training/education are discussed in sub-section “5.1 Educational programmes”, where the process of study programme development plays a key role, with some programmes being developed with the involvement of labour market representatives and some

of them being planned.

In the course of the process, running until 2026, all planned study programme development processes will, according to our plans, be completed, with data-driven, second-round development processes also taking place for the first courses by 2026. As described in sub-section “5.3 Doctoral training”: we also aim to develop an expert-focused doctoral career (cooperative PhD) to support our corporate/institutional management training. As an important aspect, the University’s research results should be incorporated in education, especially in master’s programmes.

As there is an increasing shift in education from frontal education to cooperative forms of education, there is an increasing need for workspaces and variable educational spaces that are different from traditional classroom design. When formulating our plans for developments to that end, we used two guiding ideas: on the one hand, we recognized that a declining student/teacher ratio associated with elite training requires additional room capacity, and on the other hand, we recognized the need to create quality common spaces in existing or new spaces. In this context, we plan, among others, to create a uniform conceptual plan for building development and renewal (functional and technical); to increase cooperative educational spaces and integrate them with existing ones; to fully standardize our pool of educational technology devices; to gradually and innovatively transformation our IT laboratories; and to develop common co-working areas and dining areas. It is especially important to create community spaces that support student collaboration and to develop “lab”-type spaces that are equipped with technology for modelling complex business or social processes (e.g., *lean lab* for modelling logistics processes, *plant simulation lab* for modelling complex manufacturing processes, *lab* equipped with virtual reality devices, etc.).

As discussed in sub-section “5.2 Research”: the strategic goal of the renewal of the University is to move, with help from the research community, from an institution that has historically been primarily educational-oriented to an institution capable of international academic visibility and excellence in terms of its research activities, by continuously increasing the national, regional and international socio-economic relevance of its research activities. The University is preparing to reinforce research excellence in the following more specific areas: quantitative and data-based approaches of economics and social science; research related to economic and business digitalization processes; fact-based public policy analyses; examining the economic and social challenges of Central Europe, issues of environmental and social sustainability. A particularly important area is the measurement, sustainability, and development potential of social and organizational resilience, which, through the development, testing and application of technologies combined with immersive (“*virtual reality*”, “*augmented reality*”, “*mixed reality*”) biometric sensors, embraces design problems of system-level, network-centric production and service systems, by combining them with problems created by “*talent shortage*” on the labour market, and public service applications, and measuring the consequences of socio-economic shocks, and extending the use of the social futuring index, and examining digital transformation. Incorporating research findings into education is expected of the teaching-research community.

In parallel with the goal of research excellence, providing digital infrastructure as needed to implement research projects also arises as a strategic goal. A key project of the University is to create a Data Centre, which – with its spatial design, workstations, a diverse range of data visualization options, and a wide range of non-public, or not fully public, databases accessible at the Centre – can serve as a creative “hub” for researchers (interested in economic and social issues and using state-of-the-art data analysis methods) and students associated with them.

### *Specific ideas for the infrastructure, organizational and educational development reform of the higher education institution*

**Infrastructure development** The renewal of Corvinus University is based on the principle that, in addition to academic and support services provided to students, a world-class physical and IT infrastructure is needed; therefore, a continuous renewal of the infrastructure is a key element of renewal efforts. In order to assess the initial situation, we conducted several internal research processes, and based on their results, the situation assessed can be summarized in three main elements, as follows: the number and quality of community spaces and collaboration spaces are significantly behind the demanded level; the current capacity of educational buildings does not allow a reduction in teacher/student ratio; the quality and quantity of dormitory buildings is inadequate, modernization is needed as soon as possible.

To address the issues identified above, the University will launch infrastructure developments aimed at the renewal of educational spaces and dormitories, with the following expected results: with an increased community and collaboration space capacity, the University will be able to support an improvement in professional collaboration between the University and students, gathering experiences together, and cultural integration; with an increased educational space capacity, it will be able to consolidate student/teacher ratios in the direction of elite training; and a portfolio of modern, renovated dormitories will enable it to increase the reach-out for, and satisfaction of, the growing international and domestic community of students.

It is extremely important that the educational and research development efforts of Corvinus University require both creative collaboration spaces in which modern technology helps the development of students and the success of the research processes. It is especially important to create community spaces that support student collaboration and to develop “lab”-type spaces that are equipped with technology for modelling complex business or social processes (e.g., lean lab for modelling logistics processes, plant simulation lab for modelling complex manufacturing processes, lab equipped with virtual reality devices, etc.).

However, it is important to note that Corvinus University does not currently have an infrastructure capable of providing sports and cultural services, which makes its student services incomplete, and as a result, the establishment of an infrastructure capable of providing such services is a priority objective. In addition to being important for the University, the planned facility may be an important building for District 9 (Ferencváros), as capacities to be created here can be used by the surrounding schools and, in summer, by sports clubs, thus increasing the University's embeddedness in local communities. In addition to swimming pool and gym facilities, the building will also have a large gym suitable for handball competitions, providing the necessary infrastructure for sports at University and local amateur sports.

*Organisation.* The continuous strengthening of the cohesion of the University community is a key

element in the renewal of the University. The previous organizational structure (structure of faculties, strong separation of academic and non-academic parts of the organization) has created walls in our community, the demolition of which is a task for the coming years.

Putting the aspect of community cohesion into practice is one of the key responsibilities of University managers. Furthermore, another important aspect is that renewal is not possible without renewing the culture of an organization. Organizational culture should be based on a set of values shared by the community. Based on a discourse on values, a framework can be developed to ensure that these values prevail in everyday life.

An improvement in organisational operations is an additional precondition to the renewal of the University. A tight and agile organization needs to be built based on subsidiarity and empowerment. To that end, the University will develop a system of scopes of authority and decision-making powers based on these principles. In addition, the University will provide systematic organizational development support to institutes and organizational units in order for them to continuously improve their operations.

The academic organization needs to be developed based on the principle that development ideas must serve education and research in terms of its becoming increasingly interdisciplinary in nature and also its nature that builds on collaboration with actors from outside the University; but, in the meantime, the University, as an organization, must remain manageable, both in terms of capacity management and other operational processes. Another organizational development objective is to increase the efficiency and digitalization of internal services supporting the community of students and teaching-research staff.

*Educational development.* The University's role in training the intelligentsia and in economic development is articulated in its mission, according to which our goal is that Corvinus University of Budapest educates the responsible economic and social elite of Hungary and Central Europe in the twenty-first century. Connected to this mission, there are goals as outlined above: institutional support for disadvantaged and under-represented groups of students throughout their studies, developing key competences for all institutional staff and students to facilitate a smooth transition to the world of work – and, thereby, mitigating the effects of another potential crisis.

In its undergraduate and master's programmes, Corvinus University has

the following main aims: Undergraduate study programmes:

- Standardizing the currently fragmented portfolio, so that students do not have to specialize soon after their entry to undergraduate programmes.
- The professional structure of programmes must ensure wide-ranging training and reflect on the elite training mission and traditions of Corvinus, by providing a strong foundation in economics and social sciences for those involved in business training and, in addition, providing basic knowledge related to the business world for participants of training in economics, information technology and social sciences.
- In the field of business and social sciences, a 4-year undergraduate programme must be launched, which will even more ensure the acquisition of study/practical experience abroad;
- Specialization opportunities offered under undergraduate programmes should strengthen and support orientation towards master's degree programmes.
- In addition to basic professional knowledge, the focus is on developing problem solving, critical

thinking, collaboration, and communication competences;

Master's programmes:

- Programmes should be of a structure to relate to the content of undergraduate programmes potentially representing entry, so that the content integration of the undergraduate and master's courses can be realized;
- One-year specialized master's courses should be launched in fields of business and some social sciences;
- In addition to strengthening general competences developed through undergraduate programmes, the emphasis is on profession-specific competence development.
- Problem-based learning, a concentrated – quarterly – scheduling, and interactive learning in small groups should enable an effective development representing a great experience;

Concerning talent management, the following key ideas can be identified:

- The University aims to operate a complex talent management system that, on one hand, is thematically linked to the University's priority teaching and research areas, and, on the other hand, offers professional programmes linked to the curricular training of the University and to study programmes, institutions or student workshops (colleges for advanced studies, professional student organisations) as suited to the sphere of interests of talented students. We are developing a talent management system that, with its modular structure, equally allows us to satisfy the needs of talented students with a specialist sphere of interest seeking to deepen their professional knowledge and students with a generalist sphere of interest seeking to broaden their interdisciplinary vision. A real progress in developing the talent management system can only be achieved by strengthening the basic professional infrastructure of the University's ecosystem of highly active Colleges for Advanced Studies and student organisations and by utilizing their innovation potential. In addition, the internationalization of the Students' Scientific Associations movement is also a goal, with a Central European focus as a first step.

For its doctoral training programmes, the University formulates the following goals:

- Corvinus University's doctoral training programmes should bridge the gap between (i) the point of mentoring and talent management in undergraduate and master's programmes and the point of entering an academic career, and (ii) corporate/institutional sectors and academia. From both fields (from those who choose academia or practice), the most talented and dedicated students must be attracted and consciously selected and channelled into doctoral training programmes to increase the scientific and practical effect of the University. This goal is served by the output segmentation of doctoral training into "academic" and "expert" careers, where the former supports the recruitment of future generations of academic staff and the latter supports the corporate/institutional management training.

By reinterpreting the role of supervisors involved in doctoral training, doctoral students should be made an integral part of the university's research ecosystem. Opportunities for getting involved in doctoral training programmes must be created for creative, innovative employees employed in research-oriented jobs in business, culture, social areas, diplomacy or administration, with special regards to the opportunities offered by the cooperative doctoral

training and the “expert” careers. Academic and so-called expert-oriented doctoral training programmes may, by exploiting synergies between tracks, contribute to the University’s efforts towards raising the quality of educating future generations of scientists and increasing its regional competitiveness.

In connection with executive, postgraduate and non-degree programmes, the University’s aspirations are as follows:

- The portfolio of programmes should, instead of its current orientation only to the market in Hungary, be oriented to the region; and to that end, several English-language programmes should be launched with a strong regional professional content, and uniform programme duration.
- The programme offering should flexibly reflect market needs.
- Online/blended learning elements should be designed suited to the nature of study programmes;
- Relations should be established with the most important professional organizations in Hungary and the region which receive communications from certain professional communities about their training needs.
- In addition to degree programmes, short training courses should be launched quickly responding to market needs, by creating the conditions for online and blended learning.

In addition, the strategic goal of its renewal is for the University to become, as a partner of the most prestigious companies and institutions, an unavoidable, innovative, intellectual pace-dictating member of the business/public policy/social ecosystems of Hungary and – with time, increasingly – of the region.

### *Training and organizational development ideas that include task-, performance-, and quality-based incentives*

Training development ideas and plans are detailed in sub-section “5.1 Educational Programmes”. Their strategic objective is for the University to move beyond its current leading position in the higher education market in Hungary and to play a leading role in the region. As a precondition to this, the University must offer a portfolio of such bilingual educational programmes which represent the best choice for the most excellent Hungarian students and, in addition, more and more international students. An important element of our vision in the field of education is that we build on existing strengths, while at the same time implementing significant innovations in both content and methodology in the development of training programmes based on international quality development standards. The aim is to significantly increase the satisfaction of the primary stakeholders – students, employers and, more broadly, socio-economic actors in the region – with regard to Corvinus' education and training activities.

A description of our organizational development plans is included in sub-section “5.5 Faculty development & HR”. An important element of this is the introduction of the academic career model to allow teaching and research colleagues to focus more on their activities, and to clarify performance expectations based on quality criteria. Within the framework of the career model, a predictable promotion system is created, which also takes into account the aspect of gender equality. Another important element of our organisational development plans is to develop the University’s remuneration and performance development system, by using complex performance expectations; applying performance target cycles established under agreement between colleague and manager and reinforced with bonuses; and providing direct recognition of outstanding achievements focused on development and performance. The related internal training courses, management development programmes, and

the development of a complex equal opportunities action plan are also strategic priorities.

### ***Proposed developments planned to improve the quality, efficiency and accessibility of higher education and to increase participation in education***

Proposed developments related to the transformation of the *training structure* are discussed in sub-section “5.1 Educational Programmes”. Among these, priority areas include the rationalization of the number of training programmes and the training portfolio, and the development of new, more general-focused undergraduate courses as well as a system of 1-year master’s programmes and adult training programmes. Attributable to a competence-based approach applied when developing educational programmes and the practice of measuring the achievement of training goals, it is ensured that training programmes respond to changes in labour market needs arising due to accelerating technological changes; and, as a result of a rationalization in the training portfolio, the University’s revenues can be increased.

However, an essential aspect of responsible elite training is that the University expects the most talented young people, whatever their background: it actively works to help talented people from disadvantaged backgrounds find their way to Corvinus. Corvinus Scholarship plays a role in this, as does the disadvantage compensation process based on measuring competence upon entry.

The transformation of the *organizational structure* has taken place at the University in accordance with the provisions of the Renewal Programme: faculties have been abolished, making it possible to increase and centralize the efficiency of various service areas – this system will be fine-tuned in the near future.

Concerning *educational innovation*, the University builds on the Teacher Training and Digital Learning Centre, whose strategic goals include the implementation of hybrid forms of education – to increase efficiency and quality and reduce costs, a shift towards hybrid education (mirrored classroom, „*peer instruction*”-method), experiments, preparation of experimental materials, and creative workshops with digital tools (makerspace) are required. For the Teacher Training and Digital Learning Centre, e-learning and m-learning represent priority areas for development.

### ***Ideas for transformation of adult education courses launched by the institution***

Ideas for the practical adaptation of the content of adult education courses to labour market needs are described in sub-section “5.1 Educational programmes”. Concerning adult education, the general goals described for the development of educational programmes also apply, i.e. programmes are developed and renewed within a complex student competence development system, in which digital and labour market competences play a key role; and programmes build on the continuous measurement of students’ competence development, which is fed back into study programme development processes and thus directly serves to increase student success. In addition, concerning adult education programmes, a special strategic goal is to develop programmes by using online and blended learning methods.

### ***Further training, training and retraining***

As discussed in sub-section “5.1 Educational programmes”, one of the important strategic goals of the renewal of the education portfolio is to ensure that programmes are built on each other – this principle is applied consistently in current and future study programme development projects. However, our important goal is also to ensure possibilities for transition between master’s and specialist postgraduate programmes and, in the form of credit recognition, between adult training and degree training



programmes. As discussed above in the sub-section titled “Promoting adult learning through further training and retraining”: in order to promote adult learning, the University has already launched a number of specialist postgraduate programmes delivered under evening or part-time training schedule, and short-term objectives include the revitalization of adult training activities (see “5.1.

Educational programmes”), and, concerning former students, lifelong learning is emphasized as a strategic goal (see „5.9. Alumni”).

### *Training collaborations with other institutions and companies*

Training collaborations of the University with other institutions is described in sub-section “5.6 International relations”. They include the development of new joint degree programmes with outstanding partners in Central Europe (e.g. University of Ljubljana, University of Zagreb, etc.), West Europe (WU) and Asia (Fudan), mainly at master’s degree level; and that the University’s main goal to be a proactive member of university networks, undertaking leading professional roles (with special regards to the Central European Network of Universities (CENU) initiated by Corvinus); and that the University develops new, innovative joint degree programmes with leading universities of the world. A process is ongoing for establishing CENU together with leading institutions in the region, with leading universities in economics and social sciences in Prague, Warsaw, Ljubljana, Zagreb and Bratislava. A further expansion of the network is on the agenda.

The strategic goals of the University for corporate relations are discussed in section “5.7. Corporate and institutional relations”. Through strategic partnerships, conscious sales activities, project incubation processes and priority innovation initiatives, the University strives to be a flexible and innovative partner in its corporate and institutional collaborations, while providing an outstanding customer experience in terms of processes and content. The University offers its partners a value proposition in which partners can receive support for their specific needs: in these collaborations, the University wants to be a partner that can always be approached for knowledge, inspiration, and for potential candidates for internship positions. In accordance with the capabilities and possibilities of the given company, the University supports and professionally assists companies from the elaboration of the corporate development concept, through the generation of research and development and innovation projects, to the implementation of projects.

## 7. Implementation

### *Projects of the Renewal Programme*

The Renewal Programme will be implemented in the framework of the following projects:

<b>Project</b>	<b>Project manager</b>
<b>Educational development</b>	Vice-Rector for Education Dean of Undergraduate Programmes Dean of Master's Programmes Dean of Postgraduate and Executive Programmes
<b>Research development</b>	Vice-Rector for Research
<b>Faculty development</b>	Vice-Rector for Faculty
<b>HR and Organisational Development</b>	Head of HR
	Head of Strategy
<b>Development of Students Services</b>	Head of Student Services
<b>International Relations and Accreditations</b>	Vice-Rector for International Relations – Head of International Relations and Accreditations
<b>Development of Corporate and Institutional Relations</b>	Head of Corporate and Institutional Relations
<b>Development of Internal Services</b>	Head of Infrastructural Services Head of Economic and Labour Law Head of Finance
<b>Development of Communication</b>	Head of Communications
<b>Rules of Scope of authority/Decision making</b>	Head of Legal, Administrative and Regulatory Services

### *Enforcement of Renewal Programme principles in implementation*

In accordance with the principles of the Renewal Programme:

- projects are open to any university citizen wishing to join them;
- projects will make information on implemented activities available through the University's internal communication channel;
- projects will actively use forums for participation and involvement during implementation.

### *Monitoring progress*

A comprehensive report will be prepared on progress made under the Renewal Programme twice a year (in January and July). The report will be received by the Maintainer, the Senate, the Presidential Committee, and it will be available for the wide general public of the University. The report shall include qualitative considerations on the progress of actions under the Programme, and information on result indicators, as well as suggestions for improvement.