CORVINUS UNIVERSITY of BUDAPEST

Corvinus University of Budapest

SELF ASSESSMENT REPORT

EQUIS Re-accreditation 2021

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Abbreviations

Abbreviation	Explanation
ACC	Academic Career Committee
ACCA	Association of Chartered Certified Accountants
ACM	Academic Career Model
AESOP	Association of European Schools of Planning
AmCham	American Chamber of Commerce
AoL	Assurance of Learning
BBS	Budapest Business School
BSIS	Business School Impact System
BUTE	Budapest University of Technology and Economics
BYOD	bring your own device
CBS	Corvinus Business School
CCHE	Corvinus Centre for Horizon Europe
CDS	Corvinus Doctoral Schools
CEENQA	Central and Eastern European Network of Quality Assurance Agencies in Higher Education
CEHEC	Central European Higher Education Cooperation
CENU	Central-European Network of Universities
CERL	Community Engaged Research and Learning
CFA	Chartered Financial Analyst
CIAS	Corvinus Institute for Advanced Studies
CIR	Corporate and Institutional Relations
CIRCLET	Curriculum Innovation Through Research with Communities: Learning Circles of Educators and Technology
CLADEA	Latin American Council of Management Schools
COAR	Confederation of Open Access Repositories
Corvinus	Corvinus University of Budapest
C-PAP	Corvinus Professional Acculturation Programme
CRE/CKK	Corvinus Research Excellence
CREA	Corvinus Research Excellence Award
CRP-IDP	Corvinus Renewal Program - Institutional Development Plan
CTE	Corvinus Teaching Excellence
CSR	Corporate Social Responsibility
CSS	Corvinus Science Shop
DD	Double Degree
DSG	Centre for German-Speaking Programmes

Abbreviation	Explanation
DUIHK	German-Hungarian Chamber of Commerce and Industry
EAIE	European Association for International Education
EAPAA	European Association for Public Administration Accreditation
EBSLG	European Business Schools' Librarians Group
ECTS	European Credit Transfer and Accumulation System
EECA	Emerging Europe & Central Asia
EFOP	Human Resource Development Operational Program
EHEA	European Higher Education Area
EJM	Econ Job Market
EMAC	European Marketing Academy
EMBA	Executive MBA
ENIC/NARIC	European Network of Information Centres/National Academic Recognition Information Centres in the European Union
ENQA	European Association for Quality Assurance in Higher Education
EnRRICH	Enhancing Responsible Research and Innovation Through Curricula in Higher Education
EQUAL	European Quality Link
ERS	Ethics, Responsibility, and Sustainability
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESN	Erasmus Student Network
FoTRRIS	Fostering a Transition towards Responsible Research and Innovation Systems
FT	Financial Times
FTE	Full-time equivalent
GBSN	Global Business School Network
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
GRE	Graduate Record Examinations
HAC	Hungarian Accreditation Committee
HAS	Hungarian Academy of Sciences
HE	Higher Education
HEI	Higher Education Institution
HEIRRI	Higher Education Institutions and Responsible Research and Innovation
HuQF	Hungarian Qualifications Framework
ICEF	International Consultants for Education and Fairs
IDSA	International Diplomatic Student Association

Abbreviation	Explanation
ILO	Intended Learning Outcome
InSPIRES	Ingenious Science shops to promote Participatory Innovation, Research and Equity in Science
LK	Living Knowledge
MAXQDA	a software package for qualitative data analysis and mixed methods research
MFL	Modern foreign language
MSM	Maastricht School of Management
MUC Foundation	Maecenas Universitatis Corvini Foundation
NAFSA	Association of International Educators
NEBS	National Electronic Bibliography System
NKFIH	National Research, Development and Innovation Office
NVIVO	qualitative data analysis software
OOP	Rules of Organisation and Operation
PCS	Participatory and Citizen Science
PDC	Programme Development Committee
PDCA cycle	Plan Do Check and Act cycle
PES	Performance Evaluation System
PMI	Project Management Institute
PoC	Proof of Concept
PRME	Principles for Responsible Management Education
QA	Quality Assurance
QS WUR	Quacquarelli Symonds - World University Ranking
RC	Research Committee
RCEPR/REKK	Regional Centre for Energy Policy Research
RDI	Research Development and Innovation
ROO	Rules of Organisation and Operation
RRI	Responsible Research and Innovation
SER	Study and Examination Regulations
SGH	Warsaw School of Economics
SH	Stipendium Hungaricum Scholarship
SIG	Special Interest Group
SIP	Sharing Information on Practice
SKEOF Conference	Forum of Sports Business Researchers and Professors

Abbreviation	Explanation
SME	Small and medium-sized enterprise
SSC	Student Scientific Conference
TAS	Teaching assistants
TDTK	Teacher Training and Digital Learning Center
TEL	Technology Enhanced Learning
TNC	Transnational Corporation
TNPS	Transactional Net Promoter Score
UDC	University Doctoral Council
UIE	University Innovation Ecosystem
UN SDG	United Nations Sustainable Development Goals
UNFCCC	United Nations Framework Convention on Climate Change
V4GU	V4 Green Universities
VLE	Virtual learning environment
VRE	Vice-Rector for Education
VRF	Vice-Rector for Faculty
VRIRA	Vice-Rector and Vice President for International Relations and Accreditations
VRR	Vice-Rector for Research
VSE	University of Economics, Prague
WU	Vienna University of Economics and Business

PREFACE

Corvinus University of Budapest (hereinafter: **Corvinus**) is Hungary's most prestigious higher education institution (hereinafter: HEI) in the fields of **business, management, economics,** and **social sciences**. University-level education in these fields started at the autonomous Economics Faculty of the Hungarian Royal University of Science in the 1920s. Since its foundation as an independent HEI in 1948, Corvinus has experienced several modifications in its name and number of faculties due to changes in the external political and regulatory context (*see Appendix - Preface)*. Nevertheless, its intellectual heritage dates back to the eighteenth century, and Corvinus is often identified with its historic main building – originally the nineteenth century central Customs House of Hungary – representing **solid tradition, high quality,** and an **excellent reputation**.

The **impact** of the university on the economic, business, and political life of Hungary can be characterized – among other means – by the penetration of its alumni to top decision-making positions: all the Governors of the National Bank of Hungary and several Ministers of Economy and Finance in the past 30 years, and the majority of CEOs of companies listed on the Hungarian Stock Exchange graduated from Corvinus.

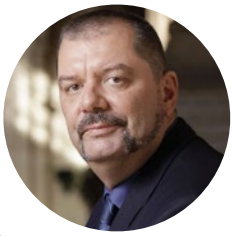
Corvinus believes in continuous **development**. We should not be content with results thus far achieved. It was therefore decided that, as of July 2019, Corvinus would be maintained and governed by a state-established foundation instead of the Hungarian state. While this model allows for more flexible and efficient operations, it also ensures long-term strategic planning. Our main objective is fairly ambitious: to transform into an international university, and **to become the leading institution in Central Europe** in the fields of business, management, economics, and social sciences **by 2030.**

Throughout the initial accreditation process and the re-accreditation preparation period the Rector of Corvinus was Prof András Lánczi, who strongly supported the institution's international accreditation endeavours. As his term of office expired, as of 1st of August 2021 this position was taken over by Prof Előd Takáts, who is devoted to continue to support the internationalization developments of Corvinus initiated by his predecessor. Gratitude should also be expressed to Prof Zita Zoltay Paprika, who was a key facilitator of the international accreditation initiatives. Her position was taken over by Prof Zoltán Oszkár Szántó in October 2020.

The **EQUIS re-accreditation** process is one of the most important milestones on our path to meeting the international quality standards formulated by EFMD, and to achieving our long-term strategic goals in terms of excellent education, research, and third mission activities. The current report was prepared by the EQUIS Accreditation Project Team formed in late 2020 under the supervision of the Presidential Committee, and including university leadership, faculty members, and staff members representing key support areas (e.g. Strategy, Quality Enhancement, HR, Communications), with the involvement of Hungarian and international students. Each chapter was prepared after preliminary brainstorming sessions with the inclusion of all chapter representatives, then complemented with additional information, and finally approved by the Steering Team of the EQUIS Accreditation Project Team. We hereby declare that the contents of this report are true and accurate to the best of our knowledge and belief.

ELŐD TAKÁTS
Rector

ANTHONY RADEV
President



ZOLTÁN OSZKÁR SZÁNTÓ
Vice-Rector and VP for International Relations and Accreditations

EXECUTIVE SUMMARY

Corvinus University of Budapest (Corvinus) is pleased to submit this Self-Assessment Report as part of its 2021 EQUIS re-accreditation process. In 2018, Corvinus Business School (CBS), as the largest school of the university at that time headed by Dean Prof. Dr. Zita Zoltay Paprika, has been accredited by EFMD for three years. The feedback received from the EFMD Peer Review Team highlighted the following areas of required improvement: vision, research, internationalisation, and faculty. In 2019, the first progress report was submitted by CBS, while in 2020, owing to **changes in the institutional status and organizational structure**, the second progress report was submitted by Corvinus. At the request of EFMD, in April 2020 Corvinus also submitted a detailed Interim Report informing on the changes affecting CBS and its home institution, Corvinus. The EQUIS Accreditation Board acknowledged the reported changes on the 6th October 2020. As a result, **Corvinus has become the new accreditation entity** pursuing business and management teaching and research activities, building on the mutually fruitful collaboration of the fields of Business, Management, Economics and Social Sciences. In the renewal process, most of the CBS best practices are carried on. The strategic goals with regard to internationalisation, connections with practice, programme portfolio, and research support mechanisms will be expanded to all institutes of the university, leveraged through the entire organisation – in recognition of the successful initiatives CBS implemented in previous years.

To provide a context for the Corvinus renewal, we outline the following **milestones**:

1. As of July 2019 the institutional status of Corvinus was changed from a state-funded university into a **public-benefit**, **not-for-profit, non-state** (private) **university**. Since then, Corvinus has been operated by the newly established maintainer, Maecenas Universitatis Corvini Foundation (MUC Foundation). The transformation of Corvinus has been a pilot project in the implementation of the new higher education strategy in Hungary, aimed at enhancing the performance of higher education by creating a more flexible institutional framework for universities.

2. In February 2020, a new organizational structure was established by merging the three former faculties (CBS, School of Economics, and Faculty of Social Sciences) into a **seamless, flat and agile matrix organisation**. Parallelly, **unified institutional-level functional units** were established, such as Strategy, HR, Communication, Student Services, International Relations and Accreditations, Corporate and Institutional Relations (including Alumni), as opposed to the previous organizational fragmentation with replicated functions operating within different schools.

3. In November 2020, the **Corvinus Renewal Program - Institutional Development Plan** (CRP – IDP) was approved unanimously by the University Senate and the MUC Foundation after extensive discussions with internal and external stakeholders at various university forums. The new CRP-IDP as the main strategic document of Corvinus contains reformulated **mission and vision** statements, objectives, actions and KPIs in various focus areas for the period between 2021-2024.

4. In January 2021, both the Senate and the MUC Foundation have approved the **new Academic Career Model** (ACM) with **differentiated career tracks and job types**, unprecedented in the Hungarian higher education system, demonstrating that Corvinus strives to seize the opportunities inherent in the new business model and the private university status.

The **implementation** of the CRP-IDP is carried out through **ten renewal projects** launched in 2020 to enhance quality according to international standards in the following areas:

(i.) teaching, learning and programmes

(ii.) research

(iii.) faculty development

(iv.) HR and organizational development

(v.) student services

(vi.) international relations and accreditation

(vii.) institutional and corporate relations

(viii.) internal services

(ix.) communications

(x.) decision-making processes

The above renewal projects also cover three of the four areas of required improvement suggested by the Peer Review Team. However, the fourth element, a more ambitious vision, has been elaborated in the CRP-IDP. Of the three transversal areas of the EFMD accreditation assessment system *connection with practice* and *internationalisation* are tackled in renewal projects 6 and 7, while the *ethics, responsibility and sustainability* aspect is taken into consideration in the ERS HUB initiative launched in 2021.

The **international recognition** of Corvinus has improved substantially from 2018. Corvinus appears in the international rankings as a member of the CEMS community. Its Management and Leadership Master's programme ranked 90th among the 100 best management training programmes in the world in 2020. The Financial Times also compared the programmes from the aspect of value for money. In this comparison, this programme ranked the 21st. The ranking also considered that 96% of the graduates were able to find jobs within three months. In addition, in 2020 Corvinus has received accreditation from renowned AMBA (Association of MBAs). Fewer than 300 business schools in the world hold this accreditation, the first in Hungary being Corvinus. For the fourth year in a row since 2017, Corvinus is among the top three in the Central European ranking of the prestigious Eduniversal: in 2019 it achieved the 1st position, whereas in 2020 it ranked 2nd.

Two years into the Corvinus renewal process, some of the main **strengths and potentials**, **opportunities and challenges** have been revealed. Its major strength lies in the fact that its new mission, vision and strategy have been developed and approved in 2020 in accordance with the new institutional status and business model. The new external and internal governance system, the quality enhancement mechanisms and financing model create unique opportunities for strengthening its long-standing domestic position while catching up with the international standards, concentrating on the CE region. Corvinus still attracts the best-performing Hungarian applicants to its programmes, and is becoming able to enforce high quality criteria in the admission pocedure of international students. Among the strengths of its programme portfolio is the wide selection of English programmes at BA/BSc, MA/MSc and PhD level, while in the field of executive education planned developments are in progress. It is also worth mentioning that in 2019 the university has launched a long-term project based on the learning objective approach with the intention of renewing its entire programme portfolio. There has been major progress in research infrastructure and management, serving as the foundation for raising the level of research, development and innovation activities to international benchmarks. A spotted weakness however, is the low level of international teaching and research faculty, but internatioal attractiveness and outreach have been largely improved. As to faculty, a major advancement has been the introduction of the new Academic Career Model, that not only offers different career track opportunities for faculty depending on their primary orientation, but also provides the possibility of long-term career planning. Corvinus continues the tradition of exploiting the synergies inherent in multi- and interdisciplinary teaching and research. With regard to international student exchange Corvinus prides on its good results, but faculty and staff mobility need further motivation. The strengthening of the CE focus in double degree programme development, student exchange and recruitment is another challenge Corvinus faces. As to ethics, responsibility and sustainability principles, an ERS HUB initiative with specific mission, vision and pilot actions have been formulated recently, but the implementation thereof is still ahead. Further potential for advancement relies in the areas of connections with practice and alumni. Apart from the Covid-19 pandemic, the biggest challenges of Corvinus in 2021 are the fine-tuning of the new organizational structure, including the adaptation of the risk-management system to future challenges.

Our Self-Assessment Report follows the structure suggested by the EQUIS Standards and Criteria. To support the overview of the vast amount of information, we have designed the chapters in a unified framework beginning with a section on the main changes from 2018 and current challenges, and where applicable, ending with a section on the perspectives, strategic actions and KPIs for the 2021-24 period. In addition to the Self-Assessment Report and its Appendices, we submit the updated Datasheet and the Student Report in separate files.

We are grateful to EFMD for the support received during the preparation process.

We look forward to welcoming the Members of the EQUIS Peer Review Team online in October.

CHAPTER 1: CONTEXT, GOVERNANCE, & STRATEGY

1.0 Main changes since 2018 and current challenges

Since 1 July 2019, Corvinus has been operated by **Maecenas Universitatis Corvini Foundation** (hereinafter: the **MUC Foundation**). The MUC Foundation was established by Act No. 30 (2019). The Act stipulates that:

> *"... the duty of the Foundation is to exercise the founder's and operator's rights of the educational institution, especially the Corvinus University of Budapest, to ensure the realisation of its institutional development goals, to which end ... Maecenas Universitatis Corvini Foundation manages the assets assigned by the founder and the assets provided by the entities joining the Foundation."*

This **new institutional model** provides the university with

- greater freedom and **academic autonomy** in terms of making decisions about the academic programme portfolio and organizational formats,
- an opportunity to introduce **new incentive systems** and more **flexible HR regulations**, and
- an opportunity to replace bureaucratic organisational processes with **service-oriented support** functions.

At the organizational level, Corvinus transformed its operations and structure into a seamless, flat and **agile matrix organisation** in early 2020 – similar to the structure of Bocconi University and Vienna University of Economics and Business (WU). The motive underlying this change was to enable Corvinus to implement an overall renewal program that would boost its performance owing to a more flexible regulatory environment brought about by its non-state university status, as well as more focused external governance by its designated maintainer. Since this organizational transformation on 1 February 2020, Corvinus has developed the new operational framework by **merging the three former faculties** (CBS, the School of Economics, and the Faculty of Social Sciences and International Relations). At the same time, **unified institutional-level functional units** were established, such as Strategy, HR, Communication, Student Services, International Relations and Accreditations, Corporate and Institutional Relations (including Alumni), as opposed to the previous organizational fragmentation with replicated functions operating within different schools/faculties.

In this new organizational structure, the institutes and best practices of CBS continue to exist, and heads of the former six CBS institutes continue in their positions. The Dean of CBS was offered the position of Vice-President for International Relations and Accreditations, the Head of the Management Doctoral School was offered the position of Director General of Corvinus Doctoral Schools, and the two Former Vice Deans of CBS were offered the positions of Dean of Bachelor Programmes and Dean of Postgraduate and Executive Programmes. The strategic goals of Corvinus with regard to internationalisation, connections with practice, programme portfolio, and research support mechanisms will be expanded to all institutes of the university, leveraged through the entire organisation – in recognition of **the successful initiatives CBS** implemented in previous years. The new organizational structure allows for closer inter- and multidisciplinary cooperation among lecturers and researchers across the university.

Feedback received from the EFMD in Feb 2020 requested detailed reporting about these institutional and organizational changes. In response, in April 2020 Corvinus submitted an *Interim Report* providing details about the changes affecting the original EQUIS accreditation entity, CBS, and its home institution, Corvinus. The EQUIS Accreditation Board acknowledged the reported changes on 6 October 2020. As a consequence, **Corvinus has become the re-accreditation entity**. It now mainly pursues business and management teaching and research activities, building on mutually fruitful collaboration among the fields of business, management, economics and social sciences. The Interim Report also shared details of the first version of the Corvinus Renewal Program, the strategic document that set out the new vision and mission, and the directions of the ongoing renewal process in terms of SMART strategic objectives. Since the submission of the Interim Report, this renewal program has been widely disseminated among and discussed with internal and external stakeholders at various university forums. Based on the reflections, the strategy has been further developed and finalized into the **Corvinus Renewal Program - Institutional Development Plan (2021-24)** (hereinafter: **CRP – IDP**), approved approved unanimously by the University Senate and the Board of Trustees of the MUC Foundation.

Currently, the greatest **challenge** Corvinus is facing is change-management related to the implementation of the CRP-IDP, which is carried out through the **ten renewal projects** launched in 2020 to enhance

quality according to international standards in the following areas: (i) teaching, learning and programmes (ii) research, (iii) faculty development, (iv) HR and organizational development, (v) student services, (vi) international relations and accreditation, (vii) institutional and corporate relations, (viii) internal services, (ix) communications, and (x) decision-making processes. Representatives of these fields are reporting bi-weekly on the progress and risks of implementation to the President, who is in charge of the strategy. Furthermore, the entire university leadership is reviewing the evolution of these projects on a monthly basis. (A detailed overview of these processes is given in the respective chapters.)

The other major challenge for academic year 2020/2021 at Corvinus, similarly to at other HEIs worldwide, was the continuous adaptation of its activities to the changes brought about by the **Covid-19 pandemic**. In the autumn semester, large group lectures were offered online, whereas small group seminars were held on campus or in a hybrid form in the case of English-language programmes because some international students were able to travel to Hungary only later or could not come at all. Simultaneously, compulsory mask-wearing, temperature-checks, and social distancing rules were introduced. To facilitate this process, Corvinus provided ample IT assistance to faculty members and students alike in the form of detailed online guides. In early September, Corvinus opened an on-campus health service for national and international students and faculty and staff specifically for Covid-related issues. This service has been accessible in person, via phone, or internet in Hungarian and English. After the autumn break, Corvinus switched to distance-learning and dormitories were closed. Study administration was transposed to the online space as well. The autumn examination period and the spring term commenced in a fully online form and stayed like this until the end of the spring term, including the examination period. During the entire academic year, students, faculty, and staff have been continuously informed (in both Hungarian and English) about the Covid-related measures introduced at Corvinus in line with government regulations. All events, conferences, workshops, and extra-curricular activities have been relocated to the virtual field as a safety measure. Nevertheless, due to the high level of vaccinations and the decline in the third wave of the Covid-19 pandemic, academic year 2021-2022 is scheduled to commence on campus.

1.1 Environment and new institutional status

HEIs in Hungary are all regulated by **Act No. 204 (2011) on National Higher Education**. The diversity of the institutions can be summarised as follows: As regards 1) the founder/maintainer, in addition to public universities, there are also non-public (private) HEIs. Regarding 2) the academic profile, there are universities, and universities of applied sciences and colleges. There are HEIs 3) with business, management, economics and social sciences profiles, as well as institutions with varied profiles up to the level of large multidisciplinary universities. Currently, more than 30 Hungarian higher education institutions are offering studies in business, management, economics, and social sciences.

Hungary is part of the **European Higher Education Area**. As a consequence of joining the Bologna Process, its HE system was fully adjusted to the **three-cycle degree system** – BA/BSc, MA/MSc, PhD/DLA – at all Hungarian institutions. Moreover, the Act on National Higher Education prescribes that the **quality assurance** and **enhancement** practices of HEIs must be aligned with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). As is the case with all Hungarian HEIs, Corvinus is also accredited by the Hungarian Accreditation Committee (HAC) on a regular basis, both at the institutional and programme level. The HAC is an independent body of experts tasked with the external evaluation of the quality of educational and related research activities and the internal quality assurance (QA) systems of HEIs in Hungary. It operates within the scope of the ESG. HAC has been a member of ENQA (European Association for Quality Assurance in Higher Education) since its establishment in 2002. Since 2008, HAC has undergone evaluation coordinated by ENQA to assess its compliance with the ESG as a condition of membership. HAC was a founding member of CEENQA (Central and Eastern European Network of Quality Assurance Agencies in Higher Education).

Student applications and selection for all Hungarian citizens to BSc/BA and MSc/MA programmes take place via the **national admissions system** operated by the Educational Authority. Based on students' rankings as assessed from their applications and the admission cut-off points defined for the given admission period, the former can commence their studies using state-finance or their own resources. Within a capped range defined in government regulations, HEIs are free to determine programme costs. There is a national student loan system with favourable conditions that assists students with financing their studies and living expenses. The number of applicants to HE on a national level has been decreasing in recent years mainly for demographic reasons; however, this has not affected the popularity of Corvinus programmes among applicants. Simultaneously, Hungarian HE has made a shift towards

internationalization, and Corvinus is a leading agent in this regard. Internationalization efforts have been supported by the government through the launch of attractive scholarships for international students, such as the *Stipendium Hungaricum*, which brings Corvinus nearly 300 students on a yearly basis from all over the world.

The transformation of Corvinus was a pilot project in the process of the implementation of the new higher education strategy in Hungary, and was aimed at enhancing the performance of higher education by creating a more flexible institutional framework for universities. As a result, on 1 July 2019 the institutional status of Corvinus was changed from a state-funded university status into a **public-benefit, not-for-profit, non-state (private) university**. In 2020 and 2021, other Hungarian public universities were also transformed into non-for-profit private universities maintained by newly established foundations.

1.2 New external governance system

MUC Foundation, the new maintainer, is responsible for the **institutional** and **financial functioning** of Corvinus. Consistent with this responsibility, the MUC Foundation issues the new Charter of the university, approves its Organisational and Operational Regulations, budget and financial reports, as well as makes proposals to the President of Hungary regarding the person of the Rector and appoints the President and Chancellor of the university. The maintainer performs its duties in **cooperation** with the Corvinus community, considering the proposals and opinions of the Senate, the Presidential Committee, and other bodies of the university.

The governing body of the MUC Foundation is the **Board of Trustees**. The five founding members of the Board of Trustees were nominated by the founder of MUC, i.e. the government. New members may be appointed by the initial members. The activities of the foundation are supervised by the **Supervisory Board** and the **Asset Controller**. The activities of the foundation are supported by a Secretariat. Additionally, Corvinus had to declare its not-for-profit, public benefit status in its Founding Charter, which was approved by the Educational Authority of Hungary.

Based on more than one year of operational experience, at the end of 2020 the MUC Foundation **redetermined the responsibilities between the Senate and the Foundation**. As a result, certain areas of responsibility returned to the Senate, which is entitled to pass decisions about the amendment of regulations such as Admission Regulations, Study and Examination Regulations and Doctoral Regulations, whereas the MUC Foundation is primarily responsible for making decisions about proposals with financial consequences; most importantly, with regard to the university's budget. As a consequence of the amendment of the Higher Education Act, adoption of the IDP has also been transferred to the remit of the Senate. Due to these changes, the **autonomy of the university has increased** with respect to its own operation, while the responsibility of the MUC Foundation has intensified in relation to financing the institution.

The recently re-established **International Advisory Board** offers external annual feedback and recommendations with regard to the renewal of Corvinus. Its members are representatives of prestigious internationally accredited business schools and universities in Europe (such as Bocconi University, Aalto University, and Universität St. Gallen). At the first meeting in 2020, the members discussed the challenges of the Corvinus Renewal Programme – more particularly, how to handle the scepticism of stakeholders in the transition period and how to maintain financial sustainability in line with the new institutional status. (The next annual meeting is scheduled to take place in September 2021.)

1.3 Renewed internal governance system

The new internal governance system of Corvinus is structured in the following way according to the Rules of Organisation and Operation (hereinafter: ROO):

- the academic organization led by the **Rector,**
- the organization responsible for strategic and support functions led by the **President**, and
- the organization responsible for operational and financial functions led by the **Chancellor.**

Organigram of Corvinus

MAECENAS UNIVERSITATIS CORVINI FOUNDATION

UNIVERSITY DOCTORAL COUNCIL

SENATE

PRESIDENTIAL COMMITTEE

RECTOR

PRESIDENT

CHANCELLOR

VICE-RECTOR FOR FACULTY

- ACADEMIC MANAGEMENT

INSTITUTES

- ECONOMIC AND PUBLIC POLICY
- INFORMATION TECHNOLOGY
- COMMUNICATION AND SOCIOLOGY
- ECONOMICS
- MARKETING
- MATHEMATICS AND STATISTICAL MODELLING
- INTERNATIONAL, POLITICAL AND REGIONAL STUDIES
- FINANCE, ACCOUNTING AND BUSINESS LAW
- BUSINESS ECONOMICS
- THE DEVELOPMENT OF ENTERPRISES
- MANAGEMENT

COMPETENCE CENTRES

- CORVINUS LANGUAGE EXAMINATION CENTRE
- CORVINUS SCIENCE SHOP
- CENTRE OF FOREIGN LANGUAGE EDUCATION AND RESEARCH
- PHYSICAL EDUCATION AND SPORT CENTRE
- COLLEGES FOR ADVANCED STUDIES

VICE-RECTOR FOR EDUCATION

- PROGRAMME MANAGEMENT
- DEAN OF UNDERGRADUATE PROGRAMS
- DIRECTORATE OF UNDERGRADUATE PROGRAMS
- DEAN OF GRADUATE PROGRAMS
- DIRECTORATE OF GRADUATE PROGRAMS
- DEAN OF POSTGRADUATE AND EXECUTIVE PROGRAMS
- DIRECTORATE OF POSTGRADUATE AND EXECUTIVE PROGRAMS
- CENTRE FOR EDUCATIONAL QUALITY ENHANCEMENT AND METHODOLOGY

VICE-RECTOR FOR RESEARCH

- RESEARCH MANAGEMENT
- CORVINUS DOCTORAL SCHOOLS
- BUSINESS AND MANAGEMENT
- ECONOMICS, BUSINESS AND INFORMATICS
- INTERNATIONAL RELATIONS AND POLITICAL SCIENCE
- SOCIOLOGY AND COMMUNICATION SCIENCE
- CORVINUS INSTITUTE FOR ADVANCED STUDIES
- REGIONAL CENTRE FOR ENERGY POLICY RESEARCH
- UNIVERSITY LIBRARY
- UNIVERSITY ARCHIVE

VICE-RECTOR AND VP FOR INTERNATIONAL RELATIONS AND ACCREDITATIONS

- INTERNATIONAL RELATIONS AND ACCREDITATIONS

- STRATEGY
- STUDENT SERVICES
- HR
- LEGAL AND ADMINISTRATIVE SERVICES
- COMMUNICATION
- INTERNAL AUDIT
- CORPORATE AND INSTITUTIONAL RELATIONS

- INFRASTRUCTURAL SERVICES
- ECONOMIC AND LABOUR LAW SERVICES
- FINANCE

- STUDENT UNION
- PHD STUDENT UNION
- TRADE UNION
- CORVINUS COUNCIL OF EMPLOYEES

The **Rector** is responsible for the fundamental academic activities of the university: education, research, and third mission. His work is supported by four Vice-Rectors. The Rector is the Chair of the **Senate**, which is the primary committee of the university pursuant to the Higher Education Act.

Programme management – headed by the **Vice-Rector for Education (VRE),** who also serves as the general deputy of the Rector and is responsible for the teaching and learning strategy – is organised along programme levels: bachelor; master; executive; and post-graduate. Three **Deans** are responsible for these programme portfolios. Each programme is managed by a Programme Director who reports to the respective Dean, and is supported by a Programme Development Committee that represents faculty, students, alumni, and external stakeholders. Operative decisions regarding programme development are made by the **Education Committee** chaired by the VRE, who also supervises the operation of the **Centre for Educational Quality Enhancement and Methodology.**

The research strategy and the coordination of research activities are the responsibilities of the **Vice-Rector for Research (VRR)**, who also supervises the operation and development of the four Doctoral Schools, in collaboration with the **University Doctoral Council**. The **Director-General of Corvinus Doctoral Schools** (hereinafter CDS) is responsible for the operation of the Doctoral Schools in cooperation with the Doctoral Schools' Programme Directors, and reports directly to the VRR. The VRR supervises the activities of Corvinus Institute for Advanced Studies (CIAS), the Regional Energy Research Centre (REKK), and the Library. Moreover, the **Research Committee** and the Grant Coordination Committee are chaired by the VRR.

The **Vice-Rector for Faculty (VRF)** supervises the activities of the Institutes, which are organised around the major disciplines of business, management, economics, and social sciences. He also acts as chair of the **Institute Heads' Council** and the **HR Committee**. The **Competence Centres** are also within his scope of authority.

The VRE, VRR and VRF report directly to the Rector, while the **Vice-Rector and Vice President for International Relations and Accreditations (VRIRA)** reports both to the Rector and the President. The VRIRA supervises the strategic development of regional and global academic partnerships and international accreditations. In addition, he acts as chair of the **International Committee**.

The **President** of the university is responsible for **strategic development** and controls the following university-level **support functions**:

- Strategy
- Student Services
- Human Resources
- Communications
- International Relations and Accreditations
- Corporate and Institutional Relations (including Alumni)
- Law and Administration
- Internal Audits

These functions are managed by senior leaders who report directly to the President. The President reports directly to the Board of Trustees. The President is supported by the Renewal Project Management Office.

The **Chancellor** reports to the Board of Trustees and the President, and is responsible for the **financial affairs** and **operation** of Corvinus, covering the following functions managed by senior managers who report to the Chancellor:

- Infrastructural Services
- Economic and Labour Law
- Finance

The internal governance of the university is carried out in the manner specified in the OOP, according to the allocation of competences among the bodies and the executive employees, through exercising the powers distributed among them. The participants of the decision-making process cooperate with each other.

The **governing bodies** of the university are the:

- Senate
- Presidential Committee
- University Doctoral Council (UDC)

- Senate bodies (their duties and composition are detailed in *Appendix 1.1.*)
  - Education Committee
  - Academic Career Committee
  - Research Committee
  - International Committee

The rights of the higher education institution laid down in the Fundamental Law of Hungary are vested in the **Senate**. The Senate has 27 members and is chaired by the Rector. Members of the Senate are:

- **9 ex officio members**:
  - Rector, Chancellor, three Vice-Rectors, three Deans and the Director-General of the CDS
- **13 elected members**:
  - 12 representatives of employees employed in lecturer-researcher-professor positions,
  - 1 representative of employees employed in other than lecturer-researcher-teacher positions;
- **5 delegated members**:
  - 3 representatives elected by the Student Union
  - 1 representative of the Doctoral Student Union,
  - 1 representative of the representative trade unions

The competences, establishment, and the fundamental rules of operation of the Senate are detailed under § 7-10 of the ROO.

The **Presidential Committee** is the decision-supporting and consultative body of the Board of Trustees and the strategy-defining body of the university. The members of the Committee are the President, the Rector and the Chancellor; the chairperson of the Committee is the President. The President may invite anybody to the meetings of the Presidential Committee on a permanent or ad hoc basis. The duties of the Presidential Committee are detailed under § 11 of the ROO.

The University Doctoral Council is the supreme decision-making body of the doctoral programmes, doctoral degree acquisition and habilitation procedures at the university. Members of the UDC shall be elected by the Senate, and its chairperson shall be mandated by the Rector – based on the opinion of the Senate – from among the members of the UDC. The detailed scope of duties and powers of the UDC is specified by the institutional regulatory documents related to the doctoral programmes and habilitation procedures.

1.4 Autonomy

In the course of its management activities, the MUC Foundation fully respects the **autonomy** of the university in accordance with the provisions of the Fundamental Law of Hungary and the Act on National Higher Education, and it has no influence regarding content and methodological aspects of research and educational activities.

Teaching and **research** activities of Corvinus are defined by the Senate, whereas academic content and methods of education and research are developed by the faculty. Programme portfolio renewal, for example, is discussed within the framework of the Education Committee and the Study Programme Development Committees. The university has a high level of freedom to innovate the content of the curriculum, teaching-learning methods, research topics, and applied methodology. Moreover, Corvinus is fully authorized to extend its **international activities**, global and regional partnerships and international accreditations – just to mention some other aspects of its autonomy.

Employer rights concerning academic and non-academic staff (delegated by the Rector, the President, and the Chancellor) are exercised by the heads of the organizational units (institutes and organizational units). Decisions about **appointments** and **promotions** are made by the competent leaders after the HR and Academic Career Committee has assessed candidates taking national higher education promotion procedures and international benchmarks into account. The competent leaders are authorized to initiate salary and bonus differentiation depending on the outcomes of the annual performance evaluation of academic and non-academic staff within the newly developed HR regulations.

Corvinus is free to pursue financial and **budgetary planning** within the framework defined by the MUC Foundation. Decentralized budget negotiations are held by the Chancellor under the supervision of

the President based on the principle of subsidiarity. Before approval by the MUC Foundation, the budget is discussed and consulted with the Senate. Based on the foregoing, it is hard to dispute that Corvinus has a **high degree of control** over its fate.

1.5 Mission, vision, and values

The current mission and vision of Corvinus are rooted in the earlier mission and vision of CBS, as documented in our 2018 initial report. Feedback received from EFMD highlighted the importance of a **more ambitious vision**, which has been given serious consideration when elaborating our new institutional level strategy in the CRP-IDP.

With the new mission and vision, elaborated and finalized through multiple university forums involving faculty, staff, and students, Corvinus, as a meritocratic institution, makes a commitment to educate and nurture an elite that serves the community and is ready to produce world-class performance. It is the goal of Corvinus that many business, political, and community **leaders** in Hungary and Central Europe have roots in the Corvinus alumni community. Corvinus educates leaders who are both **socially** and **environmentally responsible** and are able to effectively act for the public good. It is very important that Corvinus acknowledges that it can only fulfil this role if it looks for talent everywhere: talented students from less well-off environments must be actively sought out and offered specific forms of support. In line with these aspirations, Corvinus is also maintaining earlier initiatives of CBS, like the double degree opportunities for ethnic Hungarians who live in minority communities in Romania and Slovakia. The following development is for Corvinus to see itself not only as a Hungarian but as a Central European institution, open to the world. Corvinus aims to be a **regional centre of knowledge** in business, management, economics, and social sciences with strong ties to the business community and the civil society. Central Europe has been a dynamic region in the past few years, and Corvinus aims to support this development through radically enhanced performance. The responsibility aspects of our activities have also been emphasized in our new mission and vision.

The MISSION is
to educate future responsible social and economic leaders of Hungary and Central Europe

The VISION is
to become the best Business, Management, Economics, and Social Sciences university in Central Europe by 2030

This aspirational vision and mission, which is gradually evolving into a shared mind-set at Corvinus, has been incorporated into the CRP – IDP, and specific activities leading Corvinus toward the attainment of the former have been specified in the same document. The following **focal points for strategic action** have been identified:

CORVINUS RENEWAL PROGRAM – FOCAL POINTS FOR STRATEGIC ACTION

- Regionally outstanding educational programmes focused 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** who have a sense of belonging to Corvinus
- **World-class student experience**
- **International embeddedness**, proactive participation in international education and research networks
- **Social responsibility**
- **Innovative ecosystem** operated with the most prestigious **corporate and institutional partners**
- Impeccable quality internal services and **digital operations**

Through the above strategic points, the renewed, agile Corvinus aims to become a change agent within the CEE region. In terms of distinctiveness, our strength lies partly in our **multi- and interdisciplinary portfolio**. The strong presence of economics, quantitative methods, and social sciences within the university provides a solid background for excellent business and management education, as well as favourable conditions for interdisciplinary research and publication activities. As a result, students in business and management programmes will gain more insight into the social and macroeconomic consequences of organizational decisions that lead to increased social sensitivity and responsibility. Likewise, business and management approaches are embedded in economics and social sciences, both in education and research. The strategic directions and specific priorities of the renewal process are derived from the new mission and vision embedded in **the values of Corvinus**.

CORVINUS RENEWAL PROGRAM – VALUES

- **Excellence and professionalism**
- **Performance and impact**
- **Community and cooperation**
- **Academic autonomy and responsibility**

1.6 Strategic (re)positioning of Corvinus

Of the numerous higher education institutions that offer programmes similar to the profile of Corvinus, we have identified six faculties/schools that are our main domestic competitors: the relevant faculties of the universities in Debrecen, Szeged, and Pécs, and the Faculty of Economic and Social Sciences at the Budapest University of Technology and Economics (BUTE), Budapest Business School (BBS), and the new Faculty of Business Economics of Eötvös Lóránd University in Budapest.

For years, Corvinus has maintained its **leading position in national rankings** in its educational fields. In 2020, according to the HVG Diploma 2020 National Ranking, the former CBS ranked No. 1 among all faculties in Hungary as far as the number of applicants was concerned, which clearly signals that its programmes are the most attractive in Hungary. In the same year, the former Corvinus Faculty of Social Sciences was awarded first place in the same national ranking regarding student excellence. Furthermore, among all Hungarian competitors, CBS ranked top of the list based on student excellence, whereas the Faculty of Economics ranked first regarding teaching and research excellence. Similarly, the top positions of the HVG Diploma 2021 National Ranking are occupied by the same institutions. CBS ranked No. 1, followed by the Faculty of Business Economics of Eötvös Lóránd University in second place, and the Faculty of Economics and Business of the University of Debrecen in third position with respect to student excellence. As for teaching excellence, Corvinus Faculty of Economics ranked second, overtaking all the aforementioned competitors.

One of the major differentiating factors for Corvinus is its **international exposure**. According to ERASMUS mobility data, Corvinus is the most international institution in its field – it offers an EPAS accredited programme, and is also the Hungarian member of the CEMS Alliance, and has an outstanding international partner portfolio. The most important results in this respect are our EQUIS (2018) and AMBA accreditations (2020). The following step is for Corvinus to submit its final report to AACSB (due in early 2022). For Corvinus, the natural benchmarks are the best Business, Management, Economics, and Social Science Faculties/Schools in the CEE region. As far as international rankings are concerned, we may compare the position of Corvinus in terms of the QS WUR subject ranking and Times Higher Education subject ranking with the following main regional competitors:

- University of Economics, Prague (VSE)
- Warsaw School of Economics (SGH)
- University of Zagreb (Faculty of Economics and Business)
- University of Ljubljana (School of Economics and Business)
- Vienna University of Economics and Business (WU)

QS WUR Ranking by subject (2021)

University	Business and management	Social Sciences	Economics and econometrics
Corvinus	**251-300**	401-450	**251-300**
Ljubljana	**351-400**	371	**251-300**
Prague	**-**	381	**251-300**
Zagreb	**-**	-	**451-500**
Vienna	**42**	110	**108**

In the business and management field, only three institutions have been ranked: WU achieved an outstanding position, by far ahead of the second place of Corvinus, followed by University of Ljubljana (School of Economics and Business) in third place. In the economics and econometrics field, second place is shared by Corvinus, the University of Ljubljana (School of Economics and Business) and VSE, following WU, and overtaking University of Zagreb (Faculty of Economics and Business).

THE Subject Ranking (2021)

University	Business and Economics	Social Sciences
Corvinus	**601+**	401-450
Ljubljana	**501-600**	501-600
Prague	**601+**	-
Zagreb	**601+**	601+

In the business and economics field, four institutions have been ranked: the University of Ljubljana (School of Economics and Business) was ranked first, followed by three institutions that achieved the same place.

In 2019, CBS was ranked first, whereas in 2020 it was ranked the second best Business School in Eastern Europe by Eduniversal. The Corvinus CEMS programme was awarded third place in the "CEMS School of the Year" category based on student evaluations and votes of academic deans. The public management and public policy MSc was accredited by the European Association for Public Administration Accreditation (EAPAA) for seven years in 2019. The regional and environmental economics MSc was ranked 36th by Eduniversal in the global sustainable development and environmental management subject ranking. Our Management and Leadership Master's Programme is among the 100 best management training courses in 2020, taking 90th place in the Financial Times global rankings. From a value-for-money perspective, Corvinus fares even better, with its programme ranked 21st.

In Hungary, Corvinus serves as a benchmark for other higher education institutions. When, for example, a review of intended learning outcomes (ILOs) took place in Hungary, the practices used by Corvinus were recommended as a benchmark for other higher education institutions by the ministry. To promote continuous development in higher education, Corvinus is ready to share its international experience too. For example, we supported the EPAS-oriented efforts of the University of Pécs (Faculty of Business and Economics), and we have recently issued a letter of recommendation to Babeș-Bolyai University in Cluj-Napoca (Faculty of Economics and Business Administration) in relation to its joining the EFMD Global Network as a member.

1.7 New strategic objectives and planning

The renewal process at Corvinus has required the revision of strategic planning and its reformulation at institutional level, taking into consideration the earlier best practices of CBS and the other faculties, and also international benchmarks. As a result, the university has redefined its strategic goals.

CORVINUS RENEWAL PROGRAM – STRATEGIC GOALS	
Educational programmes	in order to move beyond its top position in the national higher education market and to play a leading role in the region, Corvinus must offer a renewed bilingual educational programme portfolio that represents an attractive choice for excellent Hungarian and international students alike.
Research	to ensure that Corvinus becomes a recognized knowledge institution in Central Europe, it has to significantly raise the level of its research performance.
Doctoral programmes	to offer English-language doctoral programmes that are highly attractive at a national and international level with a special focus on the region, and which constitute a fundamental pillar of scientific excellence.
Székesfehérvár Campus	to develop the Székesfehérvár Campus into a state-of-the-art academic setting by offering a unique range of educational programmes, especially dual training in collaboration with companies, offering outstanding opportunities for RDI activities.
Faculty development & HR	to develop an internationally competitive teaching and research staff (faculty) that can accomplish the strategic goals that have been defined for education, research, and third mission activities. In parallel, a continuous increase in human resources in service areas is also required for the development of internal services.
International relations	to offer regionally outstanding programmes and substantially increase its research reputation if its international embeddedness – in terms of foreign students, international faculty, global and regional partnerships, and international accreditation – reaches a higher level, especially in the Central European region.
Corporate and institutional relationships	to become, as a partner of prestigious companies and institutions, an innovative member of business/public policy/social ecosystems of Hungary and the region.
Student Services	to provide a world-class experience for its students via its services that will make it possible for students to develop long-term engagement with Corvinus.
Alumni	to develop a unique professional community from its former graduates, and manage social, economic, and technological challenges together, relying on their knowledge, experience, network and resources.
Internal services	to ensure world-class education and research, internal services – such as infrastructure, information technology, financial, legal, and labour services – must function flawlessly, reducing the administrative burden.
Communication	to achieve its strategic goals, Corvinus must use pro-active and authentic communication to present its value proposal to domestic and international target groups. In parallel, Corvinus community's commitment to the renewal process will become stronger through dialogue-based internal communication.
Social responsibility	to develop a systematic framework for social responsibility in order to create a renewed platform for issues such as supporting disadvantaged talent, environmental sustainability, accessibility, and business ethics.
Community, culture, organisation	to achieve its strategic goals, it is vital to build a strong and cohesive community and agile organization based on shared values and mindset.

In the process of the strategic planning led by the President and coordinated by the Head of Strategy, numerous internal and external stakeholders were actively involved through management workshops, faculty, staff and student forums, alumni and corporate partner discussions, and International Advisory Board meetings.

1.8 Quality assurance and enhancement systems

There have been four major changes in terms of the regulatory framework regarding quality assurance and enhancement at Corvinus since the submission of the 2018 SAR.

- The new and revised ***Quality Handbook*** was accepted in Oct 2018. The handbook, in line with Act No. 204 (2011) on National Higher Education and in full compliance with *ESG*, details the redesign of the quality assurance and enhancement mechanisms at the university, including the quality assurance and enhancement of programmes, research activities, human resources, infrastructure, and student services.
- The document ***Quality Assurance Regulations of the Doctoral Programmes*** was accepted in Nov 2020. The fully ESG-compliant regulation outlines the principles and requirements regarding the quality assurance and enhancement system that is operated by CDS, including designing and approving new programmes (ESG 1.2); student-centred learning, teaching and assessment (ESG 1.3) and admission, progression, recognition, and certification; teaching staff (ESG 1.5); learning resources and student support (ESG 1.6); and managing and publishing information (ESG 1.8 and 1.9).
- The new ***Quality Assurance and Enhancement Strategy*** accepted in June 2021 outlines the mission and vision in alignment with the teaching and learning strategy and focuses on the action points to be implemented with a view to assuring and enhancing the educational programmes offered by Corvinus. (This strategy is introduced in detail in Chapter 2.)
- Finally, the ***Operation Rules and Regulations*** were extended with an annex on quality assurance and enhancement in 2021 which specifies the aim of quality assurance and enhancement initiatives at the university as encouraging the various units of the university to self-reflect and identify action points for improvement, thereby implementing a full PDCA cycle within each unit in the university.

Within this regulatory framework – with the abolition of the former Directorate for Strategy and Quality Management, and by merging the three schools that previously had relative autonomy to conduct their own quality management into one university-level unit – responsibility for overseeing quality assurance and enhancement is presently distributed among multiple organizational units within the university. The Head of Strategy is responsible for monitoring KPIs for the organizational units and conducting annual reviews of progress that has been made regarding these. The Head of the Centre for Educational Quality Enhancement and Methodology, reporting to the Vice-Rector for Education, is responsible for the quality enhancement of the university, given their place in the organization, with a focus on assuring and enhancing the quality of programmes. The Market Research unit, in Communications, is responsible for most internal and external data collection and feeding this back to internal stakeholders. Last, International Relations and Accreditations plays an important role in ensuring that the outcomes of external reviews are fed back into the system as action points.

There are six criteria for assessing the **effectiveness of the quality assurance and enhancement system** that is currently applied within the university:

- *Existence of defined KPIs and/or benchmarks* – that is, evidence that the organization is aware of the standards that it wishes to attain. Accepting the CRP-IDP, the university has taken significant steps towards specifying university-level KPIs regarding its overall operations, but internal benchmarks have also now been specified when assessing individual programmes and the programme portfolio as a whole.
- *Data-driven approach across the organization* – that is, evidence that (quantitative and qualitative) data are collected and analysed systematically. The data-driven approach advocated by the *Quality Assurance and Enhancement Strategy* has been pivotal for ensuring that data are collected, analysed, and fed back to stakeholders systematically. There are three types of data that are analysed at the university regularly:
  - **Data generated in the internal electronic systems** that are employed. These data are mostly student-progression- and certification-related and are found in the NEPTUN legacy system, but

there is a tendency to exploit more and more data from VLE, Moodle, and instructor-related data from ACADEM.

  - Data collected through (quantitative and qualitative), **regular and *ad hoc* surveys**. The university conducts regular student surveys at four points of the student journey: (a) a freshman survey after admission, to gauge expectations and to identify students' motivation for choosing the university; (b) semi-annual student feedback is collected about courses, instructors, and student services; (c) an end-of-programme survey after graduation; and (d) a 'destinations of leavers of HE' survey that is centrally administered by the Educational Authority, but with institutional-level data collection. In addition to these surveys, HR conducts regular employee engagement surveys.
  - **Data provided by external agencies**. Data in this category include, primarily, data provided by the Educational Authority as a result of the linking of national administrative databases, which provides the university with important benchmarking data in relation to its national competitors.

- *Actions are planned based on measurements* – that is, evidence that interventions are devised in relation to problems that are identified (i.e., the quality management system is utilized in decision-making). There are two significant steps that have already been taken that point in this direction. First, the CRP-IDP itself has been drawn up based on a PDCA cycle of identifying action points that need to be taken with regard to different functional areas of the university. Second, the renewed annual programme reports now require Programme Directors to identify action points that apply to their programmes. Other organizational units also operate on a similar principle: HR, for example, draws up action points based on the results of the employee surveys.
- *Actions are followed up on* – that is, evidence that plans do not exist in a vacuum but are monitored consistently and systematically. Although there have been definite improvements in this area (e.g., Communications has implemented several changes to campaigns based on the results of their research), this is one area where the university faces challenges. The CRP-IDP accepted in 2020 outlines the responsibility of the Head of Strategy to monitor the execution of the action points defined within the strategy; however, the implementation of this system started only recently.
- *Stakeholders are involved in quality assurance and enhancement* – that is, evidence that a quality culture exists at the university. Making decisions regarding quality management is within the remit of the Senate, where all stakeholder groups are represented. However, different stakeholders also take a proactive role in shaping quality assurance and enhancement-related initiatives. For example, the revision of the semi-annual student feedback survey has always been the product of close cooperation between students and faculty; instructors have taken part in several project teams aimed at defining Corvinus Teaching Excellence, designing the Assurance of Learning system, and completing self-assessment reports for international accreditations.
- *The system itself is subject to external quality assurance* – that is, evidence that independent audits have taken place. As mentioned in Chapter 1, the university and its doctoral schools are separately subject to periodic external quality assurance by the Hungarian Accreditation Committee (HAC). Because the HAC conducts its visits in full compliance with ESG standards, an important point of interest remains the existence and operation of the quality management system (ESG 1.1), thereby satisfying the requirement of periodic external reviews.

In conclusion, the quality management system at Corvinus may be claimed to largely be operating effectively; however, the system for monitoring the implementation of action points needs to be strengthened. In addition to this **challenge**, there are two more issues that are important from the perspective of the present discussion that have ramifications for internal regulations. Act No. 204 (2011) on National Higher Education prescribes that HEIs that have joint programmes (either double or joint degree ones) need to implement the *European Approach for Quality Assurance of Joint Programmes* within their quality assurance and enhancement practices. This, along with the necessary update to the *Quality Handbook* to reflect organizational changes, needs to be effected in the short term.

1.9 Internationalization

In its CRP-IDP, Corvinus has defined a strategy direction of internationalization, mostly carrying forward the former goals of CBS. This new internationalization strategy has been developed, and specified goals, actions, and KPIs have been created. Also, in line with earlier CBS practices, internationalization, being a key strategic goal, has been expanded into **an integral transversal goal** for the leaders of all the activities of the institution.

The institution has made progress in all aspects of areas of improvement recommended by the PRT in 2018. It has:

- defined a renewed aspirational mission and vision with an international-regional focus,
- developed the CRP-IDP with transversal internationalization goals,
- established the International Relations and Accreditations unit (with 14 staff members), responsible for developing and implementing the international strategy and enhancing the international reputation of Corvinus,
- established the Corporate and Institutional Relations unit to provide focused resources for maintaining relation with practice, including with international companies and organizations,
- increased the international component of the governing bodies by having a rector and a president with outstanding international academic and corporate experience, by establishing the International Advisory Board, and by appointing management members (i.e. vice-rectors and deans) with substantial international experience.

Internationalization endeavours have significantly benefited from the renewal projects, although in this regard Corvinus is also facing **challenges** for the time being. One of the main challenges, however controversial it may seem, is to push forward some long-awaited developments in the direction of internationalization. As almost all the areas of the university are going through an intensive renewal process, in some cases specific internationalization initiatives must be preceded by important preparatory measures. For example, before starting focused and dynamic international faculty recruitment, HR, in cooperation with Academic Management, has had to develop a newer and more transparent system of academic career track and create remuneration policy and packages which are internationally attractive – which achievement was actually accomplished and introduced in early 2021. A further challenge faced by Corvinus was obviously the Covid19 pandemic, which has caused a temporary downturn in international student, faculty, and staff exchanges, and also in international student and faculty recruitment.

1.10 Ethics, responsibility and sustainability

Corvinus has had ERS-related teaching and research activities, organizational units, initiatives, and plans for many years. During the renewal process that commenced in 2019, some of the latter disappeared and some new ones appeared. The requirements of quality enhancement and business school impact on stakeholders help to highlight the key performance indicators related to their ethical, responsible, and sustainable efforts and implementation.

In order to be able to strengthen the mission and vision of Corvinus, it is inevitable that the **Ethics, Responsibility and Sustainability (ERS) HUB is** established as an umbrella platform that coordinates and facilitates ongoing and upcoming ERS-related activities within the university using a holistic approach. All projects within the HUB in education, research, public service, governance, and operations will contribute to the implementation of CRP-IDP. From academic year 2021/22, the ERS HUB initiative will provide an **open platform** for all citizens and organizational units within Corvinus to contribute to the university-level realization of the UN Sustainable Development Goals in the form of concrete action – such as introducing a moral compass, or measuring and reducing the ecological footprint of Corvinus.

The mission of the ERS HUB initiative is

to create an active, collaborative, and inclusive platform
for embedding ethics, responsibility, and sustainability into all activities of Corvinus

The vision of the ERS HUB initiative is

to support and drive Corvinus to become
a leading change-agent university in Europe for a sustainable future by 2030

Several universities worldwide (such as Luiss Business School, Rome; Berkeley University, HAAS Business School, California; Copenhagen Business School; and Aalto University) have started integrating new knowledge into their curricula, operating in a more environmentally sustainable way, involving industry professionals in vocational training in order to achieve a competitive advantage without actually competing.

There are already several ERS-related programs, courses, organization units, research teams, and projects within Corvinus that could be supported, facilitated, and integrated by the ERS HUB initiative through coordination and dissemination of the project results, internal and external knowledge-sharing, and exploiting the advantages resulting from their impacts on the Corvinus brand. ERS-related education, research, public service, governance and operation activities will be detailed in the respective chapters/ sections of our SAR.

1.11 Connection with practice

The activities of the newly established (in 2020) Corporate and Institutional Relations unit are centred around establishing, coordinating and managing productive connections between the university and **market actors**, thereby continuing and expanding the ground-breaking practices of the former CBS. Since its merger with Alumni Relations in October 2020, this unit has also been working on building the university's **alumni network** and supporting students in their career planning.

Its ultimate goal is to facilitate Corvinus to play a central role in the social and economic development of Hungary. To this end, stakeholders must work closely together with our alumni members, **SMEs, corporations, and institutions** that operate in the country and across borders. In order to provide our students with **practical knowledge**, Corvinus has partnered with a variety of companies involved in production, trade, innovation, and applied research. This way, we are building a bridge between our students and the business sector.

Our alumni strategy is centred around the main goal of developing a community of professionals. Members of this community could assist each other by sharing their knowledge and experience and by using the networks they have built for professional cooperation. Not only would such a community enable them to support fellow alumni, but this would also significantly benefit current students and the university's educational and research activities. Having a well-structured **alumni community** could even help with handling the social, economic, and technological challenges that our country and region face. Corvinus aims to build a well-managed alumni community that helps students advance in their careers through professional guidance, and offers them lifelong learning opportunities.

Main forms of cooperation with the business sector:

- establishing active and mutually beneficial connections between university faculties and the private sector (from SMEs to multinationals),
- mutual knowledge-sharing with business and institutional partners,
- creating focused connections to business partners, with the aim of creating a platform for corporate collaboration,
- hosting company events together with Corvinus faculty,
- finding potential sponsors for events and case-study competitions organized or co-organized by Corvinus.

Improvements in educational collaboration with companies:

- channelling demands of partner enterprises into the university's academic portfolio,
- promoting the development of the entrepreneurial mindset of students and faculty,
- implementing corporate projects and case studies into the curriculum or separate research initiatives,
- creating unique modules in non-degree educational/training programs,
- identifying potential partners for dual education and internships, assisting with the contracting process,
- organizing and hosting start-up competitions, assisting with the mentoring system.

Channels of technology transfer and the commercialization of research/innovation results:

- incentivising results-oriented technology transfer and innovation management through implementing research findings into the curriculum,
- commercializing the university's research findings through corporate collaboration (e.g. publications, patents, and trademarks),
- supporting applied research activities and publications by including corporate and institutional partners and obtaining access to their resources (e.g. non-public databases),

Monitoring and tracking funding possibilities (within Hungary), generating projects:

- monitoring calls and public tenders that are relevant to the Corvinus profile. Tender monitoring also includes opportunities that require tendering as a consortium (e.g. EU funds),
- creating projects for such tenders and coordinating them within the university and assisting with securing funds or finding corporate or academic partners.

CHAPTER 2: PROGRAMMES

2.0 Changes since 2018 and current challenges

As part of the new matrix organizational setup, a **new organizational unit, unified Programme Management**, operated by the Vice-Rector for Education and the Deans responsible for individual programme portfolios, was established in 2020 in contrast to the former separate management systems of the three Schools/Faculties. In the same year, the seven doctoral schools were merged under a new organizational unit, **Corvinus Doctoral Schools (CDS)**.

The new Programme Management has commenced **extensive revision of its programme portfolio** on the grounds of the best practices of the former CBS and the other two Schools, and based on conclusions of earlier accreditation experiences. The main purpose of the revision is **to increase the international attractiveness of the portfolio in line with the new mission and vision**, and to **rationalize the portfolio** by reducing outdated or overlapping programmes. In parallel with the revision, Corvinus has completed the **first phase of a dynamic programme development for five programmes.** The development focused on the improvement of learning experience, conscious learning progress and outcome management, and on higher educational and personal skill development in line with the **new Teaching and Learning Strategy.**

In order to operate the programme portfolio in line with the CRP-IDP and the institutional mission, a **new Quality Assurance and Enhancement Strategy was formulated** for the Bachelor, Master, and Postgraduate Programmes (approved in June 2021) and for the Doctoral Schools (approved in 2020). The new strategy involves significant developments, such as the **Corvinus mechanism of cyclical, data-driven quality enhancement**, and the **Corvinus Teaching Excellence (CTE) project** for enhancing the quality of teaching-learning.

Corvinus is facing **challenges,** such as introducing the **1-year Master programmes** into the programme portfolio. This is a firm goal of the university, as it would be another factor that would increase the university's international attractiveness. However, the accreditation of new programmes **within the national higher educational accreditation system is a rather cumbersome and lengthy procedure**, thus changes in this regard may be slower.

Programme development and tasks related to a new, more complex learning assessment are bringing about a substantial number of additional tasks for Programme Directors and faculty, therefore **achieving high-level engagement with the renewal processes is often challenging.** The Programme Management system therefore needs fine-tuning in terms of resource planning, allocation, and process optimization. Inevitably, Corvinus has also faced challenges moving its delivery online as a result of the COVID-19 pandemic, as described in Chapter 1. Experience shows that our faculty members need more training in TEL and interactive methodologies.

2.1 Programme portfolio

The new strategy increases the need to offer a new level of programmes in English (and German), thereby making Corvinus an obvious choice for domestic and international students. Corvinus has historically positioned its programmes for the top segment of the national HE market, as reflected in the highest admission cut-off thresholds and the level of tuition fees. In parallel with the new strategy, however, the primary target groups of the programmes now have a more global and regional focus.

With a view to realizing the vision, the CRP-IDP defines the following overarching **strategy regarding the programme portfolio**:

- **BA/BSc programmes.** The previously overly specialized portfolio should be revised by incorporating more specialist programmes into fewer, more generalist programmes in the form of specializations, which would have the benefit that students would not need to specialize too early in their academic careers, although these specializations could still serve as preparation for pursuing MA/MSc-level studies. The university should further deliver programmes that span eight semesters (instead of the current seven semesters), making it possible to incorporate longer internship periods (currently two months, on average) into the programmes, both in Hungary and abroad.
- **MA/MSc programmes.** Programmes at this level should be specialist programmes that further develop knowledge and skills acquired during the generalist BA/BSc programmes, thereby creating integrated educational pathways. In terms of programme duration, Corvinus should offer one-year (as opposed to the current two-year) MA/MSc programmes; moreover, it should retain the current programmes, as well as launch new ones in a dual-training format.

- **Postgraduate diploma programmes and MBAs.** Programmes that belong to this portfolio should also feature CE region-specific content, entailing that more programmes must be offered in English.
- **Doctoral programmes.** While maintaining the academic PhD programmes that have been offered in the past, the university should develop professional doctorates that would allow the creative and innovative talent that is currently employed in the business, cultural and creative, and public sector to pursue doctoral studies.

Since the submission of the previous self-assessment report in 2018, a number of developments have already occurred, while others are in the process of implementation. Table 2.1 presents an overview of the measures already taken with a view to achieving the strategic priorities set out in the CRP-IDP, as well as any measures that are pending implementation.

Table 2.1. Measures already taken and those planned in terms of realizing the strategic objectives related to the programme portfolio.

Programme level	Measures already taken	Measures to be implemented by 2024
BA/BSc programmes	▸ The BSc in Rural Development Engineering, BSc in Commerce and Marketing, and BSc in Human Resources saw their last intake in September 2020, and are now in the teach-out phase; these programmes will continue as specializations to the BSc in Business and Management in 2021 ▸ BSc in International Business changed to eight semesters in length (Sep 2020, only in English)	Launch: ▸ BSc in Data Science in Business (Sep 2022) ▸ BA in Philosophy, Politics and Economics (Sep 2022) ▸ Integrated BA in Social Sciences (Sep 2023)
MA/MSc programmes	▸ MSc in Finance (Sep 2019, in English) ▸ MSc in Tourism Management (Sep 2020, teach-out) ▸ MA in Economics of Family Policy and Public Policies for Human Development (Sep 2020, in English and in Hungarian) ▸ MSc in International Taxation (Sep 2020, in English) ▸ MSc in Health Policy, Planning and Financing (Sep 2020, in English) ▸ MA in Sociology (Sep 2019, only in English) ▸ MSc in International Economy and Business (Sep 2020, only in English) ▸ MA in International Relations (Sep 2020, only in English)	Launch: ▸ MA in Diplomacy (Sep 2023) ▸ MSc in Political Economy (Sep 2022) ▸ MA in International Development (Sep 2022) ▸ MA in Economic Behaviour Analysis (Sep 2022) Develop 1-year MA/MSc programmes
Postgraduate programmes	Launch: ▸ Agribusiness Management (Sep 2019) ▸ Research and Innovation Management (Sep 2020)	Launch: ▸ International Project Management (Sep 2021)
Doctoral Programmes	n. a.	▸ Launch professional doctoral programmes (Sep 2021).

Table 2.2. BA/BSc programmes (Sep 2021)

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
Social Sciences & Management								
BA in Communication and Media Science	+			+	+	+		
BA in International Relations	+			+	+	+		
BA in Political Science	+			+		+		
BA in Sociology	+			+	+	+		
BSc in Applied Economics	+			+	+	+		
BSc in Business and Management	+		+	+	+	+	+	+
BSc in Finance and Accounting	+		+	+		+	+	+
BSc in International Business	+				+	+		
BSc in Tourism and Catering	+			+			+	+
Engineering and Technology								
BSc in Business Informatics	+		+	+		+		

Notes: Delivery = Mode of delivery (FT = full-time, PT = part-time, C = correspondence); Language = Language of instruction (HU = Hungarian, EN = English); Campus (BP = Budapest, SZ = Székesfehérvár); Dual = The programme is offered in a dual training format. **Business, Management and Economics programmes are highlighted in bold.**

Corvinus offers a total of ten BA/BSc programmes, nine in the Social Sciences & Management category, and one in Engineering and Technology, applying the taxonomy of QS rankings. The various modes of delivery, language(s) of instruction, campus(es), and dual training format (*where applicable*) are detailed in Table 2.2.

As it is a requirement for all programmes offered by HEIs in Hungary to have **programme-level accreditation** from an ENQA-member, all BA/BSc programmes are accredited by HAC, which attests to the fact that they are in full alignment with the programme specification registered with the Educational Authority. Apart from this mandatory accreditation, the BSc in Business and Management has also been "EFMD Accredited" since 2009. Accreditation by Professional Statutory and Regulatory Bodies at this level is exemplified by the ACCA accreditation currently pursued by the university for the BSc in Finance and Accounting.

One of the **strengths** of the BA/BSc programme portfolio is beginning to become clear in the area of social sciences and management as the university moves from specialist to more generalist programmes. On the one hand, this will help us rationalize our resources by reducing the number of programmes with similar profiles; on the other hand, students will be able to make well-considered decisions when choosing their specialization at the master level. The **weakness** of the current BA/BSc programme portfolio is that programmes in social sciences are yet to undergo this shift from specialist to more generalist programmes. The design of the integrated BA in Social Sciences that is due by 2023 will be a significant step in this direction.

Table 2.3. MA/MSc programmes (Sep 2021)

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
Social Sciences & Management								
MA in Communication and Media Science	+			+	+	+		
MA in Economics of Family Policy and Public Policies for Human Development	+		+	+	+	+		
MA in International Relations	+				+	+		

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
MA in Political Science	+			+		+		
MA in Sociology	+				+	+		
MSc in Accountancy	+	+		+		+		+
MSc in Actuarial and Financial Mathematics	+			+		+		
MSc in Business Development	+			+		+		
MSc in Economic Analysis	+			+	+	+		
MSc in Economic and Financial Mathematical Analysis	+			+		+		
MSc in Finance	+			+	+	+		
MSc in Health Policy, Planning and Financing	+				+	+		
MSc in International Economy and Business	+				+	+		
MSc in International Taxation			+		+	+		
MSc in Management and Leadership	+			+		+		
MSc in Marketing	+			+	+	+		
MSc in Public Policy and Management	+		+	+	+	+		
MSc in Regional and Environmental Economic Studies	+		+	+	+	+	+	
MSc in Sports Economics	+			+		+	+	+
MSc in Supply Chain Management	+			+		+		+
Engineering and Technology								
MSc in Business Informatics	+	+		+	+	+		

Notes: Delivery = Mode of delivery (FT = full-time, PT = part-time, C = correspondence); Language = Language of instruction (HU = Hungarian, EN = English); Campus (BP = Budapest, SZ = Székesfehérvár); Dual = The programme is offered in a dual training format. **Business, Management and Economics programmes are highlighted in bold.**

Corvinus offers a total of 21 MA/MSc programmes, twenty in the Social Sciences & Management category, and one in Engineering and Technology.

Similarly to BA/BSc programmes, all MA/MSc **programmes are accredited** by HAC. Apart from this mandatory accreditation, the MSc in Public Policy and Management has also been accredited by the European Association for Public Administration Accreditation (EAPAA). Apart from the foregoing, the MSc in Finance (both Hungarian and English) has 70% of the CFA program (level 1, 2, 3) embedded in its curriculum. Further accreditation is in progress for the MSc in Regional and Environmental Economic Studies by the Association of European Schools of Planning (AESOP).

The **strength** of the current MA/MSc programme portfolio is that it offers more and more programmes in English, which is an essential step towards achieving the vision of Corvinus. A further development is that in the past two years the university has introduced new specialist MA/MSc programmes (e.g. an MSc in International Taxation). One **risk** of the current MA/MSc programme portfolio is that obtaining approval from HAC for devising new programmes is a lengthy process, which may delay our efforts to launch 1-year MA/MSc programmes. Another **challenge** inherent in the 1-year specialist MA/MSc programmes is that they leave less room for students who have not graduated from 240 ECTS programmes to catch up with their peers; this problem will be addressed during the development phase of the programmes.

Table 2.4. MBA programmes (Sep 2021)

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
Executive MBA			+		+	+		
MBA	+		+		+	+		

The Corvinus programme portfolio also includes executive and full-time MBA programmes in English (Budapest Campus). The EMBA programme is offered in cooperation with Maastricht School of Management. The Master's in Business Administration programme is delivered in two forms: full-time and correspondence, the latter offered as a double-degree in cooperation with Fudan University. The Executive MBA programme has met the rigorous quality assurance requirements of the EFMD programme accreditation, and reaccreditation is scheduled for early 2022.

Table 2.5. Postgraduate diploma programmes (Sep 2021)

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
Actuary			+	+		+		
Agribusiness Management			+	+		+		
Business and Economic Psychology			+	+		+		
Business Data Analyst		+		+		+		
Business Economics for Doctors, Engineers, Lawyers, and Pharmacologists		+		+		+		
Company and Executive Coach			+	+		+		
Cultural Tourism Manager			+	+		+		
Customs Logistics			+	+		+		
Energy Management			+	+		+		
ESP Trainer			+	+		+		
FinTech Management			+	+		+		
HR Business Partner			+	+		+		
HR Management			+	+		+		
Information Management		+		+		+		
International Project Management			+		+	+		
Political Marketing and Communications			+	+		+		
Procurement Management			+	+		+		
Project Management			+	+		+		
Public Procurement Management			+	+		+		
Real-Estate Management			+	+		+		
Research and Innovation Management			+	+		+		
Tourism Development Manager			+	+		+		
Industrial Technical Manager			+	+			+	

Notes: Delivery = Mode of delivery (FT = full-time, PT = part-time, C = correspondence); Language = Language of instruction (HU = Hungarian, EN = English); Campus (BP = Budapest, SZ = Székesfehérvár); Dual = The programme is offered in a dual training format. **Business, Management and Economics programmes are highlighted in bold.**

Corvinus offers a total of 22 programmes that are classified as **postgraduate diploma programmes** in Hungary. While MA/MSc programmes offer wider specialisation opportunities, our postgraduate programmes provide in-depth more specialised knowledge in a flexible way; their length varies between two and four semesters. Students will already have had several years of professional experience in their fields. These programmes do not require executive experience. A prerequisite for attending postgraduate programmes is a previous degree at the BA/BSc level at least. Postgraduate programme structures adhere to the registered official frameworks of the Hungarian Education Authority, and after students fulfil study requirements, Corvinus has the right to issue them with a postgraduate diploma.

A **strength** of the postgraduate diploma portfolio is that while the BA/BSc and MA/MSc programmes cover general business areas, the postgraduate portfolio contains specialised programmes to satisfy specific market and stakeholder needs. Another strength is that the university has more flexibility in launching postgraduate programmes in line with actual market demand. A **weakness** of this portfolio, on the other hand, is that it is expansive and exceeds market demand, which results in overuse of the university's administrative resources. This requires the consolidation of the portfolio via the discontinuation of programmes that no longer generate demand. Moreover, only a few programmes are currently offered in English, although making more classes available in English is essential for ensuring greater regional visibility.

Table 2.6. Doctoral programmes (Sep 2021)

Programme name	Delivery			Language		Campus		Dual
	FT	PT	C	HU	EN	BP	SZ	
Social Sciences & Management								
PhD in Business and Management	+			+	+	+		+
PhD in Communication Science	+			+	+	+		+
PhD in Economics	+			+	+	+		+
PhD in Political Science	+			+	+	+		
PhD in Sociology	+			+	+	+		
Engineering and Technology								
PhD in Business Informatics	+			+	+	+		+

Notes: Delivery = Mode of delivery (FT = full-time, PT = part-time, C = correspondence); Language = Language of instruction (HU = Hungarian, EN = English); Campus (BP = Budapest, SZ = Székesfehérvár); Dual = The programme is offered in a dual training format. **Business, Management and Economics programmes are highlighted in bold.**

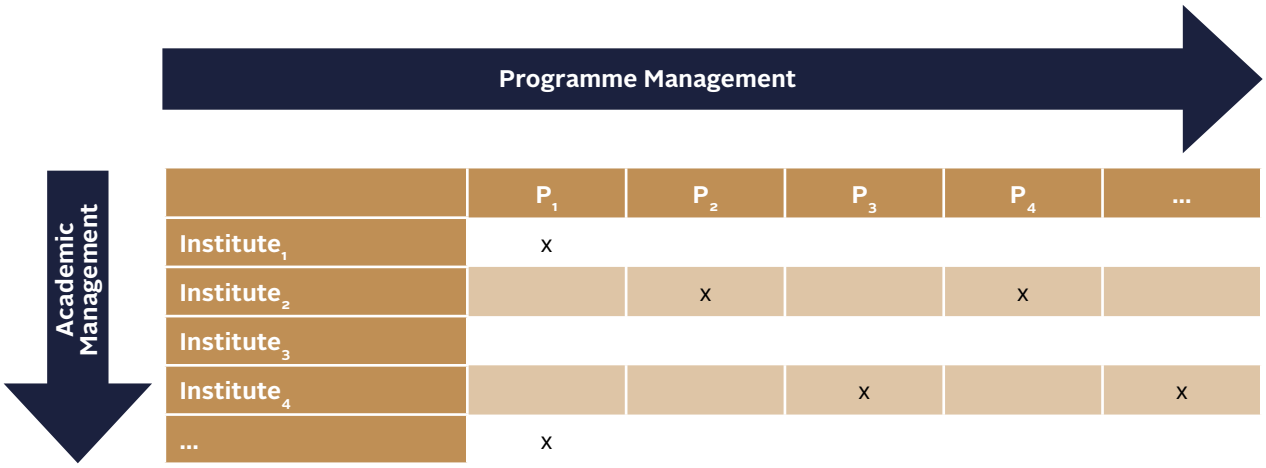
Corvinus offers a total of six doctoral programmes, all of them in both English and Hungarian. Unlike in other HE systems, doctoral programmes in Hungary feature a much higher proportion of academic training (compulsory and elective courses) as opposed to academic research; therefore, similarly to BA/BSc and MA/MSc programmes, doctoral programmes are also **periodically and externally reviewed** by HAC to ensure that they satisfy quality standards. A recent development is that in September 2021 professional PhD programmes were launched, which is an important step toward enriching the connection of the programmes with the world of practice. There are presently 58 students enrolled on these programmes.

2.2 Programme management systems

Since the submission of the previous self-assessment report in 2018, major changes regarding programme management systems have been largely due to the fact that the previous structure of the university (consisting of three individual schools) has been replaced by a **matrix organization** of eleven academic institutes, headed by the Vice Rector for Faculty on one axis, while programmes are headed by the Vice Rector for Education and the Deans (responsible for programme portfolios) on the other.

Before the renewal, the Vice-Deans for Academic Affairs supervised the programme portfolio of their respective Schools, but each programme also had a designated Programme Director responsible for content, quality, and implementation. The Vice-Deans assisted the individual Programme Directors with the structuring of the programmes, introducing or cancelling courses, overseeing the coherence of the programmes, and identifying overlaps with other programmes.

Figure 2.1. Matrix organization of Programme and Academic Management



In the present system, as it is illustrated by Figure 2.1, **Programme Management,** headed by the Vice Rector for Education, is responsible for the university's overall programme portfolio in cooperation with the three Deans, who have oversight of the individual portfolios of programmes. The Deans assist the individual Programme Directors with programme management; however, it is now the Deans who are the designated "owners" of programmes within their portfolios, regardless of the language of instruction. In this system, Programme Management may be described as an internal "customer" that orders programme delivery services from the other axis of the matrix organization – that is, the eleven institutes of the university. As such, it is the responsibility of the Heads of Institutes to allocate faculty in agreement with Programme Management and the given Programme Director.

There has also been a major change regarding the management of doctoral programmes. In 2018, the seven doctoral schools, previously managed in parallel with the three Schools, were integrated under a single entity, **Corvinus Doctoral Schools (CDS)**, which has streamlined the coordination and administration of doctoral programmes. Further, in 2019, after the mergers of the Doctoral School of Informatics and the Doctoral School of General and Quantitative Economics; the Doctoral School of Multidisciplinary International Relations and the Doctoral School of Political Science; and the Doctoral School of Sociology and the Doctoral School of Social Communication (while leaving the Doctoral School of Business and Management intact), the current system of four doctoral schools was established.

The **Programme Director** that is designated for each programme, as prescribed by Act No. 204 (2011) on National Higher Education, must be a core faculty member, either an associate or a full professor. Their professional competencies must be in the field of the supervised programme; moreover, they must have demonstrated outstanding scientific achievement in the field. Each Programme Director may be responsible for only a single programme at the BA/BSc and one at the MA/MSc level, and they also need to be involved in teaching the programme. Programme Directors are appointed, after prior approval from the Senate, by the Vice Rector for Education for an indefinite period. The names of all the Programme Directors are registered with the Educational Authority.

The new matrix structure has several advantages compared to the previous one. First, because the entire programme portfolio of the university is now overseen by a single Programme Management unit, which has enabled easier **rationalization of the portfolio** (see evidence in Table *2.1*). Second, it has paved the road for more comprehensive, data-driven analyses of the entire current portfolio (see Section 2.7 on quality assurance). A **challenge** that the university is facing with the new organization is fine-tuning the operation of the matrix system. First, while the matrix organization does allow for better rationalization of teaching resources (for example, it eliminates overlaps in some elements of the teaching profiles of institutes that may have occurred in the School within the former organization), **defining clear boundaries to institutional profiles and assigning or reassigning faculty** to the revised institutional profiles is a complex process that is currently in progress. A second, related challenge concerns **instructor allocations to courses**, which requires that the university assess instructor demand and take HR-related decisions based on this.

2.3 Programme design

Besides the usual annual programme review and revision (if required) that is discussed in the section on quality assurance systems below, in line with the CRP-IDP a three-year **programme renewal project** was launched with the aim of connecting programmes to the new mission and vision of Corvinus, as well as developing a comprehensive student journey. This project is a milestone in the history of the teaching and learning culture of Corvinus. Although the implementation of the learning outcome-based approach took place five years ago, there was a need for further elaboration of the implementation process facilitated by the university's **Centre for Educational Quality Enhancement and Methodology** according to international best practice.

The first step of the programme renewal project was the major restructuring of our BA/BSc portfolio. Fewer, but more **integrated, interdisciplinary bachelor programmes with a wide range of specializations** have been developed. Currently, the focus is on the development of our MA/MSc programmes. The renewal process of each programme is **led jointly by the given Program Director and a HE teaching methodology and curriculum design expert**. During the process of development, a core team of 6-10 people, selected by the Program Director, undertake the most intensive work. At key points of the development process the program materials that are prepared by the core team are discussed with the wider community of faculty members involved in the delivery of the given programme. The main steps of this development process are shown in Figure 2.2. Corvinus supports the programme development process with **agile project management** that involves students, alumni, and corporate partners.

Figure 2.2. Steps of the programme design process

2.4 Programme content and competences

The major changes regarding programme content in the past five years have been associated with the programme (re)design project, as outlined in the previous section. To date, the following programmes have completed the process described:

- BA in Philosophy, Politics and Economics
- BSc in Data Science in Business
- BSc in Business and Management
- BSc in Business Informatics
- BSc in Finance and Accounting
- BSc in International Business
- BSc in Applied Economics
- MSc in Economic Analysis
- Executive MBAOne of the defining goals of our program-renewal process has been to substantially develop the **teaching methodology** and the learning-and-teaching culture of our institution and the coherence of our programmes.

As far as **programme content** is concerned, the Training and Outcome Requirements sanctioned by the Ministry of Innovation and Technology represent an exhaustive list of requirements (ILOs and content requirements, including whether the programme has a compulsory internship element, etc.) that the programme must meet to obtain and retain its accreditation by HAC. To situate the programmes in the national framework of higher-education qualifications, and to present the interdisciplinary nature of the current programmes, these will be briefly introduced in the following sections, classified according to exit award.

Our BSc, MSc, MBA, and Doctoral programmes continue to conform to **EQUAL Guidelines**. BSc degrees offer a solid interdisciplinary understanding of theoretical approaches, and many also have a strong practical component in the form of a mandatory internship. A range of cognitive and intellectual skills, together with relevant personal and interpersonal skills, are developed. Corvinus offers two-year MSc programmes in all three EQUAL categories (general MSc, specialised MSc, and MBA). These programmes recruit students with a BSc degree that is relevant to the given programme. Relevant doctoral programmes comply with the EQUAL principles and the minimum standards for doctorates in business and management, including research environment, objectives, admission criteria, doctoral coursework, doctoral dissertation, supervision, final assessment, and the quality assessment of doctoral education. International learning experiences are encouraged for students at every level, either through the curriculum, international student exchanges, or international internship placements.

In line with the CRP-IDP, **transferable skills** have been in the foreground of all programme-development initiatives; as a result, significant steps have been taken in the last few semesters to integrate transferable intellectual competences into our curricula. The programme-renewal process has shifted the programmes under review towards employing pedagogical solutions that support active learning. In our experience, these project-like and cooperative learning environments effectively help develop **generic competences**: they provide students with the opportunity to practice a range of oral and written communicative genres, as well as to learn how to work in teams, how to solve problems, and how to think critically. These generic competences are defined both at the programme level and at the individual course level. To emphasize the importance of generic competences, we decided to redesign our previous Assurance of Learning (AoL) system, which was previously implemented only for programmes that were offered in CBS. The first tier of the new **AoL system** utilizes assessment grids assigned to different courses and milestones in the programme curricula, which are completed by the instructor independently of the grade assigned to the student: some appraisals are embedded into specific courses, while others are carried out at the time of final examination or dissertation. The curriculum maps clearly define the competences that are measured, as well as the points in the curriculum where these competences are assessed. In this system, the following five generic competence areas are measured: critical thinking; oral communication; problem-solving; teamwork; and written communication. We measure the same competence areas both for BA/BSc and MA/MSc courses; however, the complexity of the descriptors necessarily differs at the two levels, as evidenced by the sample grids under *Appendix 2.2.*

The second tier of the AoL system is planned to be a psychological measurement instrument that is currently under development by the Centre for Educational Quality Enhancement and Methodology, which will allow the university to make more direct assessments of underlying skills, thus making it possible to assist students in their career orientation as part of the digital mentor project.

In addition to the outcome-based perspective, Corvinus is planning to pay closer attention to the skills of our incoming students. The CRP-IDP mandates that the competences of incoming students be measured, based on which students should be offered either remedial studies to help them succeed in higher education or, conversely, they should be directed to activities and mentors who can help them realize their full potential in the form of the envisaged talent-management system.

A **challenge** we are currently facing concerns the scalability of the new AoL system: while solutions that require some manual data cleaning and transformation may be viable solutions for the small group of programmes on which the new system is being piloted, close cooperation between the different data owners of electronic systems (NEPTUN, Moodle, and ACADEM) is necessary, with a view to ensuring that extraction, transformation, and loading does not require extensive human effort.

Apart from higher education skills, **managerial skills** have also been in the forefront of programme-development projects, and may therefore be categorized as major changes in the past five years; these skills are also considered when devising programme-level ILOs and breaking these down into course-level ILOs. Apart from teamwork and presentation skills, which are included in the AoL system and are discussed above, our flagship BSc programme, **BSc in Business and Management** – for example – defines the following managerial skills that graduates of the programme need to acquire:

Students completing the programme will be able to...

- **cooperate with experts from other fields:**
  - participate in projects that involve other fields;
  - recognize and appreciate the approach of experts from other fields during their projects;
  - state their position and help others understand it;
  - appreciate the necessity for cooperation (in a given situation, in relation to a given task, etc.);
  - cooperate with others in project and team work;
  - self-reflect.
- **lead, manage, assess, and control activities in their capacity as project leaders:**
  - manage the work of a small team;
  - employ the principles and toolkit of project management;
  - moderate a meeting;
  - manage and assess based on time, cost, and quality dimensions;
  - assess individual and project-level performance.

A further beneficial effect of new programme developments is that they have resulted in an increase in the number of courses that explicitly employ **project-based methodology** throughout the curricula. This fulfils multiple goals, including applying knowledge previously/concurrently obtained to solving real-life problems, as well as offering the opportunity to make connections between skills and knowledge obtained from different courses and to practice managerial skills. For example, the BSc in International Business programme features the following project-based subjects:

Project: Solving Strategic Problems (3rd semester, 6 ECTS); Project: Entering Global Markets (4th semester, 6 ECTS); Project: Concluding International Trade Deals (5th semester, 6 ECTS); Project: Contemporary Challenges in Supply Chain Management (6th semester); Project: Operation of a TNC in the Global Economy (6th semester); Project: Entering International Markets (6th semester); Project: International Marketing Planning (6th semester) (For more details, see Appendix 2.6.)

From other perspectives, the managerial skill-component of the programmes remains unchanged compared to the previous self-assessment report. Most BA/BSc (and a few MA/MSc) programmes at Corvinus include a **mandatory internship component**. During their internships, students are expected to further develop and enhance skills and knowledge obtained during the programme, thereby developing the competencies required by the labour market:

Interpersonal skills; independent problem-solving skills; participation in teamwork; independent work skills; communication skills and use of modern foreign languages; decision-making skills.

Following the internship, the employer or company mentor evaluates the intern's performance. The employer must assess how accurate and professional the intern has been in completing tasks which have been set. They also evaluate the intern's problem sensitivity, as well as how constructive, cooperative, and proactive they have been during their engagement in teamwork. In the assessment, the employer also evaluates the intern's capability to develop their knowledge and contacts within the company and to cooperate with fellow workers, and their openness to others' ideas and opinions.

2.5 Programme delivery

As argued above, programme development at Corvinus has been realized in tandem with an explicit **shift in our pedagogical focus**, which is one of the major achievements of recent years. The CRP-IDP is explicit about the goal of moving away from a teacher- to a student-centred approach, while the training workshops in support of the new approach have brought about significant changes not only in the programmes themselves, but also in the methodology associated with the revised course content. Core programme development teams of have received coaching about aligning course-level ILOs with student activities, and have been encouraged to apply active methodologies (e.g. flipped classrooms, and project-based and problem-based learning) more extensively. From the first round of feedback we received from students, we can see that these measures resulted in a better learning environment for them. The next step in the development process has the explicit aim of taking course planning one step further, and involves devising **lesson plans** for courses to ensure the relative standardization of the teaching and learning environment in parallel courses.

An important step in the programme renewal process has been the **benchmarking of international best practices** and competitors. In revising the BSc in Business and Management programme, for instance, the programme development team used 17 programmes as sources of best practice in terms of programme content and delivery, including Bocconi's BSc in International Economics and Management, Copenhagen Business School's BSc in Economics and Business Administration, and LSE's BSc in Management. Another change in programme delivery has been the **intensive (project) week** mentioned in the previous self-assessment report in 2018. Since 2019, the intensive week has involved a week during the study period when no regular classes are held, but students can participate in interesting projects, intensive seminars, special lectures, and other academic events. This week also gives students an opportunity to learn from international visiting lecturers and research fellows.

An inevitable challenge that the university has been facing is related to the **COVID-19 pandemic**. In March 2020, the government suspended face-to-face teaching in HE in Hungary, imposing the swift adoption of TEL on HEIs. This resulted in a significant increase in the utilization of our virtual learning environment and Moodle; in addition, numerous lectures were recorded for the students with studio-quality equipment. After recovery from the pandemic, classes will again be delivered face-to-face, retaining some elements of TEL (most probably from September 2021). There are, however, plans and initiatives identified in the CRP-IDP regarding the increased utilization of TEL – for example, in the executive programmes, which are currently being designed as a result of a cooperation between Programme Management and Corporate and Business Relations. Apart from the increase in reliance on TEL and the more extensive use of active pedagogical approaches, Corvinus has not abandoned the tried-and-tested methods of delivery that we reported on in the previous self-assessment report. Students attend two types of classes, as specified in their curricula: **lectures** and **seminars**. As in most Business Schools, lectures are usually less interactive than seminars, but Corvinus faculty strive to use up-to-date, innovative teaching methods such as incorporating video and organising online votes. Seminars are more interactive and rely on the participation of the whole seminar group. In seminars, faculty members apply a wide range of teaching methods, such as case studies, quizzes, role play, and small group discussions. **Tutoring** is generally associated with the thesis-writing process, for which each student is assigned a supervisor.

Corvinus is committed to developing its teaching faculty to an international level, but is aware that this is a lengthy process. What has become evident after the past 18 months of running the programme renewal projects is that the core teams that have taken a pioneering role in leading change are more conscious of and more receptive to using active pedagogical approaches and are more willing to experiment with these

in their own classrooms. In order to further support change management and to better articulate what we believe good teaching at Corvinus should be, the university has launched **Corvinus Teaching Excellence**. Through this initiative, the university seeks to improve teaching skills and to steer instructors towards self-development, while also acknowledging and awarding pedagogical innovation.

2.6 Student assessment

The major changes that have taken place in assessment, in line with the other teaching-and-learning-related changes, are that – in addition to revising programme-level and course-level ILOs and assigning student learning activities to the attainment of ILOs – student assessment has also been targeted by the projects. The aim was to ensure the proper alignment of ILOs, teaching and learning activities, and the subsequent assessment of competences; as a result, the programmes that have completed the process may be claimed to be in full alignment. Similarly to the SAR submitted in 2018, student assessment is defined by the Study and Examination Regulations (SER), available on the university website.

Summative assessment may use one of three grading schemes:

- five-point scale: excellent (5), good (4), average (3), pass (2), fail (1);
- three-point scale: pass with distinction (5), pass (3), fail (1);
- pass/fail.

Courses, in terms of assessment, may fall into one of the following categories: seminars, examinations, or comprehensive/complex examinations. In addition to summative assessment, more and more courses are gradually applying **diagnostic and formative assessment** practices, and even in summative assessment, **continuous assessment** (i.e., multiple individual assessments) is preferred over single summative assessment; this practice is also reinforced by the current project aimed at devising lesson plans for individual courses: Course Leaders now need to reflect on (and specify) the way(s) in which they aim to provide feedback for all student activities, whether formative or summative.

A further step to ensuring that **graduates meet the agreed objectives and learning outcomes for individual awards** is that they need to pass a final examination. The final examination is a review and assessment of the comprehensive knowledge, abilities and skills required to obtain the specific exit award, wherein the student must demonstrate their ability to apply these in practice. The Final Examination Board consists of a minimum of three members. At least one member must be a professor or assistant professor, and one other member must be an expert in the given field with no direct ties to the given program.

Plagiarism and **cheating** are sanctioned in line with the Study and Examination Regulations, the Plagiarism Regulations, and the Code of Ethics. All written student work submitted via Moodle is subject to similarity checking using Urkund, a piece of similarity detection software (cf., Turnitin).

2.7 Quality assurance

A crucial step in the improvement of the programme-related quality assurance system was the formulation of the new **Quality Assurance and Enhancement Strategy** in 2021, approved by the Presidential Committee in June 2021. The purpose of this new strategy is to enhance the quality of study programmes and the quality of teaching through cyclical, data-driven development (in line with the teaching and learning mission and vision), and thereby to assure the quality of degrees awarded by Corvinus. The strategy outlines five areas of action:

- Programme development
- Enhancing the quality of teaching
- Cyclical development (PDCA cycles)
- Quality assurance of degrees awarded by Corvinus
- Data-driven development

The first steps from those outlined above have already been taken: there has been, for example, a gradual **shift towards data-driven analyses** in PDCA cycles. Annual programme reviews submitted by Programme Directors were previously largely qualitative reflections on the programme and were not consistently collected and processed. As of AY 2019/20, however, quality enhancement unit calculates KPIs and feeds these back to Programme Directors in the Annual Programme Reports; it is subsequently the task of the Programme Directors to provide the narrative context to any figures and trends that emerge from the programme indicators. (*See Appendix 2.1*).

Once the annual programme reports are submitted, they are reviewed by the Dean whose portfolio the given programme belongs to; next, the **Programme Development Committees** are responsible for assessing the overall coherence of the programme portfolio as they have an overview of a whole set of programmes that cover similar fields and/or are interrelated. All the PDCs contain members who represent the university's most important corporate partners, thus guaranteeing the consideration of corporate interests in these assessments. PDC meetings involve a review and discussion of all the programmes that are related content-wise, thereby ensuring the identification of interconnections and potential overlaps. Further, in a pilot project in July 2020 the Vice Rector for Education and his colleagues proposed a **system of portfolio assessment**, which comprises the following factors:

- Input-focused aspects (e.g., overapplication rate, average number of admission points)
- Output-focused aspects (e.g., starting salary, employer feedback)
- Quality aspects (e.g., number and proportion of instructors with a PhD, retention rates)
- Student journey aspects (e.g., option to participate in research projects)
- Business aspects (e.g., profit margin)

While the system thus developed is certainly an improvement on previous practices, some problems need addressing. One area that we identify as requiring improvement is the method of tackling the **gaps between ILOs and actual assessment results**. An initial version of the assurance of learning (AoL) system was introduced earlier, but its application has been limited with regard to the current review of the programmes. The new system, which is being piloted and features both indirect and direct assessment of ILOs, will help Programme Directors and the Programme Development Committees to spot any gaps between achievements and ILOs, and to pinpoint any shortages in developing competences. Another area requiring improvement is the fact that data should be made available to programme directors and programme teams on a continuous, self-service basis.

Another area where we expect a shift towards data-driven analysis is in the **assessment of teaching**. The **Corvinus Teaching Excellence** (CTE) project has been a driving force in this area of quality assurance and enhancement. On the one hand, CTE has accelerated the revision of both the semi-annual student feedback and the end-of-programme graduate survey; on the other hand, it has been instrumental to moving away from assessing teaching quality solely based on student feedback. The new system features the following elements:

- Portfolio
- Lesson observations
- Student feedback
- Data from electronic university systems

All the data outlined above are assessed by the Centre for Educational Quality Enhancement and Methodology. Following such assessment, the university recognizes and awards the best instructors and disseminates identified good practices among the faculty, while instructors are provided with developmental feedback in any areas that require improvement. Instructors who fail to meet criteria related to minimum standards are provided with training opportunities in the following semester.

In terms of PhD programmes, with the acceptance of the Quality Assurance Strategy for Doctoral Schools in 2020, which is fully ESG-compliant in its structure and approach, the first steps have been taken regarding moving to a **green, paperless operation in the quality assurance of doctoral programmes**. The proposed electronic system consists of the following elements:

- **Questionnaire** about expectations regarding supervision – prior to commencing the first semester of doctoral studies;
- **Reports** by supervisors and students on the supervisory process – collected at the end of each semester;
- **Tracking the publication record** of doctoral students;
- **Student feedback** integrated into the same electronic system that is used for collecting BA/BSc and MA/MSc-level feedback;
- **Regular and *ad hoc* surveys** conducted by the Union of Doctoral Students.

These data are collated and forwarded to the heads of doctoral schools, who propose action based on the data. The associated action is tracked by Corvinus Doctoral Schools and the Head of the Centre for Educational Quality Enhancement and Methodology, thereby ensuring the full implementation of PDCA-cycles.

2.8 International attractiveness and outreach

The major change in the international positioning of our programmes has been prompted by the shift in focus from being a leading HEI in Hungary to a leading HEI in the CEE region. This change has motivated a revision of our programme portfolio, and the **content of the programmes.** Corvinus currently offers 22 programmes in English to students who aspire to become the intellectual elite of the CEE region and therefore wish to participate in a programme that offers the **opportunity to network** and create long-lasting connections **with students from within the CEE region**.

Figure 2.3. Number and proportion of course in Hungarian vs. MFLs

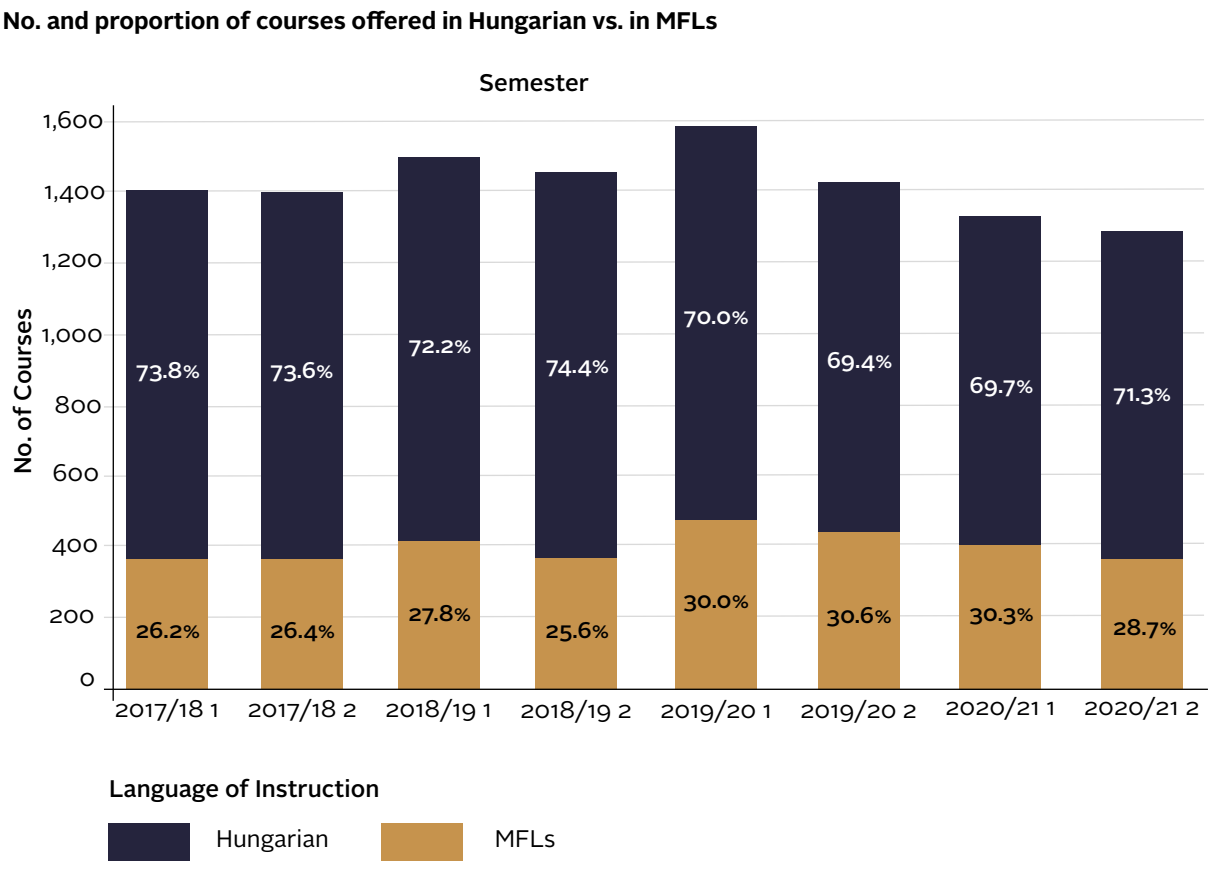


Figure 2.3 shows the **number and proportions of courses** that have been offered since AY 2017/18 **in Hungarian and in English** (some in German): the bar charts show the number of courses delivered; the

labels show the proportion of courses by language of instruction. Two trends can be observed. First, there has been a gradual decrease in the number of courses offered since AY 2019/20, which is a consequence of rationalizing the programme portfolio. Second, there has been a slight overall increase in the proportion of courses delivered in English, with a peak in the spring semester of AY 2019/20 and a relatively slow decrease afterwards. We believe that this trend is likely to change in the near future as the pandemic situation ameliorates, and as more and more programmes are offered in English, while a number of Hungarian-language programmes will be phased-out. (The international content of the programmes is described in Chapter 8.)

2.9 Ethics, Responsibility, and Sustainability

A major change in this field has been that the Senate approved a new requirement for course syllabi in 2019: all courses should now contain a **compulsory sustainability element**. In other words, during the course design phase Course Leaders need to explicitly identify the sustainability aspects of their courses according to the United Nations Sustainable Development Goals (UN SDG).

At Corvinus we have a long tradition of teaching various subjects related to ethics, responsibility, and sustainability. We present here a selection of these subjects covering these topics as good examples from different Institutes of Corvinus.

Bachelor subjects:

- Corporate Social Responsibility
- Sustainability Case Studies
- Environmental Economics
- Business Ethics
- Corporate Environmental Management
- CSR Communication
- Environmental Economics and Policy
- Human Centred Economics

Master subjects:

- Sustainable Supply Chain Management
- Corporate Sustainability and CSR
- Model UNFCCC – CEMS Climate Strategy Roleplay
- Corporate Contribution to Pro-Environmental Consumer Behaviour
- Degrowth Economy
- Economic Evaluation of the Environment
- Advanced Environmental Economics
- Environmental Management
- Responsible Global Leadership
- Performance Management in the Supply Chain
- Purchasing Strategies
- Ecological Economics
- Sustainable Future of Sports

PhD subjects:

- Management for Sustainability
- Alternative Economic Theories

Postgraduate subjects:

- Environmental Management
- Sustainable Procurement

- Sustainable Public Procurement
- HR Ethics
- Ecological Economics

A crucial part of the programme renewal process is that the International Business and the Applied Economics BSc programmes have been enriched with a four-subject minor on sustainability – i.e., a specialization on non-profit management and sustainability. The Executive MBA will start on the basis of a new curriculum which is permeated by the theme of sustainability. Furthermore, Corvinus offers a **Master's Degree Program in Regional and Environmental Economics**.

Despite the fact that Corvinus' main focus is business, management, economics, and social sciences, we are pleased to see and share that more and more students are choosing ethics-, sustainability-, and responsibility-related topics for their BSc/BA and MSc/MA theses. (Examples and evidences are given in Chapter 9) **Talent management** also has a strong focus on ERS in the form of sections and research papers dedicated to the topic within the institutional and national Student Scientific Conferences, and various ERS-related thesis topics that are offered.

2.10 Relevance of connections with practice

The world of practice has numerous synergies with the programmes offered at Corvinus. The involvement of the former in programme design and quality assurance, as well as in providing destinations for internships, was mentioned earlier. Here we focus on the **dual training model** as the most relevant example of integrating education and the world of practice.

The dual training model appeared in our educational portfolio in 2015. The defining feature of this model is that students who choose this form of training spend a considerable amount of time at a dual partner (an SME, national, or international company), undertaking professional tasks from the time they commence their studies. Following the best practice developed by German HEIs, dual training is based on close cooperation between the student, the dual partner, and the HEI. In Hungary, the dual model of training is regulated in detail by the Act on Higher Education. Currently, the dual training option is available for the following programmes from our portfolio mostly at the Székesfehérvár Campus:

- BSc in Business and Management
- BSc in Finance and Accounting
- BSc in Tourism and Catering
- MSc in Sports Economics
- MSc in Accountancy (Budapest)
- MSc in Supply Chain Management (Budapest)

Dual training is different from the regular internships that are required in most of our programmes. While an internship is typically 12 weeks in duration, dual training covers the entire study programme (4-7 semesters). As opposed to a regular internship, the framework and often the content of the apprenticeships are jointly designed by the dual partner and the university.

The university is motivated to offer dual programmes because this form of training is attractive to committed students, especially when the HEI is able to offer dual training opportunities to its students at highly prestigious national and international partner organizations. Since the establishment of these programmes at the Székesfehérvár Campus, Corvinus has cooperated intensively with the Székesfehérvár government with the aim of providing high-level education and career opportunities to young citizens of the largest industrial district in the country. We are convinced that Corvinus is having a crucial social impact with this mission. The dual partner companies are variable in terms of industry and size, and include Accor-Pannonia Hotels, Deloitte, Ernst & Young, Flextronics International, Grundfos Hungary, IBM Ocean Hungary, KPMG Hungary, Hungarian Cooperative Bank, Penny Market, PricewaterhouseCoopers, BOSCH Hungary, and VIDEOTON Holding. In total, Corvinus has 53 dual partners (for the comprehensive list, see *Appendix 2.3*).

We have four strategic meetings every semester at which dual partners, faculty members, and academic administration participate. Additionally, there are individual consultations with the participation of faculty members and dual mentors throughout the academic year. Strategic meetings aim at fostering broader planning and joint thinking about dual education, while individually organized faculty member-to-mentor consultations serve the purpose of course-level micro-tuning.

Areas of improvement: Corvinus would like to increase the number of dual programmes and the number of participating students. These goals are explicitly specified in the CRP-IDP, with the KPIs listed in *Table 2.7*.

Apart from the training collaboration with practice through dual training at the BSc and MSc levels, there is room for improvement at the **doctoral level**. As specified in the CRP-IDP, the university has developed **professional doctorate programmes,** the first round of which will be launched in September 2021. A special dual form of doctoral training was introduced on a national level in 2020: so-called **cooperative doctorates.** We expect that these PhD programmes will attract motivated professionals currently employed in the business, cultural and creative, and public sector. In the fall semester 2020, eleven students enrolled in these programmes at Corvinus. Another reason for establishing these programmes is that they create further opportunities for pursuing research projects and other forms of collaboration with the world pf practice.

2.11 The Selected Programme: MSc in Marketing (English)

Programme Design

The objective of the programme is the training of marketing experts who perform marketing activities in various business and non-business organisations, institutions, and enterprises. With their attained theoretical and practical skills, they are capable of developing a marketing strategy, managing various marketing activities and projects, various organisations, processes, and professional programmes, defining the content of the necessary marketing tools, coordinating the execution of tasks.

The intended learning outcomes are formulated in terms of competences/competence areas. In accordance with the Hungarian Qualifications Framework (HuQF) competencies are defined in our programme as coherent units of knowledge, skills and attitudes. Also, in line with the HuQF the intended levels of competences are expressed through autonomy and responsibilities category as well.

Those are partly generic competences and partly management/ marketing specific competences. The national accreditation body (HAC) requires those competences to be included in any Marketing master programme offered by Hungarian HEIs. A complete description of the intended learning outcomes can be found in Appendix 2.4.

The programme is currently a 120 credits programme lasting four semesters with a Fall semester start. The language of education is English. There is however a programme development project that has been going on from April 2021 aimed at transforming four selected master programmes into a 60 credit two semester programme and the Marketing master is part of it. The development is at an early stage where competences are being reconsidered and deepened based on company requirements and competitive analysis. These will supplement and unfold the officially required list of competences. A first version of a competence matrix is expected to be ready by mid-September.

Quality of students

Students in the Marketing Master Programme are mainly students from emerging economies with Stipendium Hungaricum scholarship. Following the strategic priorities set by the university our objective is to attract a larger diversity of applicants and focusing more on the Central-Eastern Europe region. The programme however requires some time to adjust to the new strategy which will be a central issue in the programme development project.

The admittance is competitive with a rigorous selection process. One part is the evaluation of submitted documents performed by the International Recruitment Office. The second part is a 30-minute admittance interview in which motivation, skills and knowledge are measured on a 100-point scale (the minimum but not guaranteed threshold is 65 points). The latest *application process* took place in the Spring Semester 2021, where we had 63 applicants (41 conditionally accepted). The pre-analysis of the international recruitment team (based on a range of criteria such as BA degree, school reputation, language knowledge, motivation, work experience, etc.) showed that out of the 63 applicants 22 can be classified as excellent, 27 as good and 8 as average. The *interest/demand for the programme is growing* which is reflected in the high number of self-funding applicants (106 for the Marketing master programme): The admittance evaluations are still being processed.

We must note however that the cultural diversity of the students poses challenges for professors as students are used to different norms and teaching styles. Both the cultural integration of international students and the

skills of professors to handle students for whom English is a second language should be given more attention in the future. Fortunately, there are specific trainings available for that purpose (for example the one offered by British Council) in which several colleagues teaching in this programme have already participated.

Programme Delivery

The structure of the programme consists of *foundation courses* (30 credits), *core courses* (57 credits), *mandatory and core elective courses* (33 credits). A detailed list of courses can be found in Appendix 2.5.

The objective of foundation courses is to provide a foundation for the follow up studies. Courses are in the field of economics, general management and the fundamentals of marketing. Since our students come from different HEIs and different fields of studies the aim of these courses is to develop the competencies of incoming students to the level necessary for successful and autonomous learning in our study programme. The core courses deepen the knowledge and skills of students in different business areas. The objective is to provide a broad perspective of business functions including financial issues and law but at the same time offer up to date marketing knowledge both from methodological and strategic perspectives. Mandatory elective and core elective courses give students the opportunity to acquire specific knowledge in their field of interest. Mandatory elective refers to a group of elective courses from which it is mandatory to select (to guide students' choices according to the objectives of the programme).

As for the *teaching methods* a wide variety of in-class and off-class methods are used. Recently, we have collected the *best practices* in both the Hungarian and English language programme which could give an overview of our teaching philosophy. So far, the innovative approaches were first introduced to the Hungarian programme, and then gradually applied in the English language programme, but as the Marketing master redesign project proceeds, our intention is to include more and more new teaching methods in the English language programme as well. A detailed analysis of the best practices can be found in a separate document.

Overall, the Marketing master programme uses a *variety of teaching approaches*. Some of them are well established methods such as business projects (designed and implemented in cooperation with business partners) or case studies, but we can find innovative methods relying on info-communication technologies, student co-creation and the activation of creative resources such as design activities or the incorporation of arts as a facilitator and motivator of students' engagement. Although the current syllabi do not always state the learning outcomes in the presented framework of generic and programme specific competences, the collection of best practices confirms that instructors are able to define those outcomes. It is also worth noting, that none of the best practices are based on frontal teaching which indicates that professors are aware of the changing nature of students' learning style and motivations and are open to seek new solutions to those challenges.

The pandemic and the resulting *on-line teaching* transformed the previous teaching approaches, but our academic staff and students gradually adapted to the new "normal" and found efficient ways of reaching course objectives. While in the Spring semester 2020 most courses were oriented towards asynchronous teaching, a year later real-time synchronous, regular classes were more widespread as professors obtained more expertise in online teaching (the available trainings at the university were helping this transition).

Student Assessment

In general professors have the freedom to choose the most appropriate assessment approach for their courses. However, the assessment of students must be clearly explained in the syllabi. There are some *general guidelines* that are followed in most courses. Usually, the grade consists of 2-4 elements, among which there are assessments of both group and individual work. Typically, 10-30 % is given to class participation and examination points represent no more than 60% of the final grade (except for two courses). Students' workload is spread along the semester with deadlines for individual and group work. The thresholds of final grades are specified as follows: 87-100% A; 77-86% B; 67-76% C; 60-66% D; 0-59 F.

Our best practice analysis provides results regarding students' assessment as well. Instructors often take the roles of "coach" or "moderator". Peer evaluation, self-reflection, gamification, co-created feedback supplement or replace the "classic" teacher role. A positive trend is the involvement of business partners in practical projects, not only at the project description phase, but also in the assessment of the final project which is also a learning experience for the professors involved.

At the end of their studies students take part in *final examination*. The final examination includes both knowledge and competence measurement (comprehensive exam) and diploma defense. Areas of knowledge

include four compulsory subjects: Consumer Theory and Purchasing Behaviour, Advanced Marketing Research, Business Communication and Strategy, Marketing Strategy.

In the previous years, the comprehensive examination was a written essay for each course. In 2021 we transformed the final examination process to incorporate real life cases and questions that overarch the boundaries of courses (as real business practice). The measurement of knowledge and competence includes the analysis of a business problem. We expect students to recognize the practical relevance of the problem, to interpret it in a meaningful way, to demonstrate the knowledge of the theoretical concepts in question accurately, to incorporate them convincingly into their reasoning, and to propose original points of view when considering solutions or making recommendations.

International relevance

International aspects of business are included in the *content of the programme* as part of different courses (lectures, projects, assignments, etc.), and there is also a special course in this topic (Global marketing). Regular *students have an international background* and often Erasmus students and/or study abroad programme students join the courses. The faculty includes *international staff* in six courses (for example in Ethics and Corporate Responsibility, and Product and Branding Strategies we have a guest professor from the US teaching online). Our faculty attends international conferences regularly, we have the strongest links to EMAC (European Marketing Academy), where one of our faculty members is the national representative. As a result of our presence in international research forums, there are various forms of research cooperation between our faculty and other universities which positively impacts the professional relevance of the programme.

Ethics, Responsibility and Sustainability

Ethics, Responsibility and Sustainability are first of all *guiding principles* appearing in the professional competences of the programme (ethical approach to social issues, community role, respecting ethical standards) but are also represented in the *content of the programme* mainly at course level, however there is also an elective course dealing with these issues (Ethics and Corporate Responsibility).

Relevance of connection with practice

One of our strategic priorities is to increase our connection to business. We are continuously looking for opportunities to involve our business partners in education (guest lecturers for example are common practice). Two of our instructors have business background (former Pepsi CEO in Hungary, current Head of Retail and Property Management at Budapest Airport). Practical aspects are a usual part of our teaching methods such as case studies, project works.

Quality Assurance

Quality assurance takes place at the institutional and programme levels. At the institutional level there is regular *programme revision process* and yearly reporting by programme directors. There is also a student feedback platform (Halvel), where students evaluate their courses and professors.

During the academic year 2021 the following criteria were used for *course evaluation* (measurement is on 1-5 scale, where 5 means high level of agreement and 1 means a low level of agreement, average values for all courses are presented):

- The course and the assignments during the semester were enjoyable (4.03).
- We had useful activities in the course (4.27).
- Online teaching was well implemented in the course (4.09).
- I had sufficient written material available for studying at home (4.23).
- The course requirements have not been changed during the semester (4.26).
- If I started over this major and chose from the courses, I would like to take this course (3.94).
- I understand the learning objective of this course (4.38).

Out of the 23 courses offered in this academic year 9 had a summated score above 4.5 and 5 scored under 3.5. Our objective is to analyse the reasons of low performance and understand the drivers of high performance to give guidance for quality improvement.

At programme level for each course there is a *course leader and instructor*(s). The course leader has an academic position and holds a Ph.D degree and is responsible for the academic content of the course. For some courses this is the same person but in other cases (less experienced instructor, external instructor) the course leader is responsible for checking the syllabus and supervising course implementation. The ongoing programme development project is aimed at including students' and business partners' expectations to a larger extent.

Finally, the quality of education can be improved by offering *trainings* for faculty. Professors and lecturers teaching in the programme regularly take part in trainings offered as part of the Faculty Development project. During the past three academic years fifteen faculty members teaching in the programme participated in different trainings such as activity-based teaching, gamification, use of ILOs in programme development, mentoring, blended learning, psychological background of teaching, use of Moodle, communication training. Our intention is to further increase the opportunities of faculty development.

2.12 Perspectives – Actions and KPIs

In the CRP-IDP, specific activities have been formulated and KPIs assigned for the coming years in relation to the further development of the programme portfolio and the related teaching and learning activities (these are summarized in Table 2.7). As mentioned before, the implementation of the strategy is continuously monitored by the leadership of the university. The first **monitoring report** on the first six months' progress was submitted by the President to the Senate and the Board of Trustees in June 2021 for discussion and information purposes. According to the report, the university's progress is mostly in line with the plans formulated in the CRP-IDP in the area of programme renewal (i.e. development of Data Science in Business BSc and PPE BA, and the launch of professional PhD programmes).

Table 2.7. Programme-related actions and KPIs (2021-24)

Areas	Actions	KPIs
1. New Bachelor programmes	▸ broaden portfolio with internationally attractive generalist Bachelor programmes unique in the CE region ▸ launch 4-year Bachelor programmes	Launch date / (No. of students) 2022: Politics, Philosophy, Economics (50) Data Science (50) 2023: Integrated social sciences (350)
2. Bachelor programmes	▸ renew current bachelor programmes by providing ▸ strong methodological basis ▸ strong foundation of interdisciplinary knowledge ▸ specializations to support orientation towards specialized Master studies	2021: Business & Management (800) Finance & Accounting (230) Business Informatics (210)
3. New Master programmes	▸ broaden portfolio with specialized programmes unique in the CE region	2022: International Development (40) Political Economy (30) Economic Behaviour Analysis (30) 2023: Diplomacy (25)

Areas	Actions	KPIs
4. Master programmes	▸ renew master programmes by ▸ more elaborate integration of the content of generalist bachelors and the content of specialized master programmes ▸ profession-specific competence development ▸ incorporation of problem-based learning	2021: Business Development (70) Management and Leadership (80) 2022: Marketing (80) International Economy and Business (40) Finance (60) Accounting (20) 2023: Business Informatics (30) Supply Chain Management (25) International Relations (20) Public Policy and Management (30) Regional and Environmental Economic Studies (50)
5. Dual Programmes (Székesfehérvár Campus)	▸ increase number of students on dual programmes	No. of freshmen students: 2021: 120 2022: 150 2023: 180 2024: 200
6. Postgraduate diploma programmes	▸ renew programmes in line with current market needs ▸ upgrade programmes with blended learning elements ▸ incorporate more practitioner input into delivery	2021: Executive MBA, full-time MBA Energy Management Public Procurement Supply Chain Management Project Management 2022-2024: six further programmes
7. Short courses/ executive programmes	▸ design and launch short new forms of training in online or blended learning format	No. of students/participants: 2021: 500, 2022: 1000, 2023: 3000, 2024: 4000

Areas	Actions	KPIs
8. Doctoral programmes	▸ renew current academic PhD programmes	Overapplication rate: 2021: base 100% 2022: 120% 2023: 125% 2024: 130%
	▸ develop professional PhD programmes	Overapplication rate: 2021: base 100% 2022: 120% 2023: 125% 2024: 130%
9. Learning methodology of programmes	▸ increase quantity of e-learning/ blended teaching materials	2021: 15 2022: 20 2023: 25 2024: 30
	▸ increase number of courses using flipped classroom methodology	2021: 5 2022: 10 2023: 10 2024: 15
	▸ increase proportion of renewed courses using digital methods in renewed study programmes	2021: 10% 2022: 15% 2023: 20% 2024: 25%
	▸ increase number of faculty participating in methodology training	2021: 103 2022: 112 2023: 119 2024: 125
10. Student satisfaction	▸ improve student feedback system ▸ improve student satisfaction with programme content	2021: new improved student feedback system 2022-2024: substantial improvement in student satisfaction

CHAPTER 3: STUDENTS

3.0 Changes since 2018 and current challenges

Due to the reorganization of the university, the student services of the former three Schools were integrated into a **single Student Services unit** that embraces recruitment and admission, registrar services, internship and careers and counselling. During the first phase of their operation Student Services **revised and extended the onboarding process for students,** and – with the help of substantial investment provided by the maintainer – have taken a brave step and **digitalised some student services.** A newly designed **student-friendly service area** was also constructed. The next ongoing digitalization project is the development of the **Digital Mentor,** an intelligent software solution built on machine learning and AI that will assist students with their personal development and career orientation. With the coordination of the new Communication unit and with intensive collaboration between Programme Management, Student Services, the Student Union, and the international recruitment team, Corvinus has undertaken intensive national and international market analysis and communication campaigns; the first measurable results can be seen from the AY 2021/22 application rates.

A milestone has been reached with regard to **Alumni Relations:** Corvinus has purchased and implemented **Alumni Platform** software that represents a modern means of rebuilding its national and international alumni community. The platform will be operated by the Alumni staff with the help of volunteer and invited **Alumni Champions.** The new platform is supervised by the new **Alumni Affairs** group, which was incorporated into the Corporate and Institutional Relations unit in 2020 to better exploit the synergies that exist between alumni and the world of practice.

The fact that Corvinus students are popular targets for employers even before graduation is positive feedback for the university. However, Corvinus would like to change the trend of students pursuing jobs midway through their studies in order for them to avoid interruption to their education. Nevertheless, it is rather difficult to change the mind-set of students when it is in fact an advantage during job recruitment if a graduate has substantial work experience even before they graduate. Piloting and rolling out the Digital Mentor platform is an innovative project of Corvinus, but it is also the biggest **challenge** for the university in the upcoming academic year as it requires a lot of resources from academic staff. Over the past few years, there has been an increase in the demand for counselling services, especially since the Covid-19 pandemic. The resources allocated to counselling services may soon become insufficient. Going back to face-to-face delivery mode post-COVID-19 may pose new challenges for students and therefore also to Student Services.

3.1 Target profiles, selection criteria, and processes

Corvinus has historically positioned its programmes for the top segment of the national HE market. In parallel with the new strategy, the primary target groups of the programmes now have a **more regional and global focus**. The university currently offers ten BA/BSc programmes (six of them in English), 21 MA/MSc programmes (13 of them in English), 25 programmes within the postgraduate diploma programmes/MBA programme portfolio (three of them in English), and six doctoral programmes (all offered in English).

For BA/BSc and MA/MSc degrees in the Hungarian legal environment, programme-level ILOs and **target profiles** are regulated and published by the HE authorities; these training and outcome requirements detail the competences that graduates must possess. The training and outcome requirements further specify the subject areas that need to be covered (and their proportions in terms of ECTS) and any requirements regarding proficiency in modern foreign languages (MFLS, including level of proficiency in relation to the Common European Framework of Reference for Languages) and the details of mandatory internships. Furthermore, for MA/MSc programmes the training and outcome requirements also specify student knowledge in terms of subject areas that need to have been covered and their proportions in terms of ECTS earned from previous BA/BSc or MA/MSc studies.

For **BA/BSc programmes**, target profiles are set in line with training and outcome requirements. The national admission system ensures the **fairness and rigour of process** for Hungarian applicants (and those with dual citizenship) in the admission procedure. Namely, the university specifies which subject results shall be considered when ranking applicants, and publishes these admission criteria on the application system operated by the Educational Authority, https://www.felvi.hu/, along with the number of students to be admitted by programme, language, mode of delivery, campus, and form of financing. Students submit their assessment grades (e.g. transcripts of Years 11 and 12, and details of intermediate and higher-level

matriculation examinations and foreign-language examination certificates), based on which the system calculates their admission points on a 500-point scale:

- max. 200 points based on their end-term results in Years 11 and 12 of secondary education,
- max. 200 points based on their matriculation examination results,
- max. 100 points for extra achievements, and/or for special social status criteria: max. 40 points for foreign-language examination certificates; max. 100 points for being highly ranked in national academic competitions; max. 30 points for being well ranked in sporting competitions; and max. 40 points for students with disabilities, those from disadvantaged backgrounds, and those with children.

For programmes where the language of instruction is English, students must further **demonstrate their proficiency in English** at the B2 level according to the Common European Framework of Reference for Languages (IELTS 6.0 or equivalent). Once all points for all applicants have been calculated, the HEI has a second decision to make: whether to set the cut-off score for admissions in line with the quotas previously specified. All students who have attained a score greater than (or equal to) the cut-off score are automatically admitted to the programme.

As may be seen from the description of the process above, the university may intervene at two points in student selection: one regarding secondary school subjects, and one regarding the cut-off points. On the one hand, choosing the matriculation subjects in line with the focal points of the programme ensures the **appropriateness** of the selection process. BA programmes typically require a matriculation examination in social studies, history, literature, MFLs, etc., of which normally one must be at a higher level; BSc programmes typically require mathematics, normally at a higher level, as a prerequisite for admission, thereby **aligning intake and target profiles**. Setting the cut-off scores relatively high, on the other hand, ensures that the university admits the best applicants for the given programme **in terms of their potential contribution to the latter**.

For **MA/MSc programmes**, target profiles are formulated in line with the training and outcome requirements set by HE authorities. Although applications also need to be made in the application system by applicants who are Hungarian citizens (or dual citizens), **credits earned during previous studies** are **validated** by the university, thus enabling autonomy for the institutions in relation to **shaping intake profiles.** For MA/MSc programmes, the university uses written examinations and/or admission interviews aimed at gauging the knowledge, skills, and motivation of applicants to complete the programme. To ensure the **fairness and rigour** of the process, Corvinus has devised an interview guide and an accompanying grading grid for oral interviews, which specify the protocol as well as the descriptors of performance across different bands of performance for the following criteria: **knowledge**; (e.g. critical thinking, communication) **skills**; and **motivation**, thereby facilitating evaluation of students' **capacity for personal development**.

Postgraduate diploma programmes target working professionals who wish to acquire new or develop pre-existing skills and knowledge. Their **intake profiles are aligned with the target profiles** of the individual groups of programmes:

- **Programmes for future business professionals** (e.g., MBA and Executive MBA)
- **Programmes for functional or industry experts** (e.g., Public Procurement Management or HR Management)
- **Programmes for functional leaders** (e.g., HR Business Partner, Information Management, and Agribusiness Management)
- **Programmes for prospective innovators** (e.g., FinTech Management; Managing HE, R&D, and Innovation Institutes; and Research and Innovation Management)

HEIs may apply their own admission process and selection criteria for postgraduate diploma programmes. Corvinus assesses the background knowledge, work experience, and motivation of candidates partly based on the CV and motivation letters that applicants submit and via oral interviews.

Doctoral programmes target candidates with a demonstrated interest in scientific/academic work who wish to deepen their academic knowledge in a specific area; a recent change in this respect has been the launching of professional doctorates in 2021 which target working professionals. The selection criteria for Doctoral Schools focus primarily on applicants' ability to become researchers: with a view to this, applicants submit research papers and research proposals, and participate in oral interviews.

Students attending Corvinus have several options for financing their studies: these range from **merit-based scholarships** (including the Corvinus Scholarship and GPA-bound scholarships), through **scholarships available to financially disadvantaged students**, to government-**subsidized student loans.** When analysing the freshman survey conducted among students who commenced their studies in Sep 2020, Corvinus examined the relationship between the difficulty students assigned to financing their studies and their choice of means of financing. Results showed that approx. 80-88 per cent of students who rated the difficulty as between "none" and "some" expected to finance their studies at least partially from the Corvinus Scholarship, with approx. half of these students expecting to receive a scholarship on top of this, dependent on their GPA. Student loans are less popular, with less than 10 per cent of students planning to take out a loan.
Those who indicated that financing their studies involves "significant" difficulty are less likely to expect a Corvinus Scholarship (only two-thirds marked this option) and are approx. six times more likely to be working alongside studying than those for whom financing presents "little" or "no" challenge. Only around 27 per cent of these students, however, expect to receive one of the scholarships offered to financially disadvantaged students. The results may reveal a problem with communicating about forms of financing support, indicating the need for further improvement.

3.2 Quality of students

As in previous years, the university has two independent types of data sources at its disposal to assess student quality. First, the highly standardized admission procedure for BA/BSc students mentioned in the previous section allows **domestic ranking agencies** to compare HEIs in Hungary according to student quality. "Student quality" in these rankings is usually operationalized as the number of applicants who ranked the given HEI first, the average number of points that accepted applicants achieved, the number of students who placed in national competitions, or the proportion of students who were accepted who had received an "excellent" grade on their higher-level matriculation examinations in a subject. Second, the university database that records **(over)application rates** as well as **retention rates** at the individual programme level as reported in the annual programme reports. The database is also used for monitoring whether the selection criteria and processes are effective.

Table 3.1. Student quality calculated by domestic ranking agencies

	2019	2020	2021
HVG	#1	#2	#3
Figyelő	#2	#2	#2

As Table 3.1 reveals, the quality of full-time BA/BSc students that are admitted to Corvinus has consistently been ranked in the top three places among HEIs in Hungary over the past three years, which indicates that the university has set the bar sufficiently high when setting the cut-off score to ensure a high-quality intake, in line with the preferred intake profile.

Table 3.2. Application rates (academic year 2020-21)

	Total number of applicants	Number of places offered	Application rates
Bachelor programmes	10,075	2,420	4.16
Master programmes	4,301	1,700	2.53
Postgraduate programmes	542	570	0.95

(For more details see Appendix 3.1)

Taking a look at the application rates (See Table 3.2) in academic year 2020-21, we can see that there is considerable overapplication in the case of Bachelor and Master programmes: overapplication in the BA/BSc programmes is the highest, in the Master programmes it is more than double, while for postgraduate

programmes there are fewer applicants than number of places available. As a consequence, in the BA/BSc and MA/MSc programmes Corvinus is able to select top-quality students, whereas in the Postgraduate programmes there is still room for improvement in terms of attracting a higher number of quality applicants.

3.3 Course preparation and progression

The renewed Communication and Student Services units have completed intensive communication campaigns for prospective students. Major changes in this respect include **road shows** for strategic secondary schools aimed at making contact with potential BA/BSc applicants and sharing information about the study opportunities at Corvinus, as well as answering any questions regarding programme content and student life. Another development is the creation of a **comprehensive manual of the student journey** and an improved **onboarding process** for freshmen that has been fine-tuned by Student Services. The university, furthermore, has retained its tried-and-tested methods of informing students about their study programmes that we reported on in our self-assessment report in 2018. Detailed information about programmes, including curricula and study and examination regulations, is available on the university **website**, and even during the COVID-19 pandemic Corvinus continued to offer online **open days** to students at which Programme Directors are available to introduce their programmes and address any questions prospective applicants may have.

One **challenge** that Corvinus has been facing is identifying barriers to learning or progression as early as possible; however, the new Institutional CRP-IDP plans to address this shortcoming, as well as to ensure that talented students receive further mentoring that challenges them so that their skills are improved during their studies. The system plans feature compulsory competence measurement for new cohorts regarding their higher education skills and quantitative reasoning skills; this information is subsequently fed into the **digital mentor**, which then offers personalized mentoring, events, and activities to students based on their profiles. Students who are identified as being on the left tail of the distribution are subsequently provided with mentoring with a view to reducing disadvantages, and those on the right tail are enrolled in talent management with a view to exploiting their strengths.

There have been two major changes regarding the handling of credit transfers, and therefore **increasing their validity and reliability**, since the submission of the previous self-assessment report in 2018. First, regarding validity, Corvinus has introduced grade-distribution-based grade conversions following the recommendations put forward in the *ECTS Users' Guide*; second, regarding reliability Corvinus has started building a database of records that lists national-to-ECTS credit conversion ratios and national-to-Hungarian grade conversion rules. **Credit and grade transfers** at Corvinus are managed in line with Act No. 204 (2011) on National Higher Education, which mandates that Credit Transfer Committees be established at HEIs which oversee requests for credit transfers, and are in line with the *ECTS Users' Guide*, which provides recommendations for managing grade conversions between HEIs within the EHEA. In line with the Act on National Higher Education, there must exist a min. 75% overlap between two courses in terms of content for them to be accepted as equivalent; unlike in other HE systems, no comparability in terms of notional learning hours, credit value, etc. is expected.

The process for credit and grade transfers is standardized across the university with a view to ensuring the **validity and the reliability** of the process. The **Credit Transfer Committee** makes decisions regarding the comparability of content between two courses (cf., the 75-per-cent rule above), credit conversion, and grade conversion. For credit conversion, ECTS credits are accepted 'as is', regardless of the number of notional learning hours assigned to 1 ECTS in the national system; non-ECTS credits are converted in line with the information available in the database maintained by the Centre for Educational Quality Enhancement and Methodology, which lists national-to-ECTS credit conversion ratios (for countries that do not employ ECTS). (For grade conversion regulations, see *Appendix 3.2.)*

Students first submit their official transcripts and module specifications electronically via NEPTUN. Administrators at Student Services who are responsible for credit and grade transfers subsequently make a preliminary assessment of the transfers by comparing the transfer request with the database maintained by the Centre for Educational Quality Enhancement and Methodology, which is then approved or altered by the Credit Transfer Committee. The decisions are recorded in NEPTUN, and students are notified of individual decisions.

Student progression at Corvinus is monitored at the individual level, while aggregated measures are calculated to inform decisions regarding programmes. A change in the process is associated with the introduction of the new annual programme reports that are pre-populated with data by the Centre for Educational Quality Enhancement and Methodology, which expect Programme Directors to reflect on

three-year trends and propose action points based on these if necessary. Individual student progression is electronically recorded in the NEPTUN administration system. Students manage their enrolment, submit requests, etc. via this system, and instructors assign grades, etc. therein. The system serves as the reporting interface to the Hungarian Higher-Education Information System, which is operated and maintained by the Educational Authority and which is linked with national administrative databases. The Educational Authority monitors and validates data in the system continuously, ensuring data integrity. The university also uses **aggregated student progression measures** in its quality assurance and enhancement processes to spot problems with programmes either regarding the mismatch between incoming students and programme content or regarding workload/study requirements vs. programme duration. Specifically, the following measures, relevant to the present discussion, are calculated and fed back to Programme Directors via the annual programme reports:

- **student retention** by cohort;
- **proportion of students completing the programme within the duration specified** and **average duration of studies** (as percentage of duration specified) by cohort.

Figure 3.1. BSc and MSc Retention and Completion Rates by Cohort

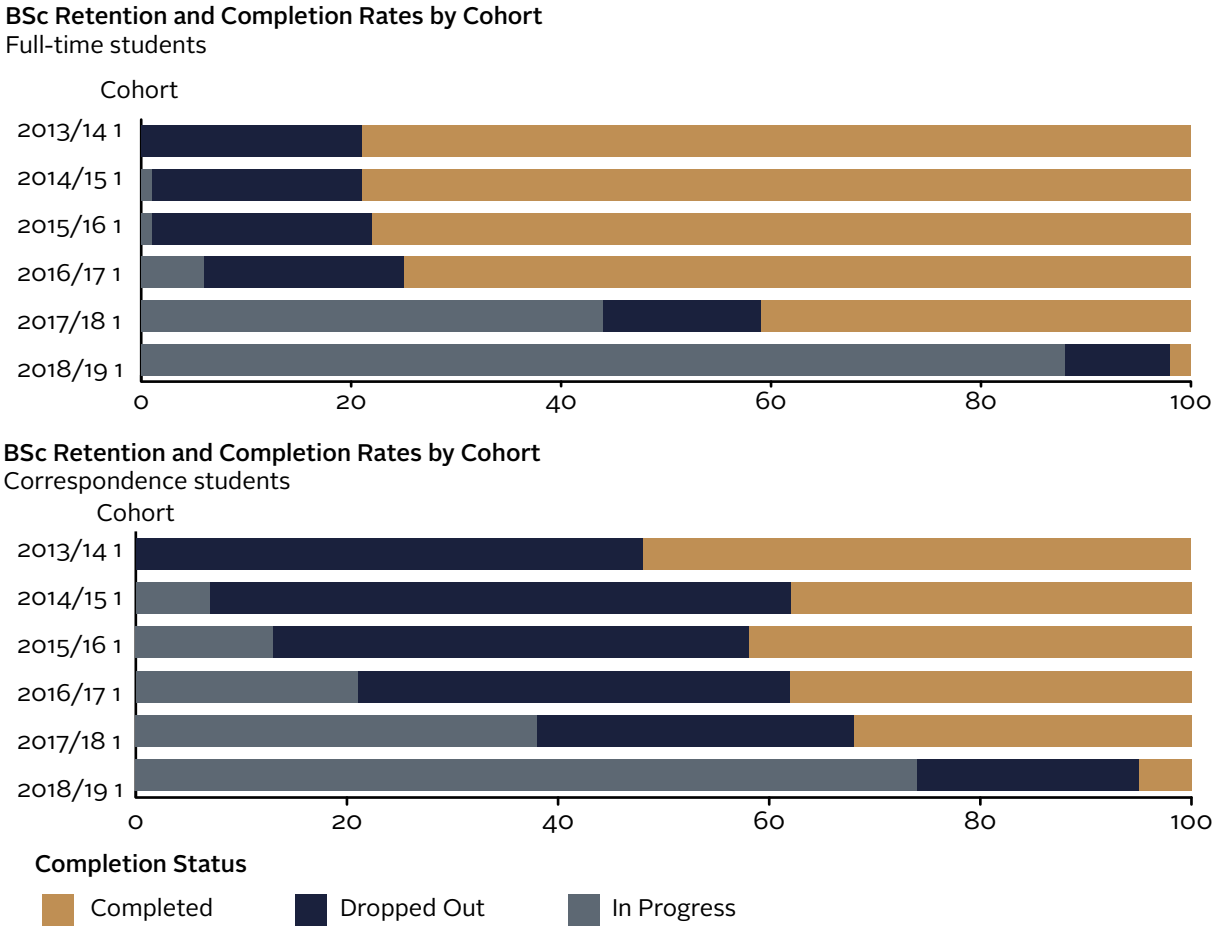
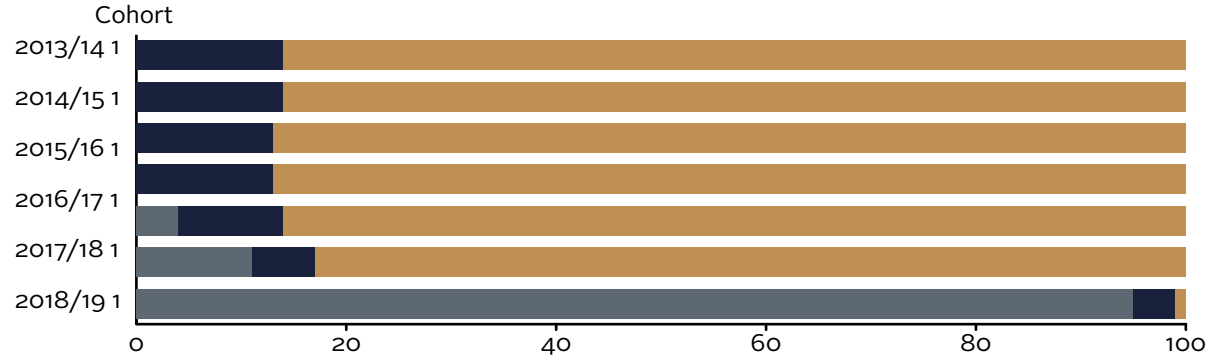
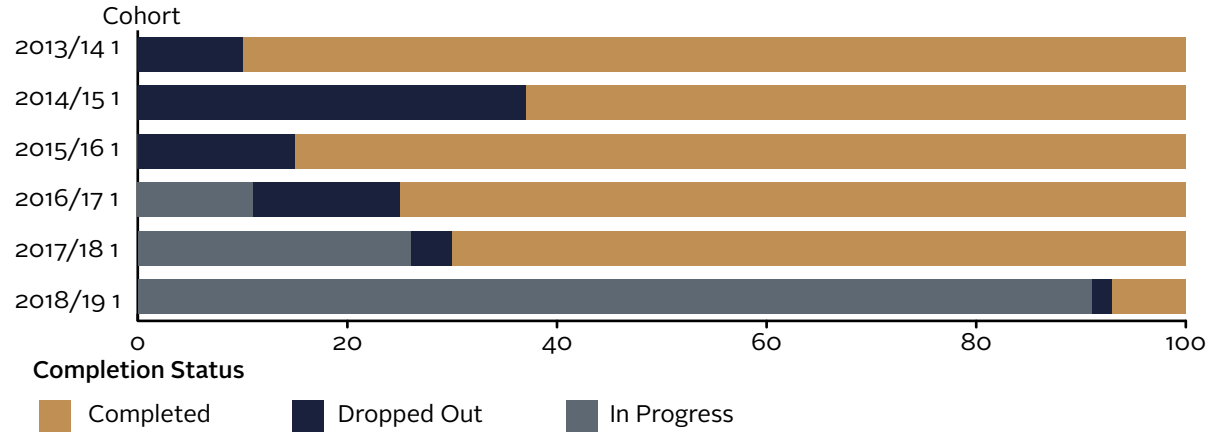


Figure 3.1 shows retention and completion rates for the BSc programmes that are the focus of our EQUIS accreditation: approx. 80 per cent of full-time students complete their studies, with a drop-out rate of approx. 20 per cent.

MSc Retention and Completion Rates by Cohort
Full-time students



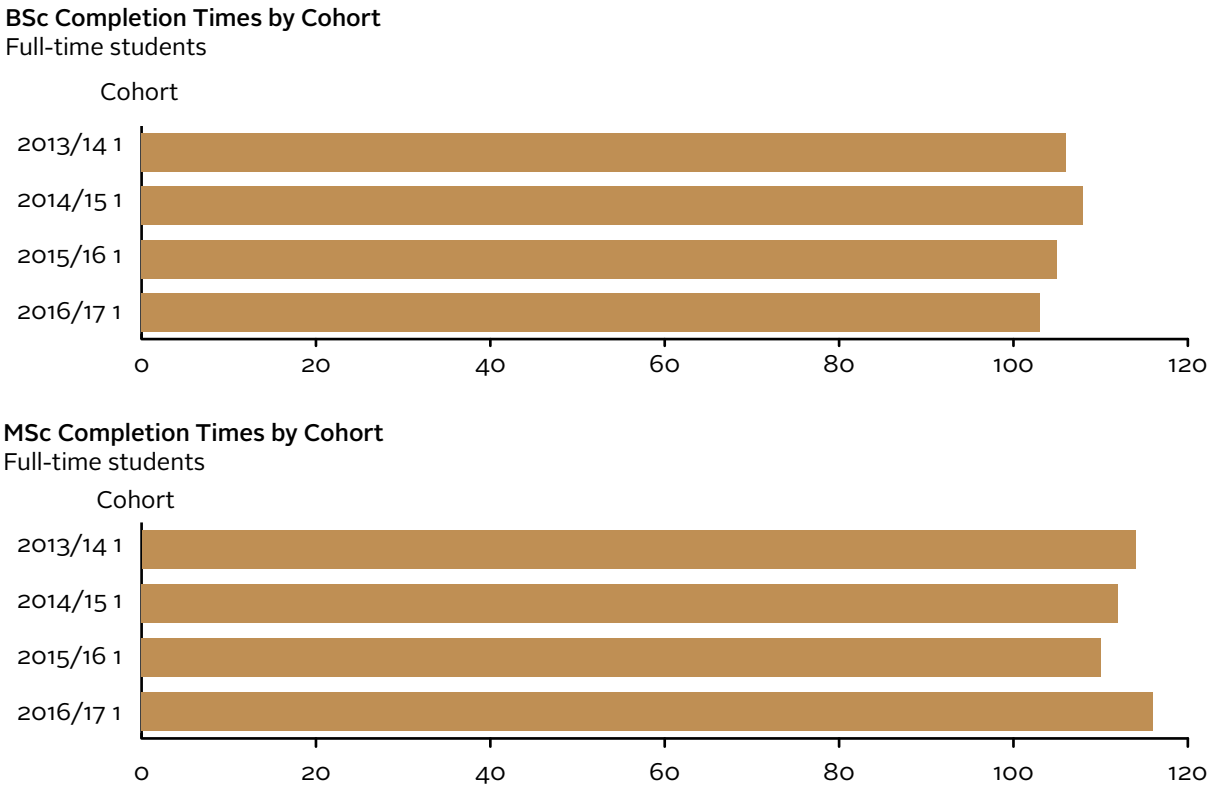
MSc Retention and Completion Rates by Cohort
Part-time an Correspondence students



Retention and completion rates for MSc programmes are better than those for the BSc programmes (although this is at least partly explained by the shorter duration of these programmes): 85 per cent of full-time students tend to complete their studies.

In addition to completion rates, it is also worth noting average programme duration times. The two charts below show the programme duration times, expressed as a percentage of specified programme length, in semesters for students who complete their programmes.

Figure 3.2. BSc and MSc Completion Times by Cohort (full-time students)



As Figure 3.2 shows, programme completion times are close to 100 per cent – that is, students normally take a max. of one extra semester on top of the regular programme length to complete their studies. Based on this information, it may be argued that overall, at the level of the programme portfolios, the **selection processes seem to be sufficiently rigorous** and programmes seem to have the appropriate workload to enable on-time completion.

3.4 Support and counselling services

Student support and counselling services have **significantly expanded** both in terms of number of qualified personnel and the portfolio of support offered to domestic and international students since July 2018. Major changes in this respect have been (a) the growth of the Student Counselling unit from 3.0 FTE in 2018 to 12.0 FTE in Jan 2020, the majority of members of whom are qualified psychologists – which situation may be identified as an international example of best practice; (b) the student surveys conducted by the unit to ensure that support is matched to the needs of the current student population; and (c) the adaptation of the services offered by the unit to the situation brought about by the COVID-19 pandemic, which has required new communication channels with students, including podcasts and workbooks to make their presence felt in the online space. Since the submission of the last self-assessment report in 2018, the unit has further employed a Special Needs Education expert (0.5 FTE) to assist students with special needs and a Community Coordinator to manage the work of peer mentors and community-building initiatives. The Student Counselling Unit provides the full scope of services that are related to counselling. They regularly author **information materials**, articles, and podcasts on topics **in alignment with the schedule of the semester** to provide on-demand assistance to students. In addition to publishing self-help guides, the unit also holds numerous training sessions with a view to implementing a **preventive attitude to counselling**. Additionally, the unit organizes **group and community interventions** and offers **one-on-one counselling** to students who desire further assistance. Its members being qualified psychologists and experts in Special Needs Education, the team has the unique strength of being able to **take a holistic view** of the counselling process. This not only manifests in the ability to recommend that a given student seeks external help (if, for example, psychiatric consulting may be required), but it also makes it possible for the team to identify previously unidentified learning disabilities, for which intervention can be both planned and implemented by the members of the Student Counselling team.

The services offered to **international students with disabilities** are also examples of best practice. The special rules and allowances that apply to students with special needs are specified in the applicable university regulations; these range from offering the possibility to sit an oral, as opposed to a written, examination (or *vice versa*), through loaning out laptops to providing a special helper for students. For exchange students, the university further maintains contact with the sending HEI regarding students with special needs and negotiates any allowances prior to the arrival of the student so that exchange participants are fully informed about the capabilities (and potential limitations) of the university concerning support. Corvinus also accepts the certification of the sending HEI; exchange students are not required to undergo additional certification processes before they are considered eligible for allowances related to any special needs.

The work of the unit is not without **challenges**, however. As evidence of the quality of the work of its members, an increasing number of students are contacting them with their problems, and word-of-mouth now seems to be sufficient for advertising counselling services to students. This also means that the university may soon reach a point at which the resources allocated to counselling may become insufficient and new hires will need to be made to keep up with demand. Another challenge concerns COVID-19 and the post-COVID-19 era: similarly to other HEIs, Corvinus also has limited knowledge about the adjustments that will need to be made once students and instructors return to classroom teaching, and this may make the services offered by the Student Counselling team even more invaluable.

3.5 Personal development and career support

A **major change** in personal development is the launch of the **digital mentor project**, which is planned to be rolled out in a pilot phase in Autumn 2021. The digital mentor will use machine learning and AI to identify student strengths and areas for improvement based on the **competence-measurement** of incoming students and will subsequently recommend curricular and extracurricular activities that can help **reduce the disadvantages** of specific students and **identify talent**, the latter which will also make it possible for the university to identify and appropriately manage talented students throughout their studies at the university. The digital mentor will also be linked up with career support and assist in the **career orientation** of students, while during their studies students will be guided by faculty members who act as **mentors**.

Corvinus has also retained venues for **skills development** that were already described in the 2018 SAR. As discussed in Chapter 2, the following higher-education and managerial skills are the focus:

Higher-education skills	Managerial skills
▸ critical thinking; ▸ oral communication (including presentation skills); ▸ problem-solving; ▸ teamwork; ▸ written communication.	▸ interpersonal skills; ▸ independent problem-solving skills; ▸ participation in team work; ▸ independent work skills; ▸ communication skills and use of modern foreign languages; ▸ decision-making skills.

Aggregated attainment in these skills, as described in Chapter 2, feeds into the quality assurance and enhancement process for study programmes; personal-level feedback, conversely, feeds into the **digital mentor** to assist in career orientation, disadvantage-reduction, and talent management initiatives. The **challenge** the university currently faces concerns the digital mentor: while the project is well under way, the pilot planned for the Autumn 2021 semester will probably shed light on problems that will need to be tackled before the full roll-out of the system is possible. In addition to curricular activities, there are several venues through which talented students may build on and showcase their talent through a variety of activities: teaching assistantships; colleges for advanced studies; student organizations; and competitions, including the prestigious Student Scientific Conferences. (*See Appendix 3.3. for details.)*

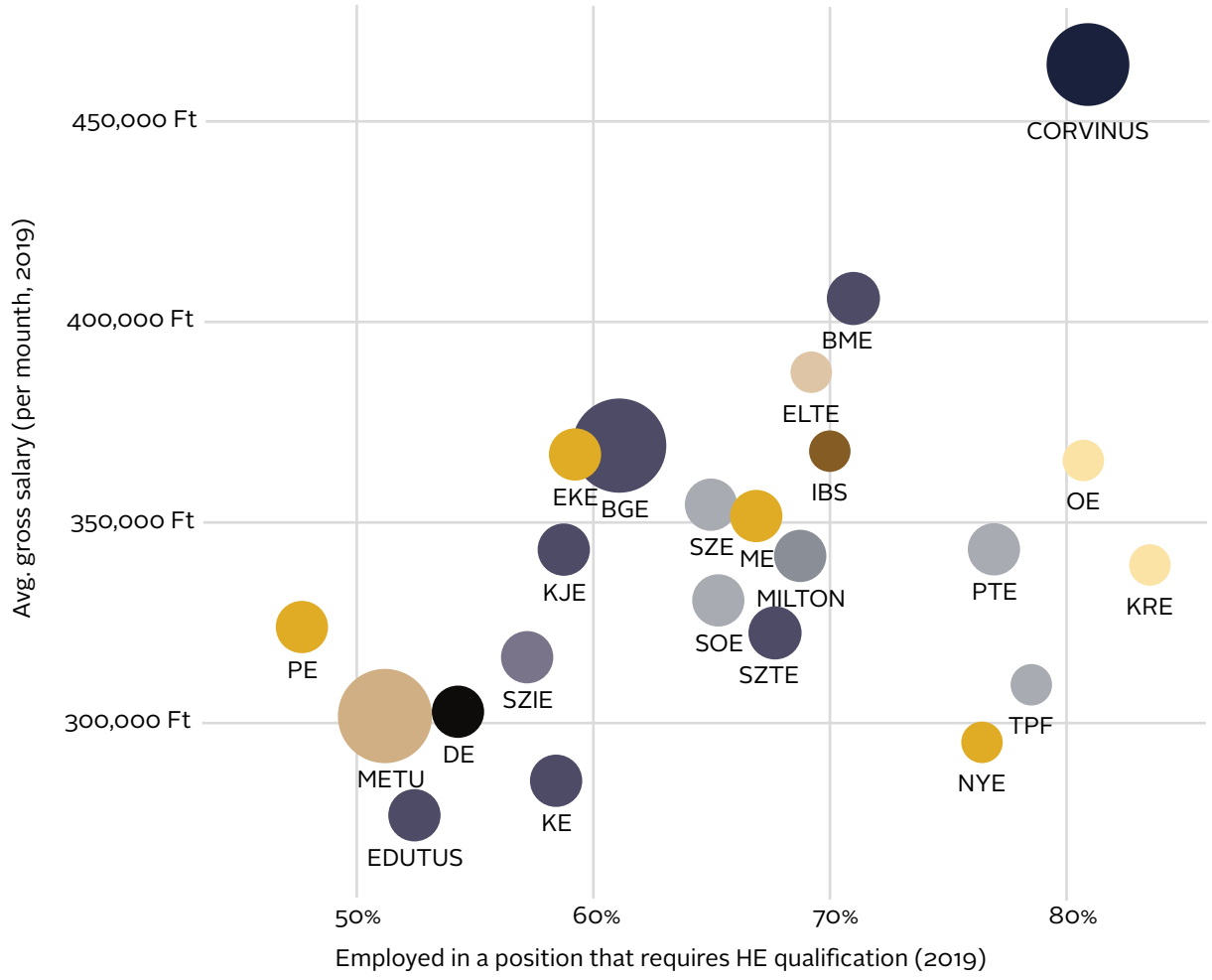
The Student Counselling unit also offers **career support** at each decision-point that students may face while looking for jobs. In line with their regular *modus operandi*, the unit provides several types of assistance. First, it has published **career guides, podcasts, and articles** on – for instance – job applications and online and offline interview survival techniques; further, it has authored training materials that help students coach themselves on how to create a coherent narrative about themselves through writing their CVs. Second, the unit offers **training sessions** on career-related skills, including CV writing. Last, the

members of the team offer one-on-one coaching to students that may involve career planning, choosing a specialization, or an internship.

The Educational Authority publishes biannual **reports on those who leave higher education**, which is based on linking information that is available across multiple administrative databases used in Hungary; as a result, HEIs may acquire **valid and reliable information** regarding the employment status, average salaries, and types of employment of graduates within specific disciplines, as well as those from specific HEIs. Due to the completeness of the data, these reports are also employed in benchmarking Corvinus against its direct domestic competitors as well as benchmarking programmes within the university.

The most recent report which contains employment data was published in May 2021, and statistical information for those full-time students who graduated from a Hungarian HEI between 2011/12 and 2017/18.

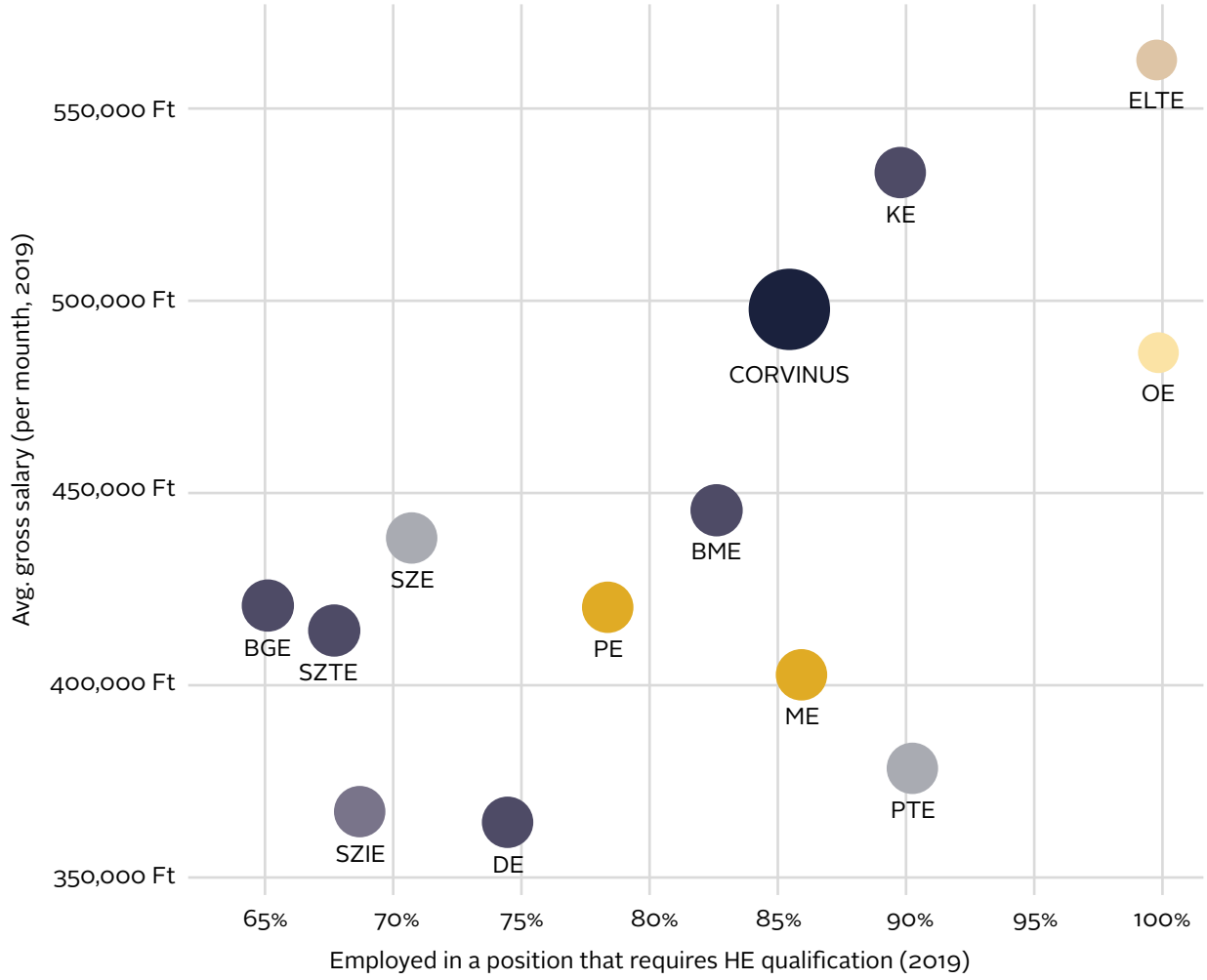
Figure 3.3. Employment data about the BSc-level leavers of higher education in Hungary (2011-18)



The Figure 3.3 shows on the vertical axis the average gross salary (per month in 2019) for **BSc graduates** of the HEIs in Hungary that offer programmes in business and management; the horizontal axis shows the proportion of graduates that are currently employed in a position that requires a HE-related qualification. The chart reveals that Corvinus BSc graduates had the **highest average gross salaries** in 2019, and over 80 per cent of them were **employed in positions that match our graduate profile**.

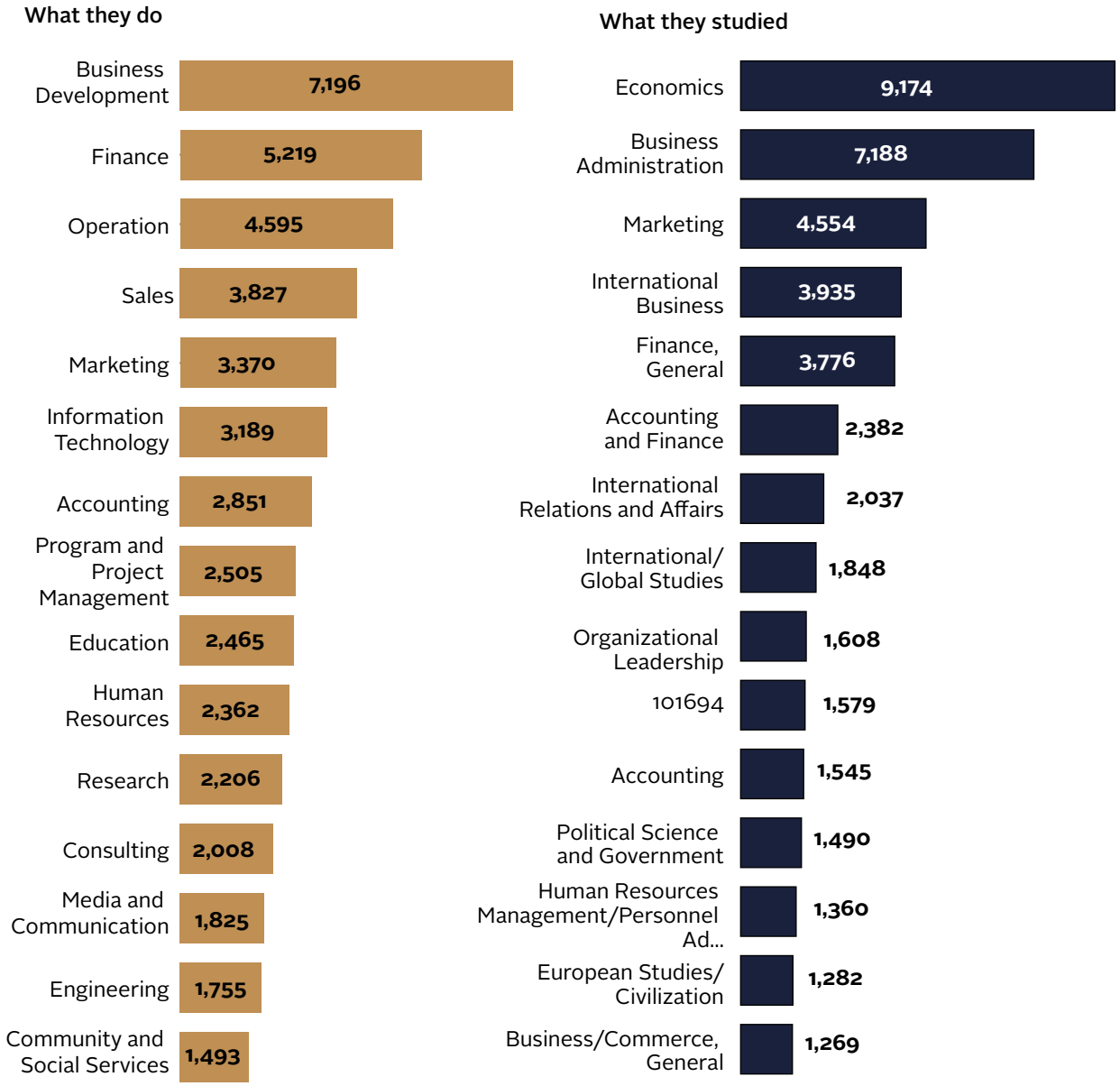
Figure 3.4 below shows the same information for full-time **MSc graduates in business and management**. In this case, Corvinus is ranked among the top three HEIs (after Eötvös Loránd University and Central European University); the proportion of students working in positions that require a HE-related qualification is still over 85%. What is interesting here is that there seems to be relatively little difference between the BSc and MSc-level figures in the case of Corvinus, which is an issue Market Research is in the process of investigating, with cooperation from the Data Team at the Educational Authority.

Figure 3.4. Employment data about the MSc-level leavers of higher education in Hungary (2011-18)



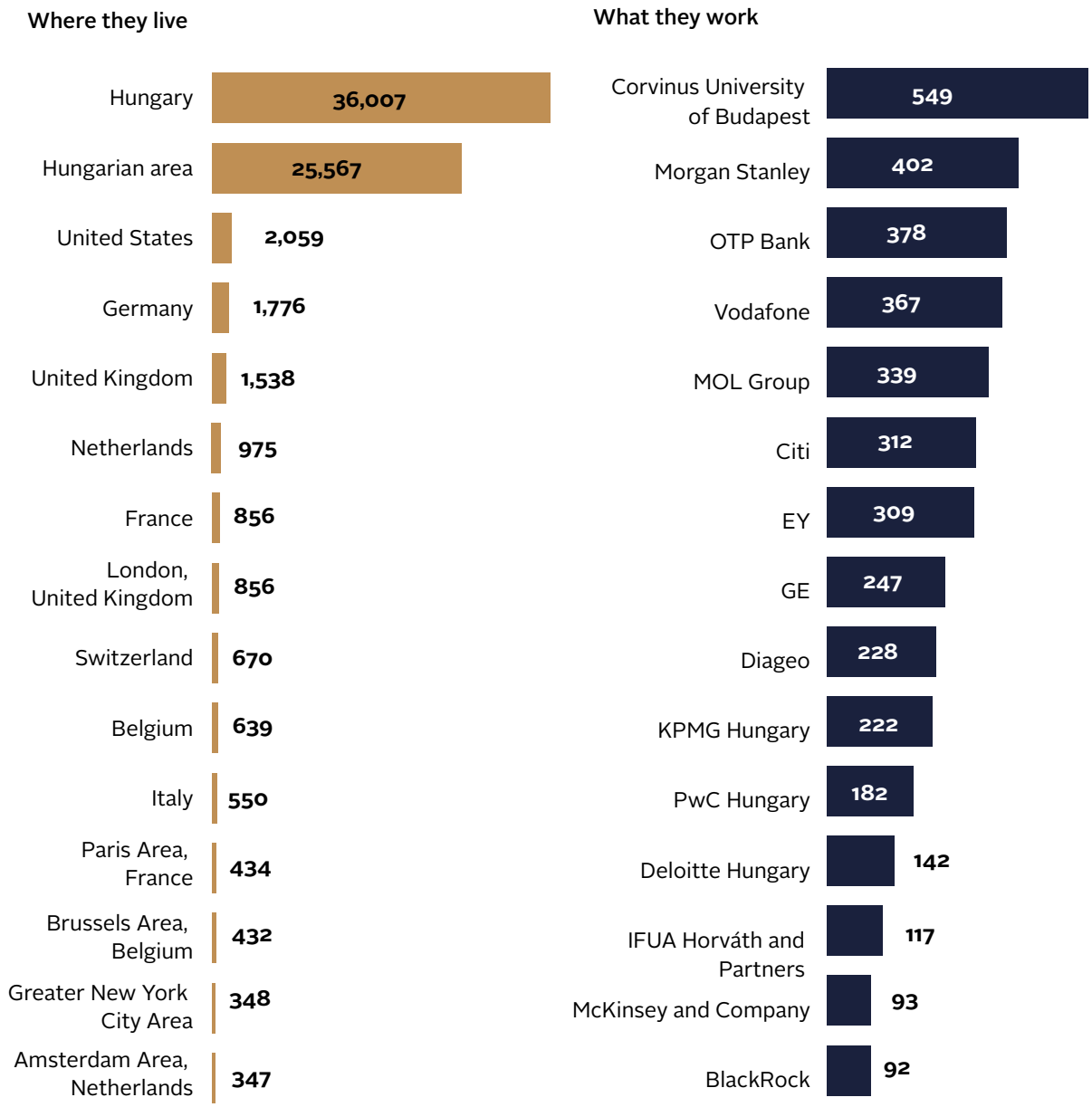
Although the university possesses unparalleled data regarding overall employment trends for its graduates that have been provided by the Educational Authority, unfortunately, only a limited amount of reliable data exists regarding employment data related to our former students, and locating information regarding major employers has been a **challenge**. The alumni platform (described in detail in the following section) will certainly streamline this task; for the time being, we can rely only on data provided by students themselves on LinkedIn.

Figure 3.5. Employment data about Corvinus graduates from LinkedIn profiles



Based on the data illustrated in Figure 3.5, we can see that, in line with the overall university profile, most students who graduated from the university are currently employed in a **business-and-management-related position**: namely, in business development, finance, operations, sales, or marketing. Because of our BSc and MSc in Business Informatics, a significant proportion of students work in **IT-related positions**. Figure 3.6 below also shows the location of our former graduates as well as their **major employers**. A significant proportion of students go on to work at Morgan Stanley, OTP Bank, Vodafone, the MOL Group, Citi, EY, and GE. As far as their **geographical distribution** is concerned, the majority of students, in line with our mission and vision, take up employment in Hungary and the CEE region.

Figure 3.6. Geographical distribution of employers of Corvinus graduates based on LinkedIn profiles



3.6 Alumni relations

There have been a number of major changes in the past five years in terms of managing alumni relations, which may be best described as "community rebuilding"; some of these are due to the fact that alumni relations have been **relocated** to Corporate and Institutional Relations, thereby allowing the university to better exploit the synergies with the business world. Alumni relations are specified as an important focal point in CRP-IDP, which outlines specific mid-term activities for alumni relations:

- **Alumni newsletters and platform.** The university has recently launched a new alumni community platform on Hivebrite (https://hivebrite.com/) with a view to helping Corvinus alumni find their way home to their *alma mater*. It is an example of best practice in this regard that Alumni Relations have conducted extensive research on the student organizations that existed within the university during the past 70+ years and recreated these in the online space to help bring in former students. This has also assisted Alumni Relations to strike a balance between offering customized, personal support to individual alumni while also exploiting the **networking opportunities** that exist due to the sheer size of the pool of alumni that have graduated from the university during the past 70+ years. The platform

further provides a specific space for highlighting career and job opportunities associated with the corporate partners of the university to former students. One **challenge** regarding the database is posed by **GDPR regulations**, because of which the alumni database needed to be rebuilt from scratch in 2018. To date, there are 5,000+ sign-ups to the database, with the full rollout commencing in Spring 2021. The alumni newsletter was re-launched in 2020 and is now sent out regularly, targeted at different groups (Hungarian and international students, fresh graduates, golden jubilee members, etc.) The newsletter has an outstanding open rate (50-60%) and an ever-growing conversion rate.

- **Face-to-face and online events.** Alumni Relations have gradually been organizing more and more online and offline events to alumni SIGs. From the annual one or two events, the past academic year has already seen twice as many events, and there are now 10+ events already planned for the upcoming academic year. Events have included MBA meetups, golden jubilee celebrations, and meet-ups for the Alumni Champions.

- **Supporting alumni in their career and life-long learning endeavours.** Another key element of the Alumni Strategy is attracting more and more former students to attend executive courses and postgraduate diploma programmes at the university. To ensure that the portfolio meets the needs of alumni, Programme Management has **surveyed alumni** with a view to better understanding their training and development needs that they have identified at this point in their careers; the needs of **international alumni** have been investigated in a separate study. Further, Student Counselling has produced **materials that help students make a head start in their careers**.

- **Making university infrastructure available.** The university in the past already made teaching areas available for alumni meet-ups free of charge; now there are plans to further expand this offering with a wider access to infrastructure, including, for example, library access.

- **Alumni Champions.** The university has already recruited 30+ Alumni Champions, whose involvement in the university's life also represents best practice, and has greatly **contributed to the community-(re)building mission** of Alumni Relations. These Champions represent a wide variety of nationalities, career stages, sectors, and companies; thereby, their experiences, networks, and knowledge may be utilized, for example, in the **programme development projects** that were introduced in Chapter 2. Alumni Champions have also been involved in **campaigns** managed by Communications, and they have **assisted in student support** via contributing to career development materials (articles, career guides, and podcasts).

Although there have been major developments in alumni relations, there are also a number of other **challenges** that the university is currently facing. First, although it is a mid-term strategic goal of the university to substantially increase alumni donations, in the CEE region – where alumni tend to maintain close connections with individual professors as opposed to HEIs after graduating – it has been challenging to attract donations at the university level. An important part of the alumni strategy is gradually shifting this loyalty to the institutional level and therefore increasing the alumni donations that the university as an entity receives. Second, the boost in number of registrations in the alumni database has not been paralleled with an increase in resources, either in connection with alumni relations specifically, or at the university level more generally. A significant challenge for the future is ensuring the scalability of offerings, especially in a situation when life is slowly returning to normal, with more face-to-face interaction, which requires increasing resources.

3.7 Internationalisation

Unlike Hungarian citizens, **international students** (including those applying for the Stipendium Hungaricum Scholarship programme) are required to **apply directly to the university** in the case of BA/BSc and MA/MSc programmes. In this case, the admission system outlined in Section 3.1. is not utilized.

The university receives international applications via three channels:

1. Direct (self-funded) – applications are made online at https://international-application.uni-corvinus.hu/
2. Stipendium Hungaricum scholarships – applications are made online at https://apply.stipendiumhungaricum.hu/
3. Diaspora Scholarships – applications are made online at https://apply.diasporascholarship.hu/. (N.B. This is a new programme available to students starting in September 2021.)

Recognition of degrees obtained outside Hungary is carried out in line with Act No. 100 (2001) on the Recognition of Degrees and Certificates Awarded Outside Hungary by Legal Services, in consultation with the Hungarian **ENIC/NARIC Centre** if needed, thereby ensuring the **reliability and validity** of the process. International students who apply to **BA/BSc programmes**, depending on the chosen programme, either need to sit an examination in mathematics or to participate in an oral interview aimed at assessing whether their knowledge, skills, and motivational profile match the requirements for commencing the programme in the given language. International students who apply to **MA/MSc** programmes need to participate in an oral interview, unless they have:

- a **degree** with a min. degree classification of Grade C (ECTS 2003) from an HEI that holds institutional EQUIS/AACSB accreditation and/or is a CEMS member, or from a programme with EFMD accreditation;
- obtained a GMAT score of min. 500 or a GRE score of min. 151.

For the oral interviews, the same **interview protocols and grids** are utilized when assessing performance as for Hungarian students to ensure the fairness and transparency of the procedure.

3.8 Ethics, Responsibility, and Sustainability

Despite the fact that Corvinus' main educational and research focus is business, management, economics and social sciences, we are pleased to see and share that more and more students have chosen ethics-, responsibility-, and sustainability-related topics for their BSc/BA and MSc/MA theses. As part of the studies leading to thesis defence, students have the opportunity to take part in ERS-related research projects led by senior faculty members and PhD students.

Samples of ERS-related **thesis work**

- *Mercédesz Nemes*: Are we ready to go the extra mile for sustainability voluntarily? Critical evaluation of the rationale for alternative hedonism in the consumer behaviour in the context of global sustainability with a social experiment (in English)
- *Lóránt Értekes*: Public opinion in genetic engineering and genetically modified food in Hungary (in German)
- *Bettina Bikás*: How much is the value of a bird? Valuation of birds by applying the concepts of ecosystem services, total economic value and monetary valuation
- *Balázs Réti*: The role of sustainability in national peer-to-peer accommodation sharing
- *Mónika Besenyei*: Comparative Analysis of University Sustainability Initiatives
- *Zsanett Cserbák*: Procurement's Participation in Corporate Environmental Responsibility
- *István Kővári*: Sustainable supply chain management in the fast fashion industry

Talent management also has a strong focus on ERS in the form of sections and research papers dedicated to the topic within the institutional and national Student Scientific Conferences. Student associations are also extremely active in this field. The annual institutional **Student Scientific Conference** offers an opportunity to students to share their research results with other students and faculty. Those students who were ranked highest at the institutional level take part in the National Student Scientific Conference. In 2019, 32 sustainability-related pieces were written by Corvinus students, appearing in 10 sections. Six of them won first place, five of them second, and four achieved third. In 2020, we had 49 papers about sustainability-related topics in 17 sections. Six of our students achieved first place, seven second, and six third.

Samples of **papers that won awards**

- *Gábor Deme*: Quantitative analysis of factors affecting the income of social enterprises
- *Füller Kamilla*: To buy or not to buy? – Self-restraining communities against overconsumption
- *Magosi Orsolya*: Greta Thunberg vs. Severn Cullis-Suzuki: Green prophets on the digital agora
- *Evelin Kovács*: Public policy analysis of the Hungarian renewable electricity support scheme

- *Mátyás Péter Murányi, András Joannis, András Raptis*: Measurement of particulate matter exposure of cyclists in Budapest
- *Sára Dulai*: Real, not cosmeticized! – On consumer expectations regarding CSR communication of companies in the cosmetics industry
- *András Dominik Rákos*: Climate activism: the new public enemy? – Green movements from the perspective of the Hungarian pro-government press
- *Ambrus Menyhért Michels*: Together with Nature, and an Examination of the Interaction between Consumer and Nature
- *Csilla Baksai*: The impact of sustainability on the marketing strategy of companies in the cosmetics industry

Students are also active at organizing extra-curricular interactive events about green policy issues. The most recent example of such events is the **Green Week** that was organized by the Student Union in April 2021 for the first time, in spite of the pandemic, involving a series of events (lasting one week) entitled 'for Earth Day' in online form. For example, a roundtable discussion entitled *Whose Responsibility?* was organized, to which representatives and experts of government, business, and the civil sector were invited. In addition, sustainable topics were presented and discussed between students and course instructors. The final event of the week was an exciting ERS Quiz Night. Nearly 400 students showed interest in the event, following the Facebook post about the Green Week.

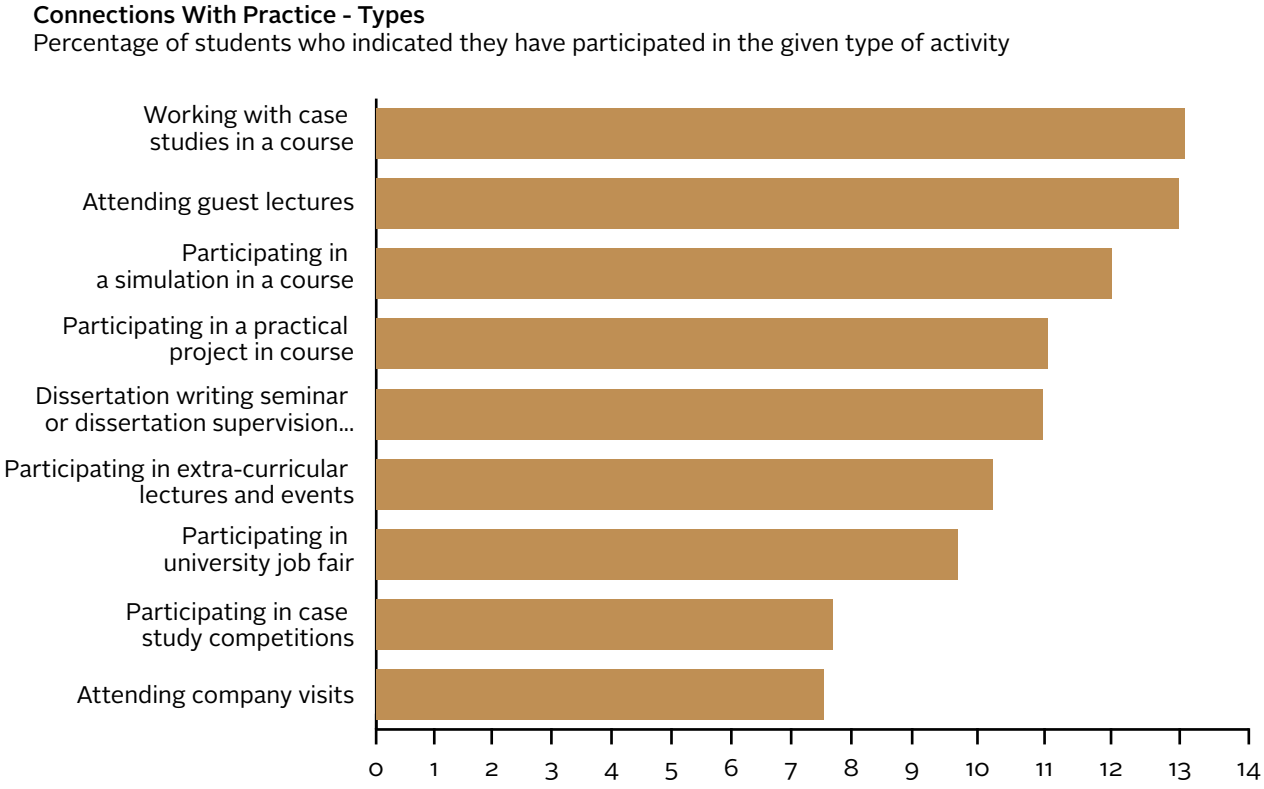
3.9 Connections with practice

Corvinus has **continued to maintain close connections** with the world of practice since the submission of our 2018 SAR. The world of practice is directly involved in student selection in dual training programmes and CEMS admissions, in advising students in their career aspirations through the Alumni Champions (as described above), and in the offer of other forms of assistance such as company visits and other extra-curricular assignments (e.g., case study competitions).

For dual training programmes, the world of practice **participates in student selection**. As highlighted and explained in Chapter 2, six programmes are offered as dual training programmes. Students who apply to these dual training programmes practically participate in two selection processes: the first is an academic one that follows the process outlined above for students who do not apply to dual training programmes; the second is with the company at which they will be spending their apprenticeship. Furthermore, in the oral interviews for the CEMS programme, corporate partners are brought in to provide the perspective of the world of practice. Members of the CEMS admission committee in the past have included representatives from Deloitte, Henkel, Hilti, MET, Microsoft, MOL Group, MVM Group, PwC, Procter & Gamble, The Boston Consulting Group, and Vodafone – this list of companies conforming with the primary corporate partners at which most of our students later find employment.

Apart from the Alumni Champions and participation in student selection, the world of practice has several other areas of interface with students. Examples in the past have included corporate partners acting as **dissertation referees** and **members of final examination committees**, organizing **case study competitions**, offering their expertise in **dissertation and empirical work**, and providing the opportunity for **company visits**. Figure 3.7 below shows the proportion of graduates who indicated that they have participated in each type of activity:

Figure 3.7. Types of student connections with the world of practice (Source: Graduate surveys)



The quality of the interaction between the world of practice and the university is evaluated on a regular basis by Corvinus as part of regular **quality assurance and enhancement processes**. On the one hand, the aggregated assessments of students during their internships forms an important part of the Assurance of Learning system (see Chapter 2). Moreover, international rankings (e.g., QS) serve as important benchmarks for the university: in the 2021 EECA QS Rankings, Corvinus obtained **82.90 points out of 100 for Employer Reputation**. On the other hand, students also assess the practical input into their studies in the end-of-programme graduate survey, which is then fed back to Programme Directors via the annual programme reports for reflection. Figure 3.8 below shows student satisfaction with the practical input into their programme on 1-5 scale (where brown stands for 1-2 score, while dark blue stands for score 4-5).

Figure 3.8. Graduate feedback on connections with the world of practice (Source: Graduate surveys)

Connetions with Practice						
Programmes	Cohort	Average	%			
BA/BSC programmes	2012/2013	2,74	22	29	28	21
	2013/2014	2.79	22	29	26	24
	2014/2015	2.88	19	30	28	23
	2015/2016	2.93	17	30	29	23
	2016/2017	2.89	17	32	29	22
	2017/2018	2.58	25	31	25	19
MA/MSC programmes	2012/2013	2.93	15	33	35	18
	2013/2014	2.89	22	26	26	27
	2014/2015	2.85	21	28	25	26

Connetions with Practice						
Programmes	Cohort	Average		%		
MA/MSC programmes	2015/2016	2.96	19	27	27	27
	2016/2017	2.93	20	27	27	26
	2017/2018	2.88	21	27	27	25
Postgraduate Diploma programmes and MBAs	2012/2013	1.81	45	24	21	10
	2013/2014	2.26	40	18	22	20
	2014/2015	2.18	42	16	22	20
	2015/2016	1.96	46	18	21	15
	2016/2017	2.17	43	16	18	23
	2017/2018	2.16	42	17	20	20

As the chart reveals, there exists definite **room for improvement** as far as the amount of involvement with the world of practice is concerned. Roughly one in every five students who study on the BA/BSc and MA/MSc programmes and roughly two in every five students on the postgraduate diploma programmes and MBAs reported they had no exposure to the world of practice during the duration of the course. These figures suggest that closer cooperation is needed between Corporate and Business Relations and the individual Programme Directors and instructors.

3.10 Perspectives – Actions and KPIs

In the CRP-IDP, specific areas of action were formulated and KPIs assigned for the coming years in relation to the further development of the student services and alumni relations. (These are summarized in *Table 3.3*). The **monitoring report** on the first six months progress in 2021 identified the following main improvements: the delay in the payment of student scholarships has been reduced and is now negligible; student satisfaction with services (TNPS) increased to 34 (as opposed to 25 defined as the KPI) based on more than 400 queries; the "Do It Online!" System has been set up and is operating successfully; and the comprehensive student digitalization program has been approved. At the end of 2020, the Corvinus Alumni newsletter was relaunched. The proportion of those who open the newsletter is outstandingly high (50-70%). The Corvinus Alumni ambassador network has been created with more than 50 Hungarian and international ambassadors. In June 2021 the new digital platform (Hivebrite) was launched.

Table 3.3. Student-related action and KPIs (2021-24)

Areas	Actions	KPIs
World-class student journey and student administration	▸ improve student orientation ▸ use of modern technology ▸ reduce the level of bureaucracy	Student satisfaction (TNPS) 2021: 25 2022: 55 2023: 60 2024: 60

Areas	Actions	KPIs
Digitalisation	▸ introduce MyCorvinus App ▸ develop a digital ecosystem	Proportion of digitalized processes 2021: 25% 2022: 35% 2023: 55% 2024: 60%
Student support system	▸ develop a service package to provide on-demand support to students (including former students) with ▸ career planning ▸ learning difficulties ▸ mental health challenges ▸ assist students who have special needs or disadvantaged background	No. of successful career placements 2021: 50 2022: 200 2023: 300+ 2024: 350+
Onboarding and community spaces	▸ creating home-like and inspiring community spaces	Campus NPS value (average of buildings) 2021: 10 2022: 25 2023: 35 2024: 40
Unique professional community (involving former students in the region)	▸ support alumni community-building (in person and online)	Number of registered alumni members (persons) 2021: 10000 2022: 20000 2023: 25000 2024: 35000
Corvinus Alumni Newsletter – Corvinus Alumni Platform	▸ redesign and operate an integrated online alumni platform	launched in the first half of 2021
Supportive Alumni culture	▸ develop a culture supportive of former students	Revenue from direct alumni support (million HUF) 2021: 25 2022: 40 2023: 60 2024: 75

CHAPTER 4: FACULTY

4.0 Main changes since 2018 and current challenges

The improvement of faculty management is one of the key areas of the ongoing renewal programme of Corvinus. In the past three years, a lot of effort has been made to revise existing procedures and practices in order to create a new model that best serves institutional strategy and supports the development of faculty. A fundamental step in the process was the establishment of the new unit that takes over and integrates faculty management, which was formerly handled in different ways and with varied resources at earlier Schools. The formation of **Academic Management** is a milestone in the renewal process and is one of the key elements of the matrix organization model devised for the university. An important facilitator of the re-modelling of faculty management was the creation of a new strategic **HR** body that includes experienced professionals. The following key developments have been achieved in the last two years:

- The **Academic Career Model** (hereinafter: ACM) was accepted and introduced in January 2021. This is a transparent academic career planning and advancement scheme which allows faculty to choose between various career tracks and job types, including new tracks, such as Professor of Practice. The scheme helps the institution oversee and plan faculty resources in line with its long-term strategy.
- The replacement of the public service employment of faculty by private employment status has paved the way for a redesign of promotion and appraisal policies, as well as the remuneration system. As a result, the new **Performance Development and Appraisal Policy** was accepted, and the salaries of faculty have been increased by nearly 40% in the last two years.
- New committees, such as the **Institute Heads' Council** and the **HR Committee** were also established to foster HR efforts and to help with recruitment and promotion procedures.
- Increasing the number of **international faculty** is an explicit goal of Corvinus' strategy. With the establishment of clear career opportunities and a yearly recruitment planning system, the foundations of international faculty recruitment have been created. HR, in cooperation with the Institutes, has started to build a unified and **professional international faculty recruitment procedure**. The Corvinus Institute for Advanced Studies (CIAS) also acts as a strategic partner by offering long-term contracts to its visiting researchers. (As a first result of these efforts, by June 2021 six new international faculty members had been recruited.)

With these recent developments, Corvinus has tackled the weaknesses of faculty management identified by CBS in 2018 SAR – namely, the constraints of public service employment and the former promotion-related criteria, inappropriate support from the formerly rather administratively focused HR, and the limited number of research positions. The issue of the small proportion of international faculty, an area of improvement identified by the PRT, has also been addressed.

Despite the above-listed achievements, **challenges** remain**.** International faculty recruitment procedures need further elaboration based on initial experiences, and the participation level of the faculty in international mobility should be improved. These phenomena were also negatively affected by the COVID-19 pandemic. There are other areas where further efforts are necessary, such as the development of induction processes. A further issue is that changes sometimes generate opposition and scepticism, which Corvinus is seeking to alleviate through inclusion and intensive communication (e.g. regular online Renewal Project information sessions, and a new Open Door Policy), and through recent survey-based feedback (e.g. a Gallup engagement survey and Trade Union opinion poll in 2021).

In order to present in detail the various aspects of faculty management in the renewing organization, the **new Corvinus faculty development strategy** and the **new Academic Career Model** will be outlined first. Corvinus has a highly qualified and experienced faculty. In order to realize its mission and strategic goals, Corvinus is determined to take a step further to build an internationally competitive teaching and research faculty who are committed to supporting the institution in its aspirations. The activities planned for the current strategic period are based on the guiding principles shown in Table 4.1.

Table 4.1. Guiding principles for faculty development

Performance-based expectations	Performance-based expectations will be formulated related to academic activities. Qualitative expectations related to teaching and systematic expectations related to research performance will be established.
Providing opportunities for development	In parallel with transparent performance expectations, Corvinus will provide more opportunities for faculty development, including support for obtaining international experience, and professional and skills development.
Incentives and recognition	New HR systems will be introduced that motivate performance culture and the ambition to improve. Corvinus will implement measures to raise salaries (through a performance-based system) that approximate international academic standards and competitive market salaries in Hungary.
International faculty recruitment	International junior and senior teaching and research faculty will be invited to join Corvinus as important components of an internationally competitive university.

The development of the new ACM has been a longstanding ambition of Corvinus. Some elements and some major milestones were achieved earlier, although the latter were not developed into consolidated policy aligned with the strategic objectives of the university. A more flexible legal environment resulting from Corvinus obtaining private status has created the opportunity to elaborate career models that ensure predictable planning for faculty and provide explicit standards and requirements for advancement, along with the possibility to employ internationally experienced faculty who are committed to continuous professional development. The development of the career model was coordinated by the Vice-Rector for Faculty in cooperation with HR. The model was formulated by considering former documents on this topic, international examples of good practice (primarily the Aalto University model), the results of an on-line survey completed by members of the HR Committee, the Academic Career Committee, vice-rectors, heads of institutes and doctoral schools, and multiple discussions with faculty members. Finally, it was approved by the Senate and MUC Foundation unanimously in November 2020.

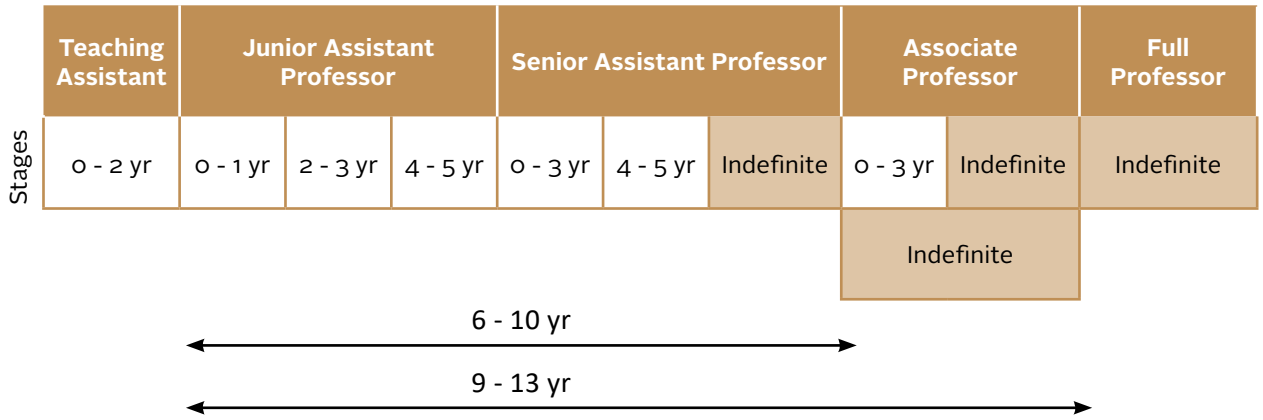
A core element of the model is that it establishes **three new faculty career tracks**:

- the **Academic Track**, which is designed for faculty planning or pursuing academic careers that focus primarily on teaching, but also on research
- the **Research Track**, designed for faculty planning or pursuing an academic research career
- the **Professor of Practice Track**, designed for lecturers with substantial experience in the world of practice

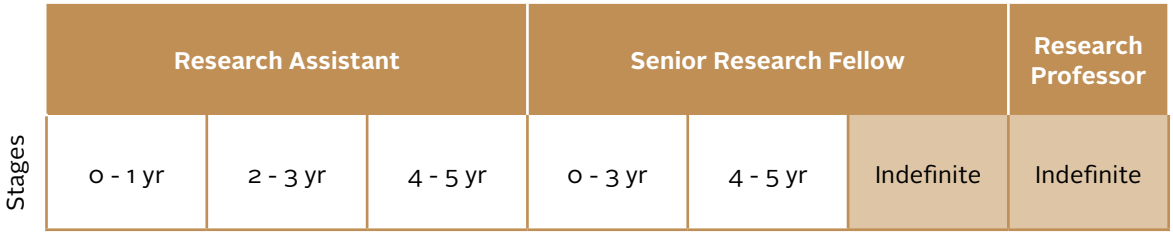
The stages of advancement in the different career tracks were also determined, as illustrated in Figure 4.1.

Figure 4.1. Faculty Career Tracks in effect since November 2020

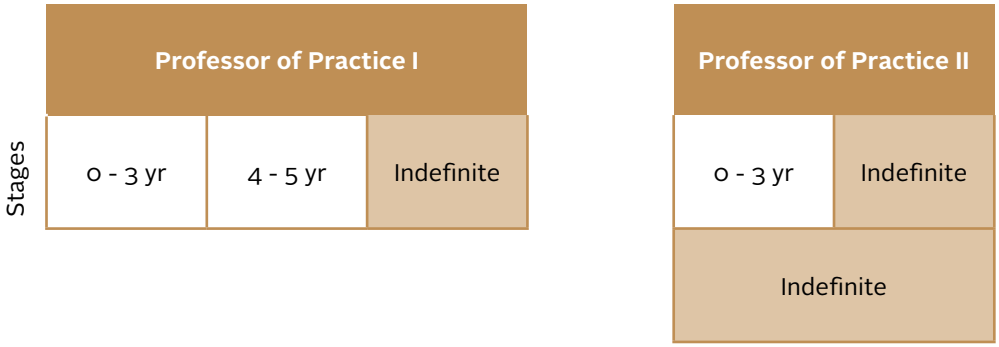
Academic Track



Research Track



Professor of Practice Track

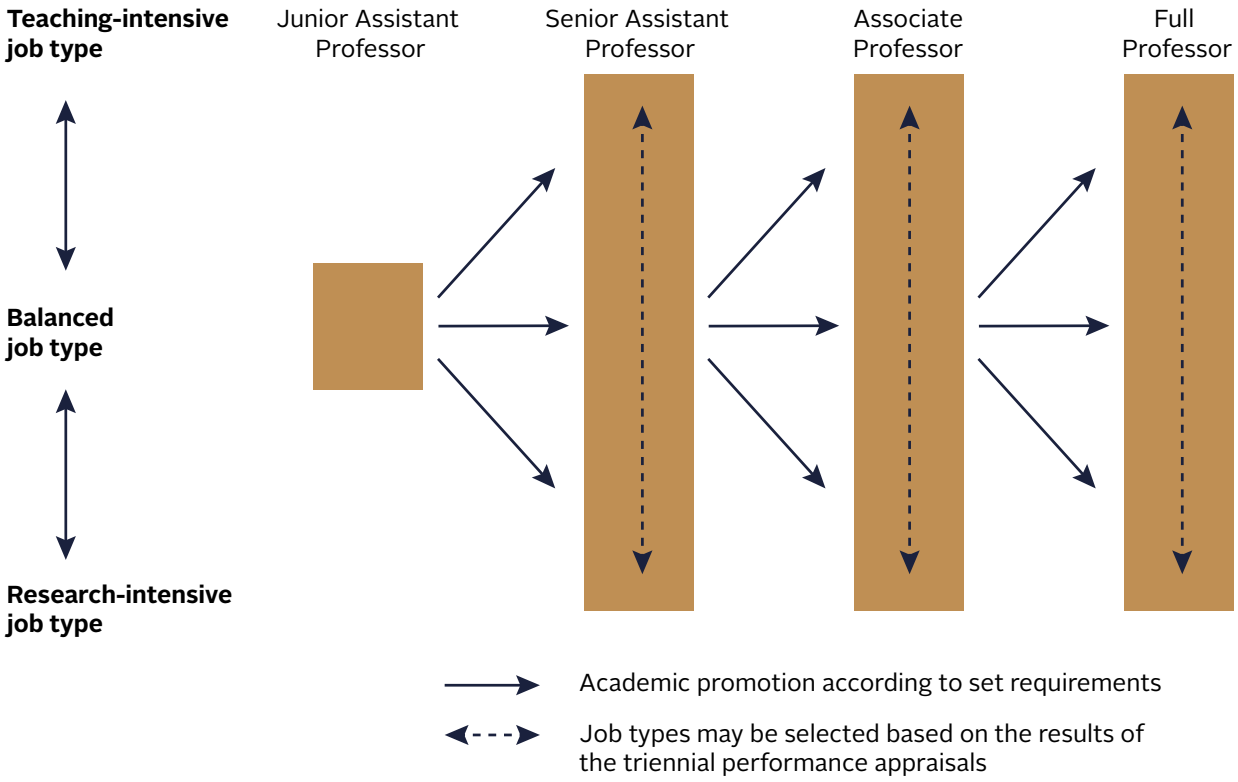


The **Academic Track** specifies three new **job types** that are unique in Hungary based on the related differentiated teaching and research requirements:

- teaching intensive
- balanced
- research intensive

The balanced job type complies with the requirements regulated by the National Higher Education Act for public universities, in which the proportion of teaching and research is defined as 80%-20%. The difference in the teaching workload between the two opposing job types (teaching-intensive and research-intensive) is on average two-thirds. Explicit three-year period **performance requirements** have been established for the three job types. Selection of job type is essentially the competence of individual faculty members, but must be viable in terms of expected performance and therefore involve a consensual decision by the head of institute and the faculty member. It is a principle of the model that the choice of career tracks and/or job types can be modified in order to provide room for reconsidering career plans at various life stages. This opportunity arises during each **three-year performance evaluation period**. Figure 4.2 illustrates the mobility-related options related to job types across academic careers:

Figure 4.2. Academic Career – advancement options



Establishing differentiated career types for teaching academic faculty is an important initiative of Corvinus, as it is designed to incentivise research activity and thus improve performance in research. Under the former state-owned status, the university abided by the aforementioned National Higher Education law, which, although building on the three dimensions of faculty activities – teaching, research, and service – nevertheless regulated by focusing on teaching activity, having no explicit requirements related to the other two activities.

The institutional document regulating the ACM also includes a detailed description of the following: definitions of **academic jobs** across the three tracks and **qualification requirements** (see Appendix 4.1); quantitative and qualitative **teaching performance requirements** for teaching faculty in the academic career track and Professors of Practice (see Appendix. 4.2); **research performance requirements** differentiated across career tracks and job types (see Appendix 4.3); and requirements related to service activities; career advancement procedures; and a description of faculty resource-planning mechanisms.

4.1 Core faculty

Table 4.2. Core faculty headcount (2017-21)

	2017	2018	2019	2020	2021
Number of Core Faculty	342	353	375	379	392
Full-time equivalent of Core Faculty	341.1	352.1	374.1	372.4	382.6

Corvinus has a stable and loyal core faculty. In EFMD terms, Corvinus currently has 392 core faculty members (see Table 4.2), and, based on statistics, we can confirm that Corvinus is a popular work place for faculty, and that the latter have long-term career plans at Corvinus. Ninety percent of core faculty have permanent contracts, while the number of employment years indicates that almost 50% of core faculty have been working at Corvinus for more than 10 years. At the same time, there is a healthy number of newcomers: almost 17% of faculty have been employed for 6 to 10 years, approximately 15% have been employed for 4-5 years, and 12% of faculty were employed in the last three years, since the start of the preparation of the renewal programme of Corvinus.

Table 4.3. Distribution of core faculty according to employment duration and contract type (2021)

Years	Number of Faculty	%	Permanent contract	Fixed- term contract
<=1 years	34	8.67%	18	16
2-3 years	46	11.73%	32	14
4-5 years	58	14.80%	54	4
6-10 years	65	16.58%	65	0
11-20 years	105	26.79%	105	0
21-30 years	52	13.27%	51	1
31< years	32	8.16%	32	0
TOTAL			**357**	**35**

The numbers also show that there is a growing trend for faculty to be employed on fixed-term contracts. Also, faculty members at the early career stage (e.g. Teaching Assistants) are contracted on fixed terms.

Looking at **turnover,** we see that the number of incoming faculty exceeds that of outgoing faculty by almost 36% from a five-year perspective. Retirement is typically the main cause of the termination of contracts in most cases of full professors and associate professors. There is more fluctuation with assistant professors due to the dynamism of the PhD qualification-attainment process of faculty and the resulting promotion and contracting.

Table 4.4. Core faculty fluctuation data (2017-2021)

	2017		2018		2019		2020		2021 1st term		TOTAL	
	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In
Full professors	0	0	4	0	0	0	2	1	7	3	13	4
Associate professors	2	2	0	4	5	8	7	2	7	2	21	18
Assistant professors	2	1	3	22	3	15	13	14	5	7	26	59
Subtotal											60	81

The first career-track and job-type classification according to the ACM has been concluded and will be in effect as of September 2021. The first three-year period of evaluation concludes in September 2024. The distribution of current core faculty across the career tracks is given in Table 4.5.

Table 4.5. Core faculty distribution according to track and job type (2021)

Career Track	Job type	Proportion
Academic	Teaching intensive	25%
	Balanced	40%
	Research-intensive	9%
Research	not applicable	6%
Professor of Practice	not applicable	4%
Unclassified (e.g. top managers, junior assistant professors)	not applicable	16%

Twenty-four members of the core faculty are in top management positions (rector, vice-rectors, deans, heads of institutes or competence centres). They primarily undertake service-related tasks, and teaching and research requirements are differentiated according to management level and responsibilities.

Table 4.6. Age distribution of core faculty (2021)

	Full Professor	Associate Professor	Assistant Professor	Teaching Assistant	Others	Total
Age						
– 30	0	0	6	7	0	13
31 – 40	2	29	46	22	0	99
41 – 50	12	94	32	6	2	146
51 – 60	21	37	12	2	7	79
61 -	28	14	7	0	6	55
Gender						
Female	22	70	44	15	7	158
Male	41	104	59	22	8	234

The core faculty is employed in the 12 Institutes (from July 2021, 11 Institutes) of the university, while a smaller number of colleagues are employed in competence and research centres. The distribution of employees across disciplines is mostly balanced and generally in line with the teaching portfolio of the university (See Figure 4.3). There are plans to redesign the current composition of the institutes, within the frame of which overlaps of faculty profiles that occurred due to the former School system will be minimized. Current imbalances (mainly within the two largest institutes) will be adjusted, affecting approximately 30-40 faculty members per institute.

Figure 4.3. Distribution of core faculty across the institutes

*Institute of the National Bank of Hungary

4.2 Quality of core faculty

A **PhD qualification** is a requirement for all academic positions, except for faculty members classified as Professors of Practice. Of the 392 core faculty members, 314 (80%) have a PhD qualification. The remaining core faculty, classified as *Others* in the Datasheet Faculty table, are Professors of Practice or contracted full-time teaching or research assistants pursuing PhD studies, who can be contracted on condition that they have all-but-dissertation status in their ongoing PhD studies. While a PhD is not a requirement for Professors of Practice, five of our faculty members on this career track have a doctoral qualification.

An important change in the management of faculty is the introduction of the **research career track**. Due to the large proportion of faculty with an academic qualification, Corvinus has significant potential for improving research activities. The new ACM provides an opportunity for faculty interested in research to devote more of their time to research activity. As Table 4.5 shows, from 2021 September onwards, 15% of core faculty will devote the majority of their working hours to research. Core faculty in the balanced and teaching intensive tracks will continue their research activity with a proportionately smaller research output requirement. Looking at the research output in Table 5.8 (Chapter 5), it may be seen that the majority of core faculty are active at research. This table shows that, on average, 75% of core faculty contributed to Corvinus' overall research output in the last five years.

The Professor of Practice career track is new as well. The two sub-tracks, **Professor of Practice** I and II are different in terms of the amount of professional experience required: the first category requires 10 years, while the second requires a minimum of 15 years of experience at mid- and top management levels. It is the strategic goal of Corvinus to tighten connections with the world of practice and strengthen professional knowledge transfer to programmes. The new track opens up opportunities for professionals without academic ambitions to pursue careers at Corvinus. In the first phase, 15 current core faculty members were classified as Professors of Practice. The expectations related to Professor of Practice faculty members include supporting the development of practical business skills and managerial skill training.

4.3 Overall faculty mix

Apart from the core faculty classified in line with EQUIS Datasheet criteria, Corvinus largely relies on its adjunct faculty, who are considered core from Corvinus' perspective. They are also Corvinus employees contracted on part-time basis, and to a great extent through open-ended forms of contract (64%). The latter number 175 (and 75.5 in FTE) and comprise 15% of total faculty FTE. Table 4.7. illustrates the status of these faculty members:

Table 4.7. Composition of adjunct faculty (2021)

Adjunct faculty	Number of faculty	Proportion
Full professors	6	3.43%
Associate professors	51	29.14%
Assistant professors	99	56.57%
Other	19	10.86%
	175	

Table 4.8. shows that 85% of the teaching load is delivered by core and adjunct faculty. More than 85% of the overall teaching load is covered by core and adjunct faculty, and this is complemented by **external lecturers** and **doctoral students** pursuing their studies at Corvinus.

Table 4.8. Distribution of teaching load among Corvinus faculty and contracted instructors. AY 2020/21

Type of instructor	Class hours equivalent (45 minutes of teaching)	Share of total
Corvinus faculty: core + adjunct	125 579	85,7%

Type of instructor	Class hours equivalent (45 minutes of teaching)	Share of total
Doctoral students	4 791	3,3%
External lecturers	16 168	11,0%
Total	**146 538**	**100,0%**

The extent of external lecturer involvement is monitored by Academic Management. The former's employment is regulated internally, and must confirm to the same quality assurance requirements that apply to Corvinus faculty. Teaching activity undertaken by doctoral students is managed in a different way. The latter teach as part of their teaching obligations and receive credits for this. They also receive remuneration at a uniformly defined rate (Teaching PhD students are categorized as teaching and research assistants on short-term contracts in the Datasheet Faculty table). Table 4.9. presents the composition of faculty and main teaching contributors and the **faculty student ratio** calculated using core and adjunct faculty. (Corvinus currently has no data about the faculty/student ratio that includes the contribution of external lecturers and PhD students, but their 14% total contribution would clearly reduce the actual faculty-student ratio.) Of the 576 core and adjunct faculty members, 34 are international, whereas approximately 10% of PhD students who engage in teaching activities are international.

Table 4.9. Composition of faculty mix according to teaching contributors and faculty student ratio (2021)

Type of faculty	Total number	Of which International	Faculty/Student ratio
Core and adjunct faculty (FTE)	576 (458.1)	34	21.8
PhD students	69 (2020 Fall)	8	not applicable
	91 (2021 Spring)	8	
External lecturers	16 168	11,0%	not applicable
Total	**146 538**	**100,0%**	not applicable

There are other non-faculty contributors, such as **Professors Emeritus/Emerita**. As of 2021, Corvinus has 62 Professors Emeritus (50) and Emerita (12), and counts on their expertise. Many of them are contracted for specific teaching tasks on an ad hoc, short-term basis. Teacher-trainee students, assisting lecturers, and research faculty must also be mentioned as contributors to teaching as their involvement is part of the talent management of Corvinus. Teacher traineeship positions are voluntary positions and are applied for every semester. Work that is undertaken is compensated by a traineeship scholarship. On average, 300 students take part in the traineeship programme every semester.

4.4 Faculty management system

Faculty management has undergone major development following the organizational changes effective from January 2020. With the integration of the three schools, faculty management has been unified, and the former rather administrative HR was complemented by a **strategic HR**. In parallel, the new **Vice-Rector for Faculty** (VRF) supervises **Academic Management**, and a new faculty management system is now in place. Within this system, the most important units responsible for faculty management are the Institutes, and the Competence and Research Centres. Academic Management headed by VRF and HR supports planning, recruitment, and faculty development procedures. Collaborating units in the faculty management process are also Economic and Labour Law, Payroll, and Social Security.

Policies and strategic decisions regarding faculty are made in co-operation and with the approval of the HR Committee. The most important regular consultative forum is the **Institute Heads' Council,** which is usually held every other week. The **HR Committee** also plays a crucial role, as it is responsible for maintaining all HR regulations and prepares modifications of HR policies. The activities of the **Corvinus Council of Employees** and the **Trade Union** ensure employee representation and have an important consultative role. One of their most recent achievements is the conclusion of the **Collective Agreement.** The system of **strategic HR planning** is also defined. The institutes prepare three-yearly plans detailing faculty resources and expected

changes (e.g. retirement, sabbaticals, and planned changes between career tracks). They also plan activities for alleviating resource gaps. The plans are reviewed annually and action plans are made accordingly. In order to improve resource planning, Programme Management has initiated a project that aims to make six-semester projections about the human resource needs of study programmes.

4.5 Faculty recruitment and induction

Corvinus has successfully increased the number of core faculty in recent years (as shown in Table 4.2.). In the coming years, Corvinus will shift focus to the **internationalisation** and **quality improvement** of the faculty. The improvement of the student-faculty ratio is a strategic goal which is expected to be achieved by the incremental reduction of the number of students and programmes. The recent performance-based improvement of salaries and the introduction of the new ACM creates favourable conditions for upgrading faculty quality. Improved processes in terms of international faculty recruitment will be a key area where tangible results are expected. The proportion of international faculty has improved slightly, from 4.5% to 5.5% since 2018, taking core and adjunct faculty together, but the goal is to increase these numbers substantially by 2024. As Table 4.10 shows, the CRP-IDP specifies differentiated targets for junior, mid-career, and senior faculty, and for lengths of contract.

The most important results with regard to international faculty recruitment of the recent two years are the following:

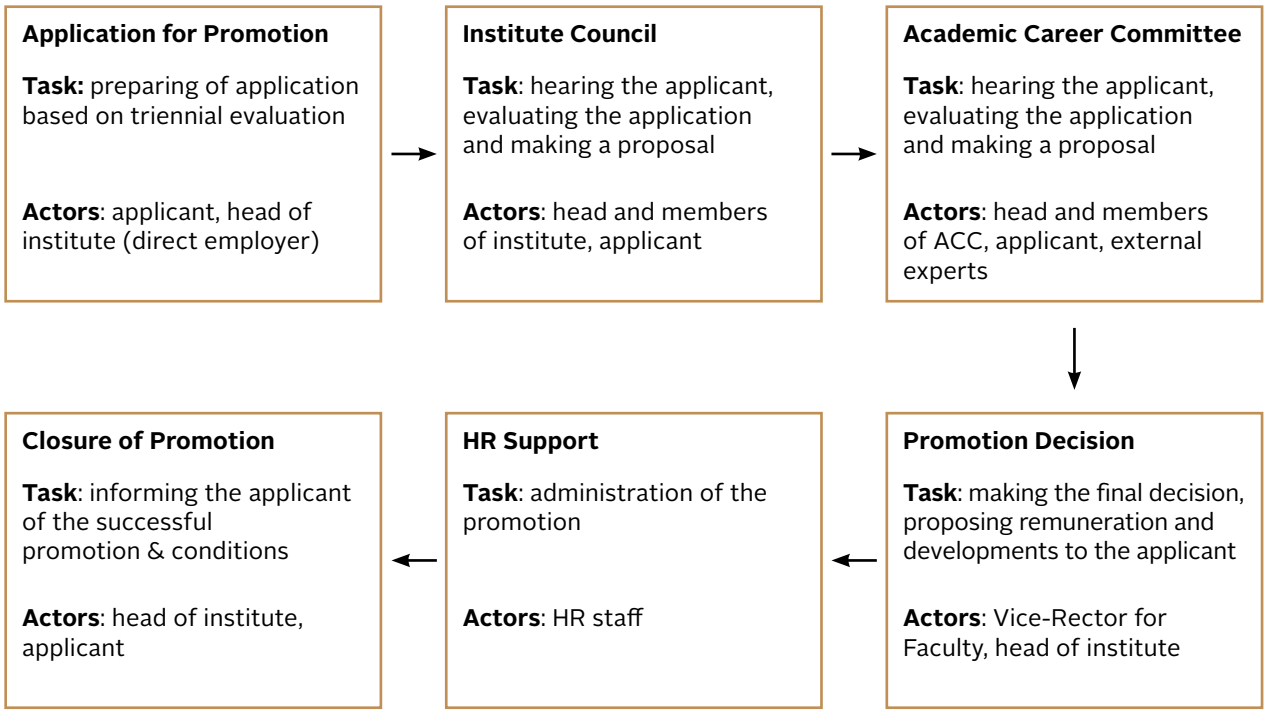
- Within the three-year planning framework of the ACM, the Institutes are required to make and submit yearly recruitment plans that include their international recruitment needs. The HR budget of the given year is compiled based on these plans. In 2021, the Institutes have signalled their intention to employ international employees in eight full-time positions and three part-time positions, and until now Corvinus has successfully employed five faculty members in full-time positions and one in a part-time position. Following international market analysis, HR precisely defined the salary ranges of different academic roles, and compiled market-compatible offers.
- For 2021, for the first time, the budget set aside specifically for international recruitment based on the recruitment plans for the given year amounts to 522,000 EUR.
- In order to achieve the new and ambitious goals, HR is developing international recruitment processes built on three pillars:
  - Participation in **international academic job fairs** and recruitment via **agencies**. For example, Corvinus representatives attended the Econ Job Market (EJM) fair and attempted to recruit on this platform.
  - Through the **international networking** activities of Corvinus, based on personal recommendations or invitations. Corvinus has some experience with this form of recruitment, but the elaboration of a more structured approach is in progress.
  - CIAS serves as a hub of **international researchers** at Corvinus. Four of the former CIAS research fellows have signed open-ended contracts with Corvinus.

Recruitment policies are laid down in detail in the Employment Regulation. Based on the "one-over-one" principle, each manager needs the approval of his or her superior to initiate new recruitment. Open calls are required for academic positions, and exceptions can only be granted in the case of some senior positions, as detailed in the regulations. All calls for applications must be posted on the website of the university for a minimum of 15 days (30 days for managerial positions). Review procedures of external applications for academic positions are the same as for in-house promotion procedures (see Section 4.6). Ethical principles related to recruitment such as diversity, equity, transparency, and avoidance of conflicts of interest are detailed in Employment Regulations and the ACM. An area of improvement that the Academic Management and HR have identified is the **induction process**. Currently, the process inherited from former Schools is used. The introduction of a renewed, unified induction process is scheduled for the second half of 2021.

4.6 Faculty appraisal, review and promotion

Promotion procedures are transparent, and, in order to ensure fair treatment, promotion applications go through multiple rounds of assessment involving all relevant stakeholders. The steps of the procedure and requirements for a position are regulated by the ACM. (For job requirements, see Appendix 4.1.)The promotion procedure is depicted in Figure 4.4 with the example of the promotion procedure for an Associate Professor position. The Academic Tenure and Promotion Committee and the Academic Advisory Board, with supportive and consultative functions, were recently established as part of the renewal of HR policies.

Figure 4.4. Promotion procedure for the position of associate professor



In parallel with the establishment of the ACM, the **performance management process** has been redesigned as well. The weakness of the former performance evaluation system was that its score-based methodology often resulted in faculty focusing on quantitative performance. It often meant, for example, that faculty took on excessive workloads which negatively affected the quality of their performance. The new CRP-IDP strongly promotes quality performance instead, and the performance management system has been attuned accordingly. In the current **performance appraisal cycle,** the achievement of annual performance goals that are defined by individual faculty members are evaluated. The latter are free to set ambitious goals based on their aspirations, although these must be in line with the goals of their affiliated institute and overall institutional goals, and should also relate to the requirements of their career track and job type. Apart from performance-related goals, faculty members define self-development goals and can select from a variety of in-house forms of training or may request specific external training. Each year, self-assessment is followed by an assessment by the head of institute. Approved performance is remunerated with a yearly bonus, which is currently set at a maximum 15% of yearly base salary.

4.7 Faculty workload management

Criteria concerning the **workload** of faculty are established in the new ACM. The basis of the workload expectation is regulated by the National Higher Education Act. This act describes teaching tasks, services related to teaching and institutional operation, and research activities. In terms of workload, as earlier mentioned, the act prescribes an 80% teaching and 20% research balance, while as for the allocation of service tasks, this is the competence of Institutions. Workload indicators are further specified and differentiated in the ACM according to the three career tracks, as well as the three job types. The workload required for the balanced job type in the academic career track is consistent with the aforementioned workload regulated by the act, and used to be relevant for all faculty before the introduction of the ACM. The teaching workload for a

teaching-intensive faculty member in the academic track is one-third more than that of the balanced one, and two-thirds more than that of a research-intensive faculty member. It is also worth comparing the balanced and the research-intensive workload: the difference is 50%: a crucial development in support of improving research performance (*For details, see Appendix 4.2.*). A minimum teaching workload (two hours/week/semester) is required from faculty members in the research track in order to ensure the transfer of knowledge obtained through research.

Primary decisions about **faculty allocation to teaching** are made by the Institutes. In the new matrix organization form, Academic Management and Programme Management also take part in the allocation process. Programme Management generates faculty demand and observes the allocations, while Academic Management reviews and approves the overall allocations of all faculty with the consent of the Rector. (Reports on teaching provided by the adjunct faculty and PhD students are also reviewed within the same procedure). These new processes also ensure that the management of the university has accurate information about the teaching load across the teaching portfolio, helping with strategic decision making. In the long term, Corvinus is striving to decrease the excess teaching workload of faculty in order to support development and **high-quality teaching**. In the meantime, however, it regulates excess teaching workload. Compensation for excess teaching is subject to the approval of the Vice-Rector for Faculty, and it is transparently and uniformly regulated. Faculty members are compensated for a maximum 150% excess of their base teaching load requirement. This regulation aims to emphasize the priority of teaching quality. It also encourages a more balanced distribution of teaching load across faculty.

The **allocation of research workload**, just as with the teaching workload, is regulated by ACM. Differentiated research output requirements are specified for the three job types of academic career track and research track. Minimum requirements are different in quantity and quality. (*For details, see Appendix 4.3.*) References for quality in the case of the academic research track are the international Q ranking of SCImago Journal, and the ranking of the Hungarian Academy of Sciences, while for the research track research output is evaluated using the scoring method of the Corvinus Research Excellence awarding system. Research workload is also monitored by the Institutes and the research centres, as they are required to submit projections for research output in their yearly plans in accordance with research output plans defined by the university in the CRP-IDP. Producing quality research papers and participation in research projects is further incentivized through the **Research Excellence Award** and the project bonus awarded for successful participation in national or international research projects (see details in Chapter 5).

In terms of **services**, ACM specifies types of service tasks in line with the following categories:

- elected or delegated positions in the bodies and committees of the institution (excluding managerial, professional supervisory, or ex officio duties);
- one-off activities associated with review or expert committees;
- fulfilling elected positions in national or international professional or scientific bodies;
- participation on the editorial boards of academic journals;
- peer-reviewing scientific publications, undertaking expert activities in national or international bodies;
- participation in final examinations, or doctoral and habilitation procedures in other domestic or foreign higher-education institutions;
- development of effective corporate or institutional relations;
- joint work with community professional partners and non-governmental organizations;
- participation in institutional development and community organization activities;
- participation in priority university development or professional community building or organizational initiatives.

The minimum service requirements are differentiated according to career track and job type choice. In the frame of the performance appraisal, bonus compensation may be given for service tasks accomplished beyond the minimum requirements.

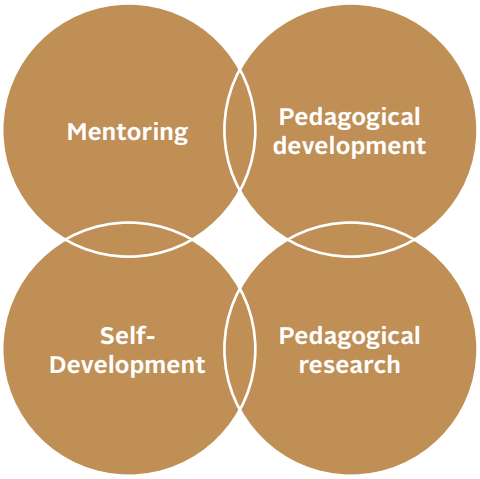
4.8 Faculty development

Faculty development is primarily encouraged by defining **qualitative expectations**. The new strategy of Corvinus is very explicit about the aspiration of achieving excellence in all activities of the institution. One of the specified qualitative expectations defined in the ACM is a key improvement in the management of faculty development. The ACM, in view of these aspirations, defines the principle of excellence for faculty in relation to three activities:

- **Teaching excellence** may be achieved by individually developing teaching materials and teaching aids; certification obtained from various assessment systems; achievements at nurturing talent and educating future generations of scientists; awards or honours;
- **Research excellence** may be achieved by managing, or successfully participating in, research projects; creating research workshops; regularly publishing scientific papers in high-ranking journals, or through prestigious publishers; receiving awards or honours;
- **Service excellence** may be achieved by holding managerial or professional supervisory positions with the institution; representing a scientific community; mentoring lecturers-researchers; organising prestigious domestic or international conferences; or having roles on the editorial boards of prestigious journals.

Teaching excellence is viewed from the perspective of quality of teaching, learning environment, and students/learning outcome, and related expectations are described from a four-dimensional perspective, see Figure 4.5 :

Figure 4.5. The four dimensions of teaching excellence



See a comprehensive description of these dimensions in terms of quality of teaching and learning environment in Appendix 4.4. According to these criteria, Corvinus will create methods of measuring teaching performance which can be first applied to the setting and evaluation of the 2021 development goals of faculty members.

Research excellence is defined primarily through publication requirements related to different genres and levels of quality. Research publications are expected to be complemented by activities such as:

- talent mentoring (e.g., consulting for students who apply for the scientific student conference);
- educating future generations of scientists (participation in various job roles associated with doctoral programmes);
- application for research grants, winning research grants;
- managing or participating in research grant programmes;
- participation in institutional, domestic and international professional and scientific public life.

All other activities and services that exceed the above-listed ones, and that are in excess of expectations in terms of quality or quantity, are assessed and rewarded through the annual performance development procedure, as well as **Corvinus Research Excellence** (CKK) recognition. See Appendix 4.5.

In order to support faculty in their development, Corvinus offers a variety of **professional training** and **coaching** opportunities. Existing in-house training offers have been reviewed, extended, and integrated into personal appraisal procedures. Training organized in the framework of this new system was well received and abundantly attended by faculty. The training offers and participation numbers for 2020 can be found in Appendix 4.6. **Sabbatical leave** gives further opportunity for faculty to spend time on personal development in the form of research activities. The university also recognises the importance of international experience in the development of faculty. **International mobility** is not only encouraged but is an explicit requirement within the new faculty career advancement and promotion model. The new career policy defines the requirement that all faculty members are expected to take part in a minimum of one international faculty exchange or a scientific conference every three years.

4.9 Internationalisation

As described in Section 4.5 under faculty recruitment, measures have been taken to increase the number of **international faculty** members contracted in the long-term. Hosting international visiting professors on a short-term basis will remain an important option for internationalizing faculty. Institutes may invite either domestic or international visiting lecturers to be present for intensive weeks. However, the prolonged COVID pandemic is hindering these opportunities.

Among its objectives, the **CENU** network aims at establishing faculty exchange between members of the network. Preparation of this form of collaboration can start following the official establishment of the network, presumably in fall 2021. The aforementioned **CIAS** has proved to be effective at fostering the internationalization of research faculty. Visiting researchers contribute to a more international environment. CIAS successfully acts as a link to the international academic scene, and can serve as a "pump-priming" initiative for improving both research excellence and internationalisation.

The new annual report requirement for institutes, introduced as of 2021, among other forms of performance monitoring, will help keeping track of the **international mobility** of faculty members, as it requires reporting on the:

- number of incoming international lecturers/researchers to Institutes
- number of faculty members of Institutes who participate in outgoing mobility
- number of faculty members of Institutes who deliver a plenary presentation at an international conference
- number of international conferences and conference panels organized by members of Institutes
- number of international research projects faculty participate in.

Some important examples of online **international conferences** organized by Corvinus faculty:

- 6th Central European Higher Education Cooperation (CEHEC) Conference, 22-23 April 2021 organized in cooperation with CEU
- 3rd International Family Firm Conference, 17 June 2021

4.10 Ethics, Responsibility, Sustainability

Responsibility and the ethical treatment of faculty are articulated in the ACM which formulates the principles of diversity, transparency, and equal treatment, and by providing differentiated career tracks.

- Corvinus respects **the diversity** of faculty. It aims to build on the network of communities, involving individuals of diverse competence, motivation, aspirations, connections and backgrounds. It views diversity as the source of creativity and innovative thinking. ACM builds on the value of diversity as

it provides different career tracks and job types and fosters mobility between them, while respecting individual aspirations and changing circumstances in the personal lives of faculty.

- The career model provides all employees of Corvinus in lecturer-researcher positions with clear, unambiguous principles in line with the strategy, a guaranteed career path, and a competitive income, if expectations are met. An important element of the career model is that any difference between the basic salaries of employees in the same lecturer-researcher positions and job types is based solely on **transparent** performance.
- **Equal opportunities** are awarded to employees with family responsibilities and considered in appraisal procedures. The career model places special emphasis on the fact that social roles that influence, for example, women's academic careers (such as having children). Family responsibilities are taken into account when assessing individual job types and classifications of jobs, as well as during evaluations. The performance of individual faculty members is compared to that of faculty in the same position, or job type.
- Corvinus provides assistance to faculty who temporarily find themselves in a challenging situation. Faculty can apply for **financial aid** at the Social Committee. Faculty who are raising children also receive a family allowance.
- Corvinus finds it important to maintain the **mental well-being** of the faculty and staff. **Counselling** is freely available and provided by experienced psychologists. Apart from professional training, HR also supports personal skills training, such as stress management, conflict management, and autogenic training.
- Employees are also encouraged to take part in **socially responsible**, pro bono **projects**, and other activities that serve the community. Engagement in public affairs is also encouraged, and considered important considering the university's profile. These activities are recognised as important contributions to society and are included in the performance review of faculty members. To ensure **ethical behaviour and fairness**, the university maintains a Code of Ethics for faculty for both research and teaching. All university citizens have the right to appeal if they believe they have been treated unfairly or have experienced or witnessed any unethical behaviour. (For more details, see Section 5.8.)

4.11 Connections with practice

Corvinus aims to attract experienced professionals from the world of practice to teaching. In the new system of career models, more opportunities have been made available for experienced professionals to join the faculty. The two main changes related to this are the following:

- Different seniority levels have been defined for those who come from the world of practice: now **Professor of Practice I and II** positions are available. The latter offers more latitude to faculty members who arrive from senior professional positions.
- **Acknowledgement of professional experience** obtained in the world of practice. Those who apply for assistant professor or associate professor positions can substitute the required academic job experience with years spent in professional positions. If they fulfil other criteria, they will not be disadvantaged for having experience in the world of practice instead of academia.

Maintaining close connections with practice is continuously encouraged for faculty members. When faculty members define their yearly personal goals within the current performance management system, in terms of "service" goals they can choose goals related to connections with practice. These activities of faculty members related to corporate and other institutional connections are also included in the plans of the institutes.

4.12. Perspectives – Activities and KPIs

Within the CRP-IDP, specific activities have been formulated and KPIs assigned for the coming years in relation to the further faculty development. (These are summarized in *Table 4.10*.). The **monitoring report** on the first six months' progress in 2021 identified the following main improvements: as a result of the discussions between the heads of institutes and faculty, the ACM has been implemented successfully. Simultaneously, a remuneration policy based on total income approach and performance-linked

differentiation has been introduced. Compared to the 2019 base, in 2021 the employees of the university have benefited from a 38% raise in total income on average. Compared to the 2020, by 2021, the proportion of faculty members with salaries below the Hay reference salary level has decreased below 7% from 30%. The 3-year objectives of the ACM and the 1-year objectives of the new performance development system have been synchronized and reached their final innovation-cantered form. However, concerning international faculty recruitment and international mobility of the faculty, progress has been slower than planned mainly due to the pandemic.

Table 4.10. Faculty-related actions and KPIs (2021-24)

Areas	Actions	KPIs
Providing opportunities for development	**International experience for faculty** ▸ motivate faculty to regularly participate in international mobility programmes ▸ perform teaching and research activity abroad for longer periods to gain international experience Number of faculty participating in short-term	Number of faculty participating in short-term (max. 1 month) international mobility programs 2021: 35-40 2022: 60-65 2023: 75-80 2024: 80-85 Number of faculty participating in long-term (min. 1 month) international mobility programs 2021: 8-10 2022: 14-16 2023: 18-20 2024: 20-22
Bringing in international faculty	**International academic recruitment** ▸ recruit international faculty to institutes and research centres	Junior international faculty, short term stay (max. 1 month) 2021: 6-8, 2022: 8-10, 2023: 10-12, 2024: 12-14 Mid-career international faculty, short term stay 2021: 10-12, 2022: 14-16, 2023: 14-16, 2024: 16-18 Senior international faculty short term stay 2021: 8-10, 2022: 14-16, 2023: 16-18, 2024: 18-20 Junior international faculty, medium term stay (1-6 months) 2021: 3-5 2022: 10-12, 2023: 14-16, 2024: 16-18 Mid-career international faculty, medium term stay 2021: 3-5 2022: 4-6, 2023: 8-10, 2024: 10-12 Senior international faculty, medium term stay 2021: 4-6 2022: 8-10, 2023: 15-17, 2024: 19-25 Junior international faculty, long term stay (min. 6 month) 2021: 5-7 2022: 8-10, 2023: 8-10, 2024: 10-12 Mid-career international faculty, long term stay 2021: 6-8 2022: 6-8, 2023: 6-8, 2024: 8-10 Senior international faculty, long term stay 2021: 2-4 2022: 4-6, 2023: 4-6, 2024: 6-8

Areas	Actions	KPIs
Community and organisational development	**Development-oriented HR systems that encourage performance culture** ▸ apply performance target cycles reinforced with bonuses ▸ recognize outstanding achievements	Employee commitment 2021: Creating a numerical base 2022: Implementation of development actions 2023: Base level +10% 2024: Base level +15%
Management training	**Management Development Programme** ▸ train managers for maintaining work-life balance	Management effectiveness 2021: Development of conceptual framework 2022: Numerical base (360-degree assessment) 2023: Implementation of development actions 2024: Repeated 360-degree assessment

CHAPTER 5: RESEARCH AND DEVELOPMENT

5.0 Changes since 2018 and current challenges

Regarding research, the former CBS mission involved "knowledge advancement" and its vision called for "research excellence". However, it was also clear that although the university considered itself a research-oriented university, research was not at the very core of its activities. Traditionally, teaching has been seen as the most important undertaking of any higher education institution in the region, while research was only seen as a supplementary pursuit both at the institutional and the personal level (e.g., the remuneration of faculty depended more on the hours they spent in the classroom than on their research output, and the publication of books and book chapters was more highly valued than that of academic or professional journal articles). The realisation that priorities were being set differently in other, more advanced regions of the world came during the time preceding the 2018 EQUIS accreditation, and the changes envisaged at that point have continued to this date. The need for a clearly formulated **research strategy** that is better aligned with the university's vision and mission (as also noted in the feedback received in relation to the 2019 and 2020 Progress Reports), has certainly contributed to the ongoing modifications and improvement of Corvinus' research strategy.

This process was accelerated by the institutional changes of 2019 and the new priorities that were defined in the CRP-IDP. This document identifies research as a top priority and envisages Corvinus as the main "knowledge hub" of Central Europe, whose research activities and results are acknowledged throughout the world. As with all changes, the major challenge lies not so much with the establishment of a **research-supportive environment,** but with the **transformation** of faculty members' **mind-sets** and attitudes, as well as the concrete activities of those who are involved. These two areas, through considerable individual and institutional effort, are expected to produce the results outlined in the development plan.

5.1 Positioning and portfolio of research & development activities

Corvinus' research strategy is determined in alignment with the new mission and vision that is formulated in the CRP-IDP. Generally speaking, the main goal is to achieve indisputable **research excellence** and **increase international** visibility, and it is this aspiration that research support must help fulfil. The research strategy is formulated in the CRP-IDP in the following way:

Corvinus is determined to make advances in its research performance and establish a reputation as a recognised knowledge institution and intellectual hub of the CE region. This will be achieved by the following two methods. An **infrastructural framework** will be established which supports and provides incentives for current faculty to improve their international research performance. The other area is **faculty development**. Corvinus intends to increase the number of international faculty members and repatriate Hungarian researchers who have obtained significant experience at foreign universities and thus improve its research, educational, and innovation potential.

Two main objectives:

1) Support international research excellence and focus on university rankings where research results are seriously taken into consideration in the following **areas and approaches**:

- Digital economy, sustainable society
- Quantitative and data-based approaches of economics and social science
- Business-related digitalisation processes
- Evidence-based policy analysis
- Economic and social challenges of CE, environmental sustainability
- Development of organizational resilience and social futuring

In order to achieve this objective, Corvinus intends to establish and develop new interdisciplinary research workshops, and especially to extend the CIAS research fellowship programs.

2) Strengthen cooperation with **the world of practice.** This objective has the following elements:

- Fundraising in order to obtain domestic and international research funds
- Networking with business actors

- Strengthen the social impact of Corvinus' research
- Strengthen Corvinus' R+D+I ecosystem, and its effective incorporation into day-to-day operations

During the last three years, the significance of research excellence has increased and has been extended to the international level. Research, development, and innovation are now identified as top priorities, in addition to the university's educational role. Publication performance that meets international standards, along with the related professional recognition, is judged as being among the most important pillars of academic activity. Achieving these goals is ensured by the recognition of research careers, as reflected in the recently introduced ACM (see Chapter 4) and in the **Corvinus Research Excellence Award** (for details, see *Section 5.3*). In addition, it is also facilitated by the renewed **research support system** introduced by the Research Management Unit and **research infrastructure**.

Corvinus Research Management assists with the implementation of the research strategy and achieving the targets defined in the CRP-IDP. Apart from the above-outlined, large-scale structural instruments, a considerable number of small-scale practical measures are being taken to support faculty (*see Section 5.2*.). According to the philosophy of Research Management, what serves the interests of individual researchers is also beneficial to the Corvinus community. This is the guiding principle upon which Corvinus **research culture** is built. First of all, having a positive atmosphere is imperative. The latter encompasses widely ranging concepts such as research integrity, openness, and sharing, transparency, collegiality, valuing quality over quantity, and a feeling of being appreciated. While many of these ideas may sound familiar and inviting, their realisation is far from established. However, Corvinus recognises both the value and the necessity of these concepts, and is taking steps to embed them. Personal and professional development and related goals are now given more attention, enabling individual researchers (and their institutes) to find their strengths and preferences, and to better plan for the future.

Being a large institution where every faculty, department, and research group traditionally constituted an independent entity meant that there was only low level of research interaction between these units. Traces of this situation are still observable, and many researchers admit that they are not aware of the research activities of the other institutes and that it sometimes seems easier for them to find research partners outside the university. In the current research environment, collaboration across disciplines and groups is being strongly encouraged in order to overcome these challenges. Good established practices (e.g., the Research Week, and the Research Brunch) and new initiatives like the Research Seminar and Micro-Projects are being embraced and advocated by Research Management. **Openness and sharing** also entail the shared use of Corvinus' resources: steps have been taken to make databases and software available to all researchers, irrespective of who originally devised them. The above concepts are closely linked to **collegiality**: researchers perform better if supported by their colleagues; learning from those who understand one's academic background is effective and inspiring.

The above-mentioned personnel and infrastructural developments are only the first steps toward establishing a positive research culture. This and many other elements of the renewal process must be undertaken gradually and gently, and the interests of current and potential faculty members must always be given careful consideration.

One field where the necessary cultural changes can be introduced with the least discomfort and resistance due to the age and openness of those involved is in Doctoral Schools. **PhD students** are naturally proactive and enthusiastic, so they can be an energising force for implementing cultural changes – and as research is a life-long activity, which is best started early in one's career, by learning new ways of doing research, doctoral students and early-stage researchers may be expected to contribute to a better environment throughout the many years they have ahead of them. Corvinus considers doctoral students vital for the future of the university, as they constitute potential faculty with teaching careers, and, even more emphatically, research careers. Recent changes in Corvinus' doctoral training have served to support exactly this goal – and are in accordance with the elements considered strategically important in the CRP-IDP. On the one hand, July 2020 saw the merger of the earlier seven doctoral schools into four professionally autonomous ones, and a shift of emphasis from a traditional teaching-focused curriculum to a **research-oriented model**. This model puts more emphasis on nurturing PhD candidates to become and remain part of the academic world. Consequently, their integration into the university's research community and its activities is deemed imperative. On the other hand, in line with the newly introduced two-track model, a distinction is made between **academic and professional paths** in doctoral training. For students who choose the academic doctoral path, an extra Corvinus Doctoral Scholarship was introduced in 2021 to make this particular direction and a future academic career even more attractive. Students who wish to enrol in professional doctoral training – called the **Cooperative Doctoral Programme** (launched by the Ministry for Innovation and

Technology in 2020) – are also an asset to the university from a research perspective. These students, who are simultaneously PhD students and practitioners in the field of RDI, can help connect academia and the world of practice.

5.2 Management of research activities

At the time of the 2018 EQUIS accreditation, CBS outlined the effective organisation and management of its research activities and underlined the adequacy of the various support processes and resources available for researchers. Naturally, a much larger accreditation entity such as Corvinus requires a much more sophisticated and efficiently managed organisational and support system to achieve its long-term strategic goals. Therefore, following the renewal of Corvinus in early 2020, a comprehensive analysis of the former research management organizations was carried out to identify their weaknesses and strengths and to determine a more effective organisational framework for the university's research activity. This process was accompanied by a thorough overview of the various support resources and processes, funding opportunities, and international benchmarks, as well as the necessary adjustments and supplementary activities.

As a result, CBS's earlier two-member research organisation (consisting of the research director appointed by the Dean and the research manager who supports her) was replaced by an organisational unit that oversees research activities on a much larger scale. Earlier functioning bodies, such as the University Research Development Directorate, the office of the Vice-Rector for Research, and the Research Committees of the other two faculties, had to be amalgamated into a completely new and more efficient organisational unit capable of managing the research activities of around 500 faculty members in 11 institutes and numerous research centres. The **Research Management** unit was established on 1 January 2020 to provide professional and administrative research support. Since then, this unit has been headed by the **Vice-Rector for Research**. The VRR, assisted by his growing team, is responsible for the formulation and implementation of the research strategy and is also in charge of the operation of the following entities: the four Doctoral Schools, the two main research centres, the research support system, Corvinus journals, the Library, and the Archives. He is a member of most university committees and is thus able to represent the interests of all researchers at a management level (*For more details, see Chapter 1, Section 1.3*).

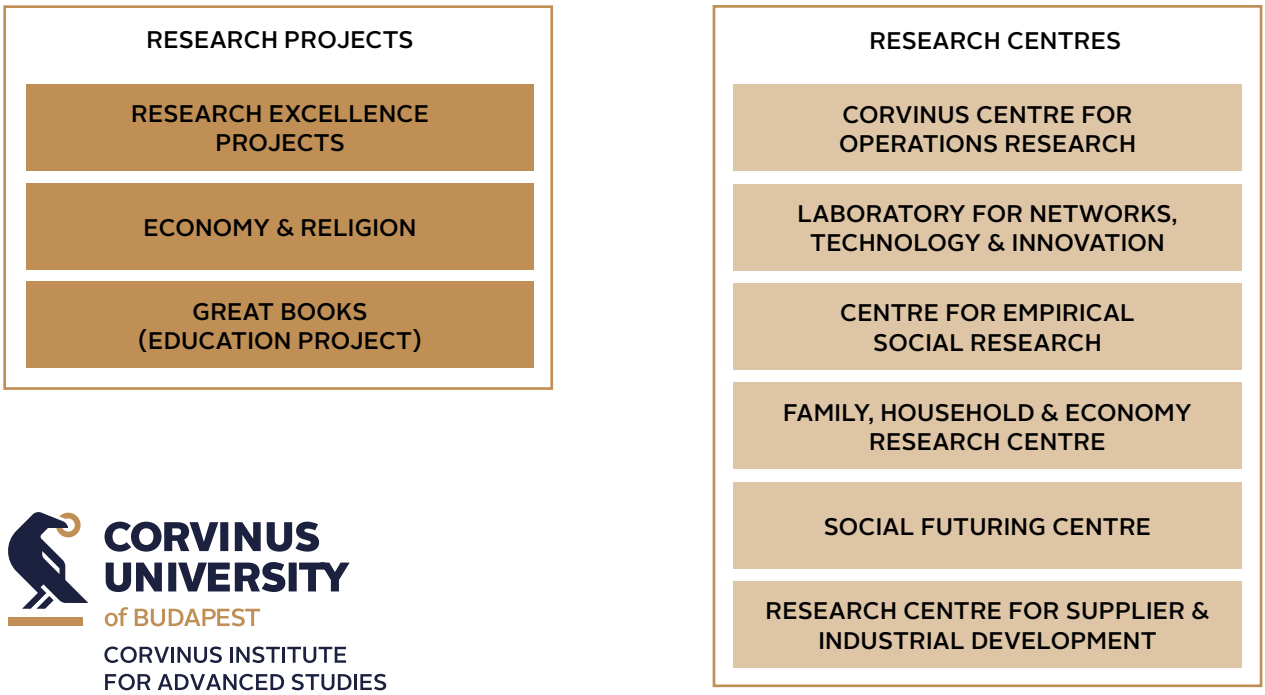
In December 2020, the former team that dealt with the identification of projects suited to the research interests and capacities of Corvinus researchers, as well as provided consultation services to interested faculty, was incorporated into the Research Management. This sub-unit, called the **Corvinus Centre for Horizon Europe** (CCHE), ensures that all activities related to international grants are managed at the institutional level – whereas earlier, various domestic and international grant opportunities were often left to be identified by individuals, and assistance with the applications was occasional. CCHE surveys grant calls and advertises opportunities on its web page, the Research Newsletter, and in Corvinus News, and those eager to apply can approach the team by simply filling in a form and requesting their expertise at locating the appropriate grants, finding potential collaborative partners both within the university and outside, and preparing the complete application package. Researchers can also attend individual consultation sessions with this team. As often cumbersome administrative, legal, and financial matters are managed by the dedicated units, researchers can now concentrate on the professional content of the application. This new, **full-service approach** is expected to result in increased participation in domestic and international research projects and better international ranking positions.

The **Research Committee** (RC) is a body of the Senate that meets twice per academic semester and has functioned as an advisory and support unit for the VRR since 2020. (For details of its composition, see Appendix 1.1.). The Research Committee maintains close connections with the other committees of the university, such as the Education Committee and the Academic Career Committee. The RC and the ad hoc **Research Ethics Committee** ensure the smooth and ethical running of Corvinus research projects by putting forward and approving resolutions on various research topics and by providing researchers with guidance regarding ethical issues (e.g., data collection). In February 2021, the **Research Grant Coordination Committee** came into existence. The university makes continuous efforts to fully prepare for the planning and successful implementation of domestic and international major projects of strategic importance. The goal of the committee is to establish operating procedures which exploit the synergies arising from cooperation among organisational units responsible for R&D, information flow, and carrying out preparatory tasks, thereby ensuring the selection of appropriate projects, as well as the preliminary arrangements for their implementation. The task of the Research Grant Coordination Committee is also to arrive at decisions regarding coordinated and planned fundraising through major tenders. The chair of the committee is the VRR. The involvement of the representatives of key institutional units (such as Vice-Rectors, Chancellor,

relevant Heads of Units, and doctoral students) guarantees that the approved projects are likely to be both successful and beneficial as regards meeting institutional targets.

Research at Corvinus is carried out at all levels and within a number of organisational units. Several institutes and departments have thematic research groups. In April 2021, there were almost 20 such groups, including the Corvinus Fintech Centre, Corvinus SAP Next-Gen Lab, Far East Management Research Centre, Centre for Business Ethics, Competitiveness Research Centre, and the Family Business Research Centre. Additionally, there are two research institutes that organisationally belong to the portfolio of the VRR whose activities are internationally acknowledged: the **Corvinus Institute for Advanced Studies (CIAS)** and the **Regional Centre for Energy Policy Research (RCEPR).** The latter organizations help achieve Corvinus' research targets related to internationalisation, productivity, and excellence. Both research centres receive considerable support (funding and personnel) from the university to accomplish the goals they have been set up to achieve.

Figure 5.1. CIAS Research Centres and Projects



The management of Corvinus established CIAS with the aim of increasing the university's research performance and significantly improving its international potential in 2018. To date, it continues to offer international scholars with outstanding credentials research fellowships in several grant categories (such as invited distinguished research fellow, and senior and junior research fellow – *see Table 5.1.*). By bringing together international and local researchers in numerous subject-specific research centres and projects within CIAS, an **inspiring and creative academic atmosphere** has been created, in collaboration with doctoral schools. Similarly, the issues addressed by CIAS researchers clearly resonate with the focal targets of institutional research. CIAS researchers publish their research findings in top international journals: in 2020 alone, eight Q1 articles appeared, and a further eight Q1 (and two Q2) articles were submitted and/or accepted for publication. Finally, CIAS research centres are renowned for their active participation in conferences and organising international workshops, seminars, and round tables.

Table 5.1. Number of CIAS fellowships (2018-21)

Academic year	Invited Distinguished Research Fellow (International)	Senior and Junior Research Fellow (International)	Senior and Junior Research Fellow (Domestic)
2018-19	4	-	-
2019-20	-	7 applications **4 accepted** (1 withdrew)	3
2020-21	2	22 applications **8 accepted** (3 postponed for 2021-22 due to Covid)	1 (postponed for 2021-22)
2021-22	4	24 applications **9 accepted**	2

While in Budapest, the research fellows become active members of the Corvinus research community. It is therefore not surprising that some CIAS fellows decide to stay on as permanent faculty members after their scholarship expires. In recent years, four such members have joined the following institutes:

- International, Political and Regional Studies
- Marketing
- Communication and Sociology
- Information Technology

Among the four scholars mentioned above, an Italian CIAS Junior Research Fellow, for example, committed to long-term cooperation with Corvinus. Following initial collaboration with the Institute of Marketing after his arrival in 2020, he won the European Commission's highly competitive Marie Skłodowska-Curie Individual European Fellowship for work on his *FooDization* Project in Budapest.

The three main pillars of the other main research institute – **RCEPR's** – work are research projects, consulting, and training programs. This unit also engages in notable (inter)national publication activity; several Hungarian- and English-language articles by RCEPR researchers on some of the most pressing energy-related issues of our time were published in Q1 journals in 2020. Researchers affiliated with RCEPR are also on the editorial board of a special issue of a Q2 category journal. Members of RCEPR regularly organise and take part in international workshops and conferences. Most of the eight workshops in 2020 were held online due to COVID-related restrictions. As of 1 January 2021, a new initiative took shape – namely the **Corvinus Water Policy Lab**, thereby creating a new opportunity to research one of the most pressing topics of our times. Through their consultancy service, they also create a link between academia and the world of practice, between Corvinus and Hungarian and foreign companies, regulators, state actors and European institutions.

A significant number of new, internally funded **research support measures** have been introduced to supplement the efficient instruments that existed under the former CBS. These new initiatives range from occasional large-scale events with the participation of international guests to regular smaller-scale events targeted at specific research communities within the university. Some of these events offer insight into the latest international developments in research and innovation, and thereby motivate involvement in international research networks. Other events propagate cooperation and collaboration between units within the University, while some others directly address areas of improvement in the field of research and knowledge dissemination. Due to the short time that has passed since the introduction of most of these measures, there is little evidence of their adequacy. However, it is hoped that the support given to Corvinus researchers will ultimately contribute to the accomplishment of the KPIs defined in the CRP-IDP.

A new initiative called **Corvinus Lectures** responds to the challenge associated with the small number of distinguished visiting international researchers. The new proposal aims to bring in the expertise of top international researchers to both inspire and educate faculty through live interaction with high profile academics from leading universities and business schools. The first eminent scholar, whose visit was originally due in 2020, was Professor Nicholas Bloom from Stanford University. Due to the pandemic, however, the event (consisting of an open lecture and other smaller workshops) has been rescheduled for 2022.

Another new initiative aimed at providing young Corvinus faculty with inspiration from more developed institutions is the **Corvinus Professional Acculturation Programme (C-PAP)**. This is a grant available for Associate Professors to work (teach, do research, and participate in faculty life in general) at leading Anglo-centric universities for a semester (five months) and share their experience upon their return. This initiative was approved by the Presidential Committee and included in the personal development plan for faculty members. The application process will be open as of autumn 2021 for the academic year 2022-23. Also, a new form of support intended to promote research is the **Corvinus Research Seminars**. Funding for this initiative is provided from the Faculty Development Fund of Research Management, but all the administrative and organisational responsibilities belong to the institutes, which also need to present a report on their activities afterwards. These institute-level events, although simply called "seminars", can take any form – from seminars to workshops – that best suit the needs of Corvinus faculty, who are encouraged to share their new research results, and to discuss ongoing and planned projects on these occasions. Similarly, a completely new scheme called **Micro-projects** is also partly aimed at identifying yet undiscovered areas of inter-disciplinary collaboration within the institutes. This scheme is also available to faculty and is supported from the Faculty Development Fund from spring 2021 in the form of financing for small-scale research not supported from other budgets. If pairs or groups of researchers apply, funding of 500,000 HUF/person/six-month period may be used to fund short-term research activities, or the initial development of research proposals for large-scale future research. The last event which is designed to assist researchers in finding interdisciplinary research collaboration partners within the university is the informal gathering of faculty at regular intervals called **Research Brunch**. Although due to pandemic restrictions the initiative had to be suspended, it was designed as the continuation of a CBS tradition (then called the Science Café) to be organised twice a semester to give faculty a chance to meet and discuss fresh ideas with researchers from other institutes and research centres over coffee and snacks. The brunch is seen as an inspirational networking opportunity, and the first live event is scheduled for the autumn of 2021.

The CRP-IDP recognises that the deficiency in research skills is one of the major causes of the relatively small research output. Skill development opportunities were not widely available to faculty before, and the development of skills needed for successful research and English-language research communication are still below the optimal level. However, several measures have been taken to address these shortcomings. A new scheme in this regard was initiated in 2020 in the form of a series of seminars entitled **Meet the Editor**, which is supposed to directly increase the chances of Corvinus faculty publishing quality articles in the most prestigious international academic journals. Through inviting to Corvinus prominent editors-in-chief of best-in-class academic journals, who are also researchers and authors of numerous scholarly articles themselves, it is hoped that the practical advice and counsel they provide will boost international publication intentions and success. The topics of these events are fully customised to the exact needs of Corvinus Faculty and are thus believed to be more effective than the general training events provided by important international publishers like Elsevier. The events are scheduled twice per semester and are currently held online. So far, three such events with moderate (20-30 researchers/session) attendance have been held. The growing emphasis placed by Corvinus on high quality research output has also generated growing demand for **training** on research and publication topics. The first series of lectures and seminars in January-February 2021 concentrated on important issues such as new forms of academic communication, recent European research trends, grant applications, and proposal writing methods. As a consequence, special skills training and consultations (including, among others, Advanced Research Methodology, Publication, and Academic English) were also incorporated into the training portfolio devised by Corvinus Library and the Human Resource Management Unit. Altogether, the more-than-twenty events on nine different topics attracted nearly 200 attendants.

In the renewal process, Corvinus places considerable emphasis on increasing the visibility of research. Therefore, **research communication and knowledge dissemination** both within and outside the institution are considered vital. An excellent opportunity for internal knowledge-sharing has been created through the continuation of a former CBS initiative, the so-called Research Week, which was started in 2016. This has now been reorganized as **Corvinus Research Week** – a five-day series of workshops, research-related training and discussions at the end of every semester. Faculty are given a chance to present their ongoing research projects and share the latest results with colleagues from other institutes, and to explore new interdisciplinary cooperation opportunities. The participation of academics from other universities (including international guests) is welcome, and external speakers and trainers are also invited. The COVID pandemic clearly influenced the recent (June 2020 and January 2021) Research Weeks. The number of events was considerably smaller during the first online Research Week, but the fact that the event was extended to the entire university increased attendance. By the time of the January 2021 Research Week, session numbers had bounced back to the previous level and attendance increased considerably, proving the feasibility and significance of this initiative. In June 2021, the number of workshops and training events was highest, while the number of participants decreased compared to those in January, still resulting in the second highest attendance figures.

Table 5.2. Number of participants and workshops/training events related to CBS/Corvinus Research Week (2017-21)

	January 2017	May-June 2017	January 2018	June 2018	January 2019	May 2019	January 2020	June 2020 - online	January 2021 online	June 2021 online
Organiser	Corvinus Business School							Corvinus		
Participants	170	187	221	149	208	328	433	485	700	600
Workshops/ training events	18	21	20	29	30	39	35	24	34	45

During times of Covid, other channels of research communication with faculty took precedence, and thus increased effort has been put into the quarterly publication of the **Research Newsletter**, which also has its roots in the CBS. The electronic and now completely English-language newsletter contains reports on past and future events, research projects, calls for grant and opportunities not to be missed, news from the various institutes, including research institutes, Doctoral Schools, and the Library. Recent top publications as well as awards received by Corvinus faculty are also highlighted in the online newsletter (the first issue was published in December 2020). Preliminary work has already begun on a new type of publication called **Corvinus Research Highlights 2020**. This was first issued in 2021 and contains an overview of the top internationally relevant research publications by Corvinus faculty.

Research funding at Corvinus comes from **several different sources**. Besides internal sources, there are also domestic government sources available through competitive application submitted to the Ministry of National Innovation and Technology and international grants – e.g. EU funding. (R&D activities sponsored by companies, policy organisations, not-for-profit organisations, entrepreneurs, and other representatives of the world of practice will be addressed in Chapter 10.) Research budget figures after 2020 refer to the entire organization, when the previously fragmented research budgets started to be institutionally managed. As a result, pre-2020 data (found in Table 5.7 in the 2018 EQUIS accreditation document) and post-2020 data are hardly comparable. This is also true because some of the entries in the above-mentioned table ceased to exist or were replaced by other items after the institutional changes and new support elements were introduced. On the whole, with the extension of the Research Management portfolio to cover the whole university and the considerable growth of activities to be supported there has been a recent and **substantial expansion of the internal research budget**, both in terms of items included and the total sum spent. In 2020, the budget covered only two items (Research Software, and the Faculty Development Fund), whereas in 2021 new items were added to include funding for some of the new support measures, including the Corvinus Lectures, the Corvinus Research Seminars, Corvinus Research Excellence Award – 2021 (CREA), and C-PAP. The budget that is available for old and new software has doubled, but the greatest (five-fold) increase concerns Faculty Development, which accounts for the largest proportion of the budget in both years.

Table 5.3. Comparison of university-level internal research resources (2020 and 2021) (HUF)

	2020	2021
Research software (incl. nVivo, Matlab, Qualtrics, SAS, JMP and Bloomberg)	12,434,000	25,000,000
Corvinus Lectures	-	10,000,000
Corvinus Research Seminars	-	16,635,000
C-PAP	-	34,650,000*
Faculty Development	30,380,000	174,684,000 (incl. CREA)
TOTAL	**42,814,000**	**260,969,000**

*Due to the pandemic situation, following the applications in 2021 C-PAP is likely to be achieved only in 2022.

The budget was also designed to provide support to faculty for high-prestige local and international conference attendance in terms of presentations (online included), networking, and proofreading. Applications are now also accepted to cover open access fees, and a sum of 80 million HUF has been dedicated to CREA (see details below). As most conferences in 2021 are expected to be organised online, the allocated amount will most probably cover all approved applications. As for the technique of application, Faculty can submit their applications for funding through the online "workflow" system at any time, as opportunities rise. The Research Committee evaluates the applications and arrives at a decision within five working days.

Table 5.4. Workflow data of Corvinus-supported applications for conference, networking, and open access publication (2018-2021)

YEAR	Online Conference					Conference					Networking					Open Access				
	applications	approved	rejected	withdrawn	pending on 30.04.2021	applications	approved	rejected	withdrawn	pending on 30.04.2021	applications	approved	rejected	withdrawn	pending on 30.04.2021	applications	approved	rejected	withdrawn	pending on 30.04.2021
2021	14	10	2	1	1	15	12			3	1	1				1		1		
2020	10	10				9	5	1	1	2	2	2				4	2	1	1	
2019						126	101	7	18		7	5		2		5	5			
2018						140	93	12	35		25	10	10	5		4	1	1	2	
TOTAL	24	20	2	1	1	290	211	20	54	5	35	18	10	7	0	14	8	3	3	0

From Table 5.4 it is clear that the number of conference applications decreased drastically as of 2020 due to the pandemic, while online conferences have seen unprecedented interest. Applications for networking decreased from 25 to 2 by 2020, whereas the number of applications for open access publication is relatively low, but stable.

External funding for engaging more extensively in research through domestic and EU projects is also available to faculty. A short summary of the main sources of funding is provided below. The following should be noted:

- only projects with a start and/or finish date in the period under scrutiny (2016-20) in the reaccreditation are included
- projects may last between one and five years
- funding from Hungarian sources and funding from EU sources received indirectly are given in HUF
- the EUR-HUF exchange rate changed continuously (and drastically) in the given period from 313,12 HUF to 1 EUR on 1 January 2016 to 365,13 HUF to 1 EUR on 31 December 2020
- funding received directly from EU sources is given in EUR
- Corvinus plays a different role in the various projects: it may be the sole beneficiary of a grant or may be a member/leader of a consortium

Table 5.5. External research funding sources (in HUF and EUR)

Funding Source	No. of projects	Examples of Projects	Funding in HUF	Funding in EUR
National Research, Development and Innovation Office	43	NKFIH, Hungarian Scientific Research Fund	1,426,830,765	

Funding Source	No. of projects	Examples of Projects	Funding in HUF	Funding in EUR
Ministry of Human Resources & Ministry of National Innovation and Technology	14	New National Program of Excellence Higher Education Institutional and Thematic Excellence Program	1,613,711,400	
Projects financed directly from EU funding	16	EU-Horizon 2020, EU-Horizon 2020 Marie Curie EU-EU7		3,883,864.94
Projects financed indirectly from EU funding via the Ministry of Human Resources	6	Széchenyi 2020 EFOP	2,072,527,259	
TOTAL			5,113,069,424	3,883,864.94

It is worth mentioning that there was also a H2020 Research and Innovation project, for which the application was made in 2020. The project, entitled "TRADE4SD - Fostering the positive linkages between trade and sustainable development", was won by a consortium of 14 partners (including six universities, several research centres, an SME, and a UN organization) and is the first project to be led by Corvinus, as represented by Professor Attila Jámbor, Head of the Department of Agrobusiness. The four-year project started in June 2021 and funding totals 3,999,172.50 EUR (out of which Corvinus' share is 555,737.50 EUR).

Research in itself is hard to measure. However, it is of great importance for institutions to understand if funding and other support provided for research is producing the expected results, or if any changes are necessary either on the management or the implementation side. Thus, both continuous monitoring of the research activities of researchers and regular evaluations of the output and impact of their activities is of primary importance. It is expected that by closely monitoring and evaluating research performance, management can draw conclusions regarding the extent to which institutional targets have been met. Also, data from such assessments over the years can shed light on the long-term impact of Corvinus research on the social and economic development of the country and the region – a requirement in the feedback related to the 2020 EQUIS Progress Report. Through regular monitoring, one can also draw conclusions regarding the support measures used during the preceding period and, if necessary, the appropriate adjustments to the support system can also be made. Monitoring at Corvinus is currently done on a semi-annual and annual basis, while a thorough evaluation of researchers' accomplishments is carried out every three years when the classification of faculty into one of three job types (teaching-focused, balanced, research-focused), as defined in the ACM, is carried out. (Details provided in Chapter 4.)

At CBS, research activity was traditionally evaluated through the PES (Performance Evaluation System). According to this system, the number and quality of publications, the number of citations, and other research-related activities of faculty members were all accounted for. Regarding academic output, different scores were assigned to articles published in Hungarian and foreign-language journals, and the quality of a journal was determined by either its Scimago Journal ranking or the scientific journal ranking list of the Hungarian Academy of Sciences (HAS). Other research-related activities included the publication of books, grant applications (both successful and unsuccessful), conference attendance and presentations, the organisation of workshops and conferences, and supervisory activities. Corvinus has been using the repository of Hungarian academic work for metadata and metrics from the National Electronic Bibliography System (NEBS) ever since CBS times, and although this system has its faults (in terms of what goes into it, and how items are classified), it is still considered the most reliable source of information in Hungary. To supplement the system, the Scimago Journal Ranking, Google Scholar, and ResearchGate have also been used by faculty to track their output and impact. Information on research by CUB Faculty is also available at the Corvinus Research Archive, while the details of PhD work are accessible through the website doktori.hu. As can be seen above, obtaining data even on academic output is not simple because various sources contain different forms of information. In 2020, an attempt was made by Research Management, in cooperation with experts from the Library, to create a brand-new database of publications by Corvinus faculty, including bibliometric

information. Following extensive data searching using NEBS, a custom-made database was completed at the end of 2020. This contains confirmed data on the publications of all Corvinus core faculty and PhD students for the period of 2014-20 and can be searched by name, institute, department, title, language, publication, collaboration partners, and source of funding (if any). The above-mentioned NEBS repository forms the basis of the Corvinus database, and the individual entries are assigned SJR, Q, and AIp scores as well. The database is updated every six months and was first used to determine the scores for the CREA in the spring of 2021, proving highly practical. In fact, CREA serves a dual purpose: it is a means of incentivizing publications, as well as a tool for measurement; as the latter, it allows management to conduct a thorough investigation of recent international academic output (CREA is described in detail in Section 5.3.).

5.3 Integration of research about faculty workload

In mid-2019, the management of Corvinus realized that in a previously teaching-oriented institution, where the individual compensation of faculty depended largely on education performance, research was not a priority for most academics. Although according to Hungarian regulations all faculty must engage in research to the extent of 20% of their workload, to achieve the targeted excellence, more time must be dedicated to research activities. Corvinus is dedicated to providing its faculty with a variety of new opportunities to improve their performance and, as a result, to achieve research excellence. Such an opportunity is now available through the new **Academic Career Model** (described in detail in Chapter 4), introduced in January 2021. From a research point of view, its significance lies in the distinction between the three job types for faculty (plus a separate category for "pure" researchers), and the flexibility offered by a "research-intensive" job type. This path, due to the reduced teaching load expected of research-oriented faculty, allows those faculty members whose publications are already highly ranked internationally to devote more time to their research and thus eventually increase the research output and impact of the university. The model specifies not only the related teaching expectations but also the minimum requirements regarding publications for each track, and, following annual monitoring, measures and evaluates the results against internationally accepted standards every three years (See details in Appendix 4.3.).

Researchers at all levels are incentivised and supported by various means to achieve their publication targets, including a new motivational system, faculty development opportunities, and improved infrastructure. One of the most recent motivational initiatives is **CREA,** founded in 2020 with the intention of:

1. evaluating academic output at its best,
2. rewarding faculty who have already extensively contributed to research excellence, and
3. (further) motivating faculty to produce a growing volume of internationally recognised publications.

To allow equal chances for researchers of different backgrounds and maturity, the award is granted in three categories: Senior Faculty (PhD conferred before 2016), Early-Career Faculty (PhD conferred between 2016-2020), and PhD Students, and recognizes the performance of the previous three years. The CREA program was first launched in 2021, and the 52 applications were evaluated in two stages. First, the raw bibliometric scores for each entry were determined, and then performance was evaluated, taking into consideration contextual information, by the Corvinus Research Excellence Evaluation Committee chaired by the VRR. This is an internationally recognised academic body consisting of four members, who are not only thoroughly familiar with the applicants' fields of research but also with international trends and quality levels. This ensured impartiality and adherence to international standards, as determined in the CRP-IDP. The total budget available for this research incentive in 2021 was HUF 80 million. Out of the 52 valid applications submitted in January 2021, 33 researchers (63.5%) were granted the award.

Table 5.6. Number of CREA applicants, winners, and award ranges (2021)

Category	Applicants	Award winners	Award Range (million HUF)
PhD Student	11	6	0.5-3.0
Early-Career Faculty	10	8	1.0-5.0
Senior Faculty	32	19	2.0-5.0

The success of the award has already prompted an extension to it, which will be called the Development Prize, and will be first announced in 2022. This new award will target emerging researchers and is planned to reward the efforts of those who have achieved the greatest increase in the JCR or AIp value of their publications during the time under scrutiny. (For the calculation method of the CREA score, see Appendix 4.5.)

Corvinus is dedicated to providing its faculty not only with the financial basis for research, but also with the most appropriate **infrastructure**, be this state-of the art labs, extensive databases, or software. A **multi-functional laboratory** was recently equipped with contemporary technology at the Székesfehérvár Campus. In the lab, one can conduct behavioural experiments, focus group discussions (Socio LAB), communication training (Talk LAB), workshops, and other kinds of research. Moreover, the lab was set up in accordance with the concepts of Living LAB and Innovation LAB. It is equipped with the latest IT tools, resulting in a space which is adjustable to researchers' needs. For example, it can be emptied of all furniture, or separated into several smaller parts. The walls can be written on and can also be lit up in different colours. In addition, the lab is equipped with 30 laptops, a green box, a camera system, a sound recording system, and several large-size mobile projectors. Focus group discussions can run smoothly with the help of a two-way mirror and a camera system with particularly high resolution. Apart from educational and research initiatives, the multifunctional laboratory also enables Corvinus to accomplish its third mission in the region of Central Transdanubia, where Székesfehérvár Campus is located. Within this framework, applied research with local companies, municipalities, public institutions, and civil organisations can be carried out. Using the laboratory, the university aims to create innovative solutions which enhance the competitiveness of the companies in the region, enable the stakeholders of municipalities to address the population's needs better, and support civil organizations to achieve their top priority social goals with increased efficiency. Another new infrastructural unit, the **smart classroom,** is equipped with devices and software from Noldus Information Technology, and can be used by Corvinus researchers for experiments, including quantitative analysis of facial expressions and behavioural elements. The Centre, whose e-learning materials were extensively utilised in online teaching during the pandemic, also provides methodological and educational IT support and training services. An array of **research-support software** (including Matlab, JMP, SAS, R-server, and Big Data infrastructure) are also offered to faculty. Traditionally, some of this software has been purchased by different institutes and, although available to all, the systematic cataloguing of all accessible software was started by Research Management in the spring of 2021. In the course of the Research Week, faculty were introduced to these pieces of software. The newest addition to the collection of software is the online survey software called Qualtrics, which is now freely accessible to all Corvinus faculty. Steps have also been taken to monitor the Faculty's needs systematically, and new software purchases are continuously on the agenda. In spring 2021, negotiations regarding the purchase of two new pieces of software were successfully concluded: NVIVO (qualitative data analysis software) and MAXQDA (a software package for qualitative data analysis and mixed methods research) are now available to researchers. Research Management regularly surveys the software and database needs of the various research groups within the university and is committed to purchasing those that are most needed for successful research. Another technique of supplying faculty with such infrastructure is through sharing already available resources. In the past, several **databases** were purchased or compiled by the various institutes and departments of Corvinus. A conscious effort by Research Management has now led to all such databases, as well as any new ones, being made available to all faculty and being managed administratively by the Library. This move helps keep information on all data usage and access rights in one dedicated place. The increase in the amount of resources led to the creation of a new position of "Data Officer" by early 2021. The new employee is responsible for all databases and provides professional support to faculty with the manifold tasks of data handling. In 2020, 35 local and international databases were available through the Library, which number is expected to increase considerably in 2021. Attention is called to two important databases: from spring 2021, the right to use Bloomberg's financial database has been extended to teaching and research purposes both on campus and remotely. The second database (of the Centre for Economic and Regional Studies) is the newest addition to Corvinus' portfolio: a contract for use by researchers and doctoral students for extensive research purposes, as well as for smaller scale educational purposes, was signed in spring 2021.

The **Library** not only administratively manages the databases but is also one of the largest research support units at the university. Over 460,000 books, over 40,000 academic and professional international journals by top publishers, the FT Top50 journals (compared to 32 in 2019) as well as leading Hungarian journals are accessible online both on the premises of the university and remotely. It is interesting to note that library use changed significantly as a result of the pandemic situation in 2020. While personal visits dropped to less than one quarter of those of the previous year, online access to Library resources more than doubled. As a result, the total access number grew by nearly thirty percent. This proves that while there may have been an early decrease in access numbers during the period under investigation, faculty and students are keen to use the resources of the Library in whatever ways they can, and this is particularly true in difficult times. (For more information on the Library, see Section 7.5.)

Table 5.7. Books, journals, databases, and library access data (2016-20)

	2016	2017	2018	2019	2020
Books	464,019	469,639	465,392	465,878	460,000+
Journals (domestic, international)					
Total	26,000+	35,000+	40,000+	40,000+	40,000+
FT Top50	21	28	32	32	50
Databases	18	26	30	33	34
Access					
Total	740,698	706,616	617,975	623,561	803,493
Visitor	352,412	376,938	314,004	293,457	70,287
Online	388,286	329,678	260,982	330,104	733,207

5.4 Research output and impact

Measuring research is a complex issue. Output and impact are the key expressions, and the three categories to assess are academic research, practice-oriented research, and pedagogical development and innovation. Traditionally, academic research used to be the strongest of the above-named three areas at Corvinus. At the time of the 2018 EQUIS accreditation, CBS' research activity was characterised by a ratio of 7:2:1. Since then, some shift has occurred, and this is only partly due to the extension of accreditation to the whole university and the slightly different research focus typical of the earlier other schools. While academic research is still at the core of Corvinus research activity, the other two areas have become somewhat more pronounced. On the one hand, Corvinus has strengthened its connections with the world of practice (to be detailed in Chapter 10) and is dedicated to fostering and exploiting existing relationships with the business world, government agencies, and civil society in different areas, including research. On the other hand, Corvinus has been significantly affected by the pandemic situation of 2020-21, which has resulted in increasingly innovative ways of translating and utilising the outcome of academic research in pedagogical practice. As reflected in Table 5.8., Corvinus faculty in the past five years have produced nearly 1,500 academic research articles, more than 500 papers for academic conferences, and more than 1,100 book chapters. As for practice-oriented research outcomes, Corvinus has produced nearly 500 research articles, close to 200 studies and reports commissioned by companies and government agencies, nearly 400 papers for professional conferences, and more than 100 published case studies in the same period. Regarding pedagogical practices, Corvinus has published nearly 200 articles on pedagogical development and innovation, close to 200 textbooks and textbook chapters, and more than 100 forms of teaching material. Finally, 129 doctoral theses supervised by core faculty have been completed in the last five-year period.

Table 5.8. Total publication data (2016-20)

Type of publication	Total number of items in related category for the five-year period	Total number of contributing core faculty members from within the School	Number of items jointly produced by two or more core faculty members from within the School	Number of items jointly produced in collaboration with other institutions	Research Activity Ratio: No. of items/ total No. of Core faculty members currently in School
Academic Research Articles	1489	823	385	185	3.8
Practice-oriented Research Articles	485	515	129	140	1.2
Studies and Reports commissioned by companies and govt. agencies	183	147	37	18	0.5
Papers in academic conferences	551	399	165	56	1.4
Papers in professional conferences	379	309	116	31	0.9
Published Case Studies	125	73	20	13	0.3
Books (e.g. research monographs)	208	189	30	37	0.5
Chapters in books	1123	671	177	96	2.9
Textbooks	66	76	29	4	0.2
Chapters in textbooks	102	45	6	3	0.3
Articles on Pedagogical Development and Innovation	197	155	39	7	0.5
Studies and Reports produced as part of an international network	417	45	391	329	1.1
Published teaching materials	104	81	21	3	0.3
Doctoral theses completed supervised by core faculty	129	118.5	0	21	0.3

As can be seen from the table, academic output still leads the way. The pronounced leading position of the latter is also the result of the purely administrative fact that this is the area where output is easiest to measure. Naturally, some information regarding the other two types of achievement is also available in the database, but it may not be fully complete due to its specific characteristics.

A unit with a leading role in research output and impact is the **Corvinus Science Shop** (CSS), which promotes dialogue between science and society. Its guiding principle is **to do science with and for society**. It is a meeting point for the local and the academic community, and acts as a bridge through which community partners can raise questions for the university and where they are partnered up with faculty and students to engage in research, project-based learning, and co-creation in response to societal needs. The Science Shop is at the intersection of all three core activities of the university: it integrates teaching and research and the third mission – i.e. knowledge transfer to society. It is a unit where academic knowledge and know-how in

use are translated for the benefit of society and to promote an open and inclusive university. It acts not only as an open door to the university, but is also equipped with methods and tools for facilitating successful partnerships with civil society. The most recent European terminology that describes the aims and work of the Science Shop includes **Community Engaged Research and Learning** (CERL); **Responsible Research and Innovation** (RRI); and **Participatory and Citizen Science** (PCS).

Established in May 2017, CSS was built on the pre-existing but sparse ties between faculty members and civil society actors. CSS's immediate precedent was EnRRICH, a Horizon 2020 Coordinating and Supporting Action, in which – in cooperation with 10 renowned science shops across Europe – the University looked at its courses through the eyes of society. The other forerunner was the Social Entrepreneurship and Social Economy Master course, in which, since 2006, course projects were organized with social entrepreneurs, building on the philosophy of service-learning. CSS was embedded earlier in the CBS Dean's Office, and became an independent competence centre in February 2021. The Science Shop is now open to all faculty members and students of the university. The Head of CSS is one of its founders. In spring 2021, in a single semester, 353 students and 21 faculty members worked on responses to nearly 30 questions from 17 civil society organisations and social enterprises. Since the establishment of CSS, the number of students involved in Science Shop projects exceeded 1750. More than 40 faculty members from eight Institutes and three Doctoral Schools of Corvinus have participated in related projects, while the number of colleagues who have participated in our international faculty development workshops on RRI and CERL amounts to 200. The number of community partners of CSS is over 70 by now. Via the Science Shop, more than 150 community questions have been answered so far.

5.5 Distinctive expertise

During the 2014-17 period preceding the 2018 EQUIS accreditation, serious attempts were made to identify the key CBS research areas to illuminate its research profile. This endeavour was then extended into a systematic mapping of research topics and research expertise during a one-year explorative process in 2018. Five broad research directions (so-called umbrella topics) were successfully identified with the active participation of internal and external stakeholders. These were as follows:

- competitiveness
- digitalisation and a data-driven world
- ecological and economic sustainability, energy, and agriculture
- networks, learning, and knowledge
- social diversity, internationalisation, and multicultural issues.

Following the institutional changes at Corvinus, the issues of research topics and research expertise had to be revisited and adjusted to the new internal and external requirements. The **freshly formulated priorities** had to be aligned with both the new institutional strategy and the consequent research strategy. As mentioned earlier, these emphasise the strong aspiration to increase the volume of research of indisputable excellence, and gain greater international visibility in the field of research. In line with the university's new vision and mission, **five recently identified focal areas** of research activity for the period of 2021-24 were established at CRP-IDP, as follows:

- **quantitative** and **data-based** approaches in economics, business, management, and social sciences
- **digitalization** of economy and business
- **evidence-based** assessment of public and social policy
- **economic and social challenges** of Central Europe
- ecological and social **sustainability**

As can be seen from the comparison of the above lists, some key ideas (digitalisation, data-drivenness, and sustainability) are apparent in both. The appearance of new concepts is the result of the renewal process: alongside traditional business and management concepts, ideas related to economics and social sciences also now feature. Combining old and new, narrow and broad, the CRP-IDP summarises the research priorities as "**Digital Economy – Sustainable Society**".

An analysis of the topics of the research projects during the 2016-20 period funded both from domestic and EU sources confirms the importance of the selected fields. From among the 79 projects, the concepts listed below relate to the focal areas that feature with considerable frequency:

- Sustainability
- Responsibility
- Innovation
- Digitalisation
- Environmental effects
- Ecotourism

A central role in achieving the goals of increasing research volume, excellence, and visibility is played by the pre-existing research institutes **CIAS** (Corvinus Institute for Advanced Studies) and **RCEPR** (Regional Centre for Energy Policy Research). The former has nearly doubled the number of its research units since its establishment in 2018, and now boasts some centres formulated directly around the themes mentioned above: for example, the **Social Futuring** Centre, the Laboratory for **Network, Technology and Innovation**, and the Corvinus Centre for **Operations Research.** CIAS's other contribution to Corvinus' striving for research excellence occurs through the incorporation of distinguished research fellows from the international arena. Junior and Senior Research Fellows are offered five- or ten-month grants for carrying out research and publication activity. Their affinity to the focal topics of the university and earlier research achievements are taken into consideration in the selection process. At Corvinus they become part of the research community and usually contribute extensively to Corvinus research output, often in collaboration with Corvinus faculty members and PhD students. It is hoped that some will eventually decide to join the core faculty, and undertake further research and teaching in the prioritised fields.

Researchers at the other dedicated institute, RCEPR, conduct research and publish top-quality articles related to **energy issues** (electricity-, natural gas-, and district heating markets, water economics and renewable energy, etc.). The newest addition to the institute is called **Water Policy Lab**, where, as the name indicates, one of the most widely discussed topics of our times is studied. As may be expected from the leading theme of this research centre, the ideas of **responsibility** and **sustainability** feature prominently in the work of RCEPR researchers. Research at RCEPR is not purely academic: much of it is linked to the world of practice – for instance, the development of various energy market models both for the domestic and the European market, thereby also closely tying in with some of the recommendations laid out in the CRP-IDP.

5.6 Development and innovation

In November 2019, the **Budapest Innovation Platform** was formed at the initiative of the National Research, Development and Innovation Office, supported by the Ministry of Innovation and Technology, and the founding charter was signed by Corvinus and ten other universities in Budapest. The mission of the initiative is to create regional hubs that build on the knowledge base of domestic universities, providing opportunities for learning about the directions of national innovation policy, and strengthening cooperation between stakeholders of the local innovation ecosystem (universities, research institutes, and enterprises). As a consequence, in December 2019 the **University Innovation Ecosystem** (UIE) project was launched at Corvinus, supported by the National Research, Development and Innovation Office. Since its launch, developmental and innovation-related activities have been undertaken within this integrated framework. The first phase of the project ended in mid-2021 with the following major results:

- business utilization of RDI results: services have been sold to 32 partners on a contractual basis (totalling HUF 201,707,000)
- developing start-up entrepreneurship and business development training
- preparing faculty and students for gamification in higher education; 2021 spring, 118 attendees
- supporting student innovation: organized hackathons, innovation- and start-up competitions: student short movie competition about sustainability 2021 (online competition): 17 participants
- setting up the Proof of Concept (PoC) Fund: 10 winners

- creating the H2020 Information Point, 3 participating experts
- technology- and knowledge-transfer-related competence development: 20 events and training sessions, 124 participants

In continuation of these developments, Corvinus recently submitted a new application within the framework of the second phase of the UIE in July 2021 for the accomplishment of the goals listed below. In the second phase, the purpose of Corvinus is related to the operation and further development of the organizational unit (primarily CIR). Namely, to facilitate: the commercialisation of scientific results produced at the university; technology-transfer and RDI cooperation between business sector players; and the active participation of the university in EU research and innovation framework programs. As Corvinus has formulated an ambitious vision for 2030, in order to have a realistic chance at achieving it the realization of **future-oriented, innovative knowledge projects** in partnership with public administration and public institutions, HEIs, and corporations of the highest prestige is required, among other things. Special attention should be paid to projects that intend to exploit the synergies between technology, economics, and the social sciences (e.g. projects about artificial intelligence, machine learning, and digitalisation) and to projects that focus on student creativity (e.g. capital fund investing in student start-ups). To this end, interdisciplinary intellectual renewal is also necessary.
CIR, an engine of the Corvinus eco-system, innovatively combines theoretical and practical knowledge via collaboration projects that generate high quality results. CIR is in charge of the operation of a segmented partnership-competence centre, the development of a project-coordination system and value propositions for partners, the incubation of innovative ideas, and the execution of innovation initiatives. In the second phase, Corvinus has undertaken to accomplish the following:

- expand the partner database and keep it up-to-date
- renew intellectual property protection regulation
- further develop start-up and business development training
- support student innovation: (hackathons, innovation, and start-up competitions)
- operate the Proof of Concept (PoC) Fund
- operate the H2020 Information Point
- develop competences related to technology and knowledge transfer
- join international networks for technology transfer
- implement execute professional events (workshop, programs) about developing and operating community space

5.7 International features of R&D

Internationalisation as a strategic goal and transversal dimension emphasised in the CRP-IDP is also strongly manifested in the field of research. Even in the 2018 EQUIS accreditation report, reference was made to CBS-level educational and research partnerships with 145 universities and schools outside Hungary. The slowly growing proportion of publications in international academic journals was also mentioned: the five-year trend saw growth from 52 publications to 64. Since 2015, CBS has offered grants to its faculty through the Faculty Development Programme for research activities, and training in research skills has also been available.

At the renewing Corvinus, the institutional-level Faculty Development budget allocates funding for both attendance (with presentation) and the organisation of international conferences due to their networking, publication, and visibility value. Researchers and Institutes are encouraged to bring major international conferences which fit the profile of Corvinus to Budapest. In 2020, out of 19 applications for international conference attendance, 15 were granted, whereas in the first four months of 2021, out of 29 applications, 22 were granted. As for the hosting of large-scale international conferences, for example, the annual *Production and Operations Management Society* conference was supported from the Faculty Development budget in 2021, but was postponed to 2022.

The most important type of international partnership is **cooperation in pan-European Horizon projects**.
In 2020 alone, four grant applications (see Table 5.9. below) in which Corvinus took part were evaluated positively and in one case (TRADE4SD) Corvinus took the lead partner position for the first time in its history.

The consortium partners (including universities, research centres, SMSs and UN organisations) came from over 15 countries, including not only EU Member States, but also Vietnam, Thailand, and Ghana. CE countries considered strategically important according to the new vision and mission of Corvinus are underrepresented in these consortia (Poland and Romania appear in just one project), while some Western European countries with a more developed research culture feature in nearly all projects (e.g., Italy, Germany, The Netherlands, and the UK). Participating in projects with international researchers provides an excellent learning and networking opportunity for Corvinus faculty.

Table 5.9. Horizon Research Projects with Corvinus participation

Project title	Corvinus role	Consortium partners
Mediatized-EU (Mediatized Discourses on Europeanization and Their Representations in Public Perceptions)	Partner	6 (from Ireland, Georgia, Estonia, Spain, Portugal, Belgium)
SAPIENS - Sustainability and Procurement in International, European and National Systems	Partner	8 (from Italy, Belgium, Sweden, Denmark, UK, Romania and Poland)
TRADE4SD - Fostering the positive linkages between trade and sustainable development	consortium leader	14: including 6 universities, several research centres, an SME and a UN organisation (from UK, Italy, Germany, Ghana, Finland, France, Vietnam, Thailand, Belgium)
FooDization – Marie Skłodowska Curie Individual Fellowship project	host institution	Italian researcher (CIAS fellow) + Corvinus Supervisor Partner Institution from The Netherlands

Similarly, two international Horizon Projects were completed in or before 2020, and the composition of the consortium partners was similar to that of current projects.

Table 5.10. Completed Horizon Research Projects with Corvinus participation

Project title	Corvinus role	Consortium partners
EnRRICH - Enhancing Responsible Research and Innovation through Curricula in Higher Education (2014-18)	Partner	from Belgium, UK, Ireland, Italy, Germany, The Netherlands, Spain, France and Lithuania
PECUNIA - ProgrammE in Costing, resource use measurement and outcome valuation for Use in multi-sectoral National and International health economic evaluAtions (2018-20)	Partner	from Austria, Germany, The Netherlands, Spain, and UK

5.8 Ethics, responsibility, sustainability, and the integrity of R&D

At Corvinus there are some research centres with long traditions that focus particularly on ERS-related projects. To name a few:

- Business Ethics Centre
- Sustainability Excellence Centre
- Department of Geography, Geo-Economy and Sustainable Development

The **Business Ethics Centre** at Corvinus promotes ideas about and the techniques of business ethics in higher education, academic research, and business life. The functioning of the centre is based on the conviction that ethics is a relevant issue at all levels of economic activity – from individual and organizational to societal and global. The Business Ethics Centre has an active interest not only in business ethics but also in environmental ethics, information ethics, public service ethics, and international ethics. The **Sustainability Excellence Centre** that operates within the Business Economics Institute has been established with the aim of concentrating the educational and research activities of faculty members who are active in different fields of sustainability. This centre is a professional community whose aim is the wide dissemination of research results in various areas of sustainability (environmental, social, and economic) within domestic higher education. A few research project topics include sustainable supply chain management, sustainable consumption, sustainable public procurement, circular economy, environmental management, sharing economy, ecological economics and green procurement. The mission of the **Department of Geography, Geo-Economy and Sustainable Development** is to conduct research in the fields of spatial planning, regional studies, geostrategy, sustainable development and future studies, and to provide knowledge regarding spatial, developmental, and environmental issues to students of the university's business, management, economics, and social sciences programmes on the basis of a cooperative, multi- and interdisciplinary scientific approach. The Department is composed of three centres, whose names reflect their fields of interest:

- the Centre for Economic Geography and Future Studies
- the Centre for Geostrategy
- the Centre for Sustainable Development

The assertion of research integrity principles and the mechanisms of assurance of good practices are ensured by two fundamental documents and one committee:

- the Corvinus Code of Ethics
- Intellectual Property Management Regulation
- an ad hoc Research Ethics Committee

Corvinus strives to operate in a way that is unquestionably legal and **moral**. Therefore, as stated in its **Code of Ethics**, Corvinus requires all university citizens to comply with the laws in force, to unconditionally respect human dignity and fundamental human rights and freedoms, to actively protect the natural environment, and to carry out work responsibly with a high level of professionalism. The following expectations have been defined for **faculty members**: responsible work, incorruptibility, professional correctness, respect, avoidance of conflicts of interest, prohibition of causing damage, and authentic representation. In addition to the foregoing, **leaders** of the university are also expected to observe the following leadership standards: professional competence, responsible decision-making, care, and dialogue. For support and administrative **staff**, the Code specifies responsible work, maximum care, incorruptibility, respect, and the prohibition of causing damage. For **students** who are considered strategic partners, Corvinus strives to establish a mutually beneficial relationship and expects them to comply unconditionally with the following standards: respect, decent work, and the prohibition of causing damage. The listed expectations are detailed in the Code of Ethics.

Corvinus' Intellectual Property Management Regulation was elaborated more than ten years ago, in 2011, while the committee was established in 2020. The renewal process has now reached the point when the content of this document needs to be reformulated. As a first step, in July 2021, the Presidential Committee approved the principles of a new Intellectual Property Management Regulation, thus the compilation of the new document could begin.

In order to preserve the independence, impartiality, integrity, and credibility of scientific research for those involved in research at the University, as well as to ensure their ethical behaviour and utmost professional fairness, the Rector of Corvinus issued a provision in May 2020 concerning the establishment of the ad hoc **Research Ethics Committee** for a transitional period until the adoption of the Research Ethics Policy. The scope of this Provision covers all research projects that are carried out from domestic or EU sources in which research is undertaken by a person who has employment status with Corvinus, and when either research-ethics-related issues arise, or compliance with such standards is to be considered relevant, irrespective of whether the researcher works individually, as part of a Corvinus group, or jointly with third parties. In addition, it covers any persons acting as contributors, subjects of the research projects, persons dealing with research ethics issues as set out therein, and defines the scope of persons entitled to issue research ethics

permissions, as well as the related procedures for the latter. This Committee is an advisory body to the Rector, as well as his decision-making body in matters of individual authorisation. It reports directly to the Rector and is chaired by the VRR. The Powers of the Committee include:

- taking a position in general matters of research ethics and making proposals to the Rector with regard to setting up standards;
- making decisions concerning individual research ethics authorisation procedures;
- consultative rights and making proposals to the Rector with regard to complaints submitted by parties prejudiced by a research project

5.9 Connections between R&D and the world of practice

- The focal areas of collaboration between research, development, and the world of practice are the joint applied research projects initiated mainly by Corvinus. The best examples are:
- the **Research Centre for Supplier and Industrial Development** maintains intensive forms of cooperation in the area of the exploration of industrial and supply chain management. Its activities are sponsored by the Budapest Stock Exchange, Equilor, McKinsey & Company, Morgan Stanley, MSCI, and OTP Bank, among others
- the **Regional Centre for Energy Policy Research** is among the most important think-tanks in the field of energy policy analysis. It maintains outstanding connections with companies in the energy sector
- the **Institute of Marketing** maintains active research cooperation with the Hungarian Tourism Agency, and also with Procter & Gamble
- the **Institute of Management** has close connections with IFUA Horváth & Partners, an international management consulting firm. The employees of the institute are also active in projects like the Business Service Sector Report 2020, and the activities of the Corvinus Centre of Family Business
- the Corvinus SAP Next-Gen Lab and the Corvinus FinTech Centre create the bridge between the **Institute of Information Technology** and the world of practice

In addition to participation in joint research projects, there are further forms of cooperation with corporate partners and institutions, such as mentoring PhD thesis projects in particular within the cooperative and professional PhD programmes, providing databases for research purposes, collaboration related to projects financed by RDI grants, and the joint incubation of innovation projects. Corvinus currently has active contracts of this type with approximately 100 partners, most of which represent the business sector, as listed in Chapter 10, Table 10.5. Another important way the university creates international connections with practice is through its participation in **research projects implemented by international consortia**. Some of these consortia also have non-academic members, creating the opportunity to extend the international network of the university. A good example is the "Riconfigure" project funded by the Horizon 2020 programme of the European Union, which is exploring new patterns of stakeholder engagement in research and innovation. The competition was open to students of CUB with active status throughout the 2020/2021 spring semester.

Another important area of the cooperation with the world of practice is the **Community Engaged Research** initiated by CSS. Both students and faculty have the opportunity to identify the research needs of community partners via the Science Shop. CSS has been piloting participatory research and applying for grants with the inclusion of faculty from various institutes. At CSS, there is already a list of 20 Science Shop theses and several colleagues are working as regular or recurrent thesis consultants in relation to research with and for communities. In spring 2021, the first Science Shop thesis seminar for BA students was launched. Thesis fairs are events aimed at raising awareness and reaching out to both students and thesis supervisors. Two MSc programmes have been receptive to the idea of thesis fairs so far – at which a group of community partners pitch their research ideas, followed by discussions and matchmaking of partners. A similar process is envisaged for the Student Scientific Research Competition: from the current state of individual research projects, CSS is moving to establish a dedicated stream for community-engaged student research, thereby equipping students, supervisors, and opponents with the necessary skills, resources, partnerships and understanding of community-driven research.

5.10 Perspectives – Actions and KPIs

Within the CRP-IDP, specific activities have been formulated and KPIs assigned for the coming years in relation to the further improvement of research and development activities. (These are summarized in *Table 5.11.*). The **monitoring report** on the first six months' progress in 2021 identified the following main improvements: Corvinus is keeping up with its publishing commitments (28 Q1 and 36 Q2 papers were published in the first half of 2021). ACM has been successfully implemented and, as a result, 15% of faculty have been located in research-oriented positions (6% in the research track and 9% in research-intensive job types). The first CREA has been granted to faculty members with outstanding performance. The number of research databases has increased. Out of 14 Horizon 2020 applications, four have been won, amounting to a total of EUR 1,387,000. The performance of research centres (CIAS, RCEPR) has further improved in terms of publications and international relations.

Table 5.11. Research-related actions and KPIs (2021-24)

Areas	Actions	KPIs
Academic Career Model	▸ introduction of the academic career model will allow a reduction in the educational burden on research-oriented faculty and specify clear research-related expectations	Publications 2021: 80-90 2022: 100-110 2023: 115-125 2024: 115-125 Obtaining external research funds (HUF bn) 2021: 1 2022: 1.5 2023: 2 2024: 2
Corvinus Research Excellence Programme	▸ reward outstanding research results each year	"Meet the Editor" - 4 guests / year "Corvinus Lectures" - 1-2 / year, starting in 2021
International visibility	▸ support the participation of researchers in cooperative research grant programmes of the European Union	submit at least 3 applications /year
Research information systems	▸ operate information (registration) systems	yearly updated research data
Research skill development	▸ provide research-related skills-development courses ▸ consultations for individuals/groups of researchers to promote successful participation in the Horizon Europe Framework Programme ▸ launch the Corvinus Professional Acculturation Programme (C-PAP)	▸ min 3 courses and 3 consultations / semester ▸ 6 months of professional experience abroad to support associate professors in their professional careers for 5 faculty members / semester (from 2022)
Research Centres	▸ further development of CIAS	receiving min. 3 junior and 3 senior international research fellows / semester

CHAPTER 6:
EXECUTIVE EDUCATION

The EQUIS Standards and Criteria defines Executive Education as the 'delivery of short courses and programmes to working professionals in companies and organisations', mostly with the award of certificates. This has not been a significant area of activity at the former CBS or Corvinus, and there were only very few on-demand activities of such programmes in recent years. One of the underlying reasons lies in the Hungarian business culture, as most companies opt for in-house trainings instead of courses offered by HEIs.

In the development plans of Corvinus, the objective to enter this market is present, since it aims to build up a network of corporate and institutional partnerships with the assistance of the recently established Corporate and Institutional Relations Unit. Within this framework Corvinus plans to launch tailor-made executive trainings and short programmes, both on the Budapest and Székesfehérvár Campuses. Launching executive education programmes is also among the CRP-IDP strategic goals, and related KPIs have been set. (See Table 2.7 in section 2.12.)

In early 2020 Corvinus started to contact companies in order to offer tailor-made short trainings, but due to the Covid-19 pandemic this process came to a halt. According to plans, this effort will continue in the coming term.

CHAPTER 7: RESOURCES AND ADMINISTRATION

7.0 Changes since 2018 and current challenges

As presented in details in Chapter 1, one of the main changes of the internal governance during the Corvinus renewal process was to separate the academic management directed by Rector, the strategic and support organization led by the President and the operational and financial organization led by the Chancellor. As of July 2019, the latter two are dealing with **resource and administration affairs** at Corvinus, and they have undergone full-scale development. The new institutional status has resulted in a new financing model, and these are depicted in this chapter. One of the challenges the university faces is to fine-tune the new operational model, as the flagship project of the new national higher education strategy.

7.1 Physical facilities and the learning environment

The **Budapest Campus** of Corvinus consists of three educational and administrative buildings and four dormitories on a total surface of 83,469 m². The **three educational buildings** are *Fővámpalota* (the main building of Corvinus), the iconic building with the Budapest view, the adjacent *Sóház*, and the new *Building C*. In the past three years, extensive internal developments have been carried out in these buildings that can be classified as follows:

- development and renovation of community areas
- development of educational technology equipment
- energetic and preservation-related development

In addition, there has been considerable IT development (detailed under Section 7.6).

In the three educational buildings, the proportion of recreational and coworking places for students is small, thus it is a strategic goal to make improvements in this regard. For *Fővámpalota* we have obtained an interior design analysis regarding the possibility of creating areas for socialising, and the precise content of the related developments will be finalized in 2021 in the course of a community planning process. As for the educational buildings, it is a major step forward that the **presentation technology has been renewed** in three phases in practically all seminar rooms and lecture halls. As a result, in the 79 seminar rooms with a capacity of fewer than 40 persons, in the 18 lecture halls with capacity of between 40 and 100 persons, and in the 9 lecture halls with capacity of more than 100 persons located in the educational buildings standard technical solutions have been implemented to support faculty members in their teaching activities, while the **technical solutions** used in the 13 IT Labs **are continuously updated**.

An important component of the learning environment of the university is the **Central Library,** located in Building C of 4,000 m² which is very popular among students and has proven to be attractive to students of other universities in recent years too, with its modern equipment and excellent services.

In the past years, we have completed significant typically interior design and engineering **renovation projects** in the buildings in several phases, some outstanding examples being increasing energy efficiency (insulation, window replacement, mechanical engineering solutions) in the *Tarkarét* and *Kinizsi Dormitories,* and renewing the basic mechanical infrastructure of *Fővámpalota*.

Table 7.1. Major investments in Corvinus facilities and their impact on energy efficiency (2009-2021)

Building	Function of building	Investment date	Surface area of land where investment was executed (m²)	Energy-efficiency measures	Extent of reduction of energy consumption
Fővámpalota	education	2009-2010	32,045	window replacement, floor/ceiling insulation, modernization of ventilation technology	45%
Sóház	education	2010	4,795	window replacement	45%

Building	Function of building	Investment date	Surface area of land where investment was executed (m^2)	Energy-efficiency measures	Extent of reduction of energy consumption
Kinizsi Dormitory	dormitory	2020-2021	7,942	thermal insulation, shading	38%
Tarkarét Dormitory	dormitory	2020-2021	8,350	window replacement, modernization of heating system, thermal insulation	47%
Rajk College for Advanced Studies	dormitory	2017, 2020	2,063	window replacement, modernization of heating system	25%
Székesfehérvár Campus Building B	education	2020	1,917	full-scale renovation of building with energy-efficient mechanical engineering systems	Not applicable, (not previously in use)

Owing to the renovation of the dormitories (covering the entire capacity of 1,203 persons), the community water blocks, kitchens, and other shared dormitory areas have been renewed in several phases during summer renovations, and this process continues in 2021 with the replacement of old pieces of furniture, refrigerators, and washing machines.

Apart from the Budapest location, we have another **campus** in **Székesfehérvár** that consists of two buildings, one of which was completed in 2020. The two educational buildings of the renewed campus and the city park located in-between them are ideal locations for the programmes that are offered. The infrastructure of this campus is by far the most advanced because the renovation of the educational technology, IT, and interior design that were required in the old building (A) as well as in the new building (B). On the 2,400 m^2 area of building A,1,600 m^2 serves educational purposes, and there is also a dormitory housing 50 students. With the reconstruction of building B, an additional educational space of 2,000 m^2 has been added, thus there are currently four auditoriums, thirteen seminar rooms of different sizes, and two computer labs on the campus, and there are also library services.

In *Fővámpalota* Corvinus hosts two **cafeterias**, whereas in *Building C* there is one cafeteria, and in all of its buildings vending machines provide refreshments, coffees and snacks on each floor. In *Building C* there is a modern self-service **restaurant** with a wide selection of meals for students, faculty and staff. Furthermore, in 2018, the new Faculty Club, suitable for hosting conferences, workshops and cultural events, opened at the basement level of *Fővámpalota,* with an exclusive cafeteria for faculty and staff.

In the course of the developments and operational transformation that took place in recent years, we placed increasing emphasis on adhering to the principles of **sustainability** and **responsible operations**. Apart from the **selective waste collection** in all buildings, the fully obstacle-free access of our buildings will hopefully soon become a reality, and in the course of further developments we will strive to bring nature into our buildings by creating **green walls**; in the main building of the Budapest Campus, the green area already covers nearly 200 m^2. (Photos of Corvinus buildings and campuses are provided in Appendix 7.1.)

7.2 Financial performance

As discussed in previous chapters, the Hungarian state transferred the maintenance rights of Corvinus to a newly established public trust fund (the MUC Foundation) as of 1st July, 2019. From then onwards, Corvinus will continue to operate on a non-profit basis. The **new structure** ensures a supportive, accommodating, and more flexible operating environment that drives innovation. It allows for more predictable financing and long-term strategic planning through changes in the management system. One obvious advantage of the new model is a more competitive environment for collaboration with the job market and the corporate environment, as well as for the procurement of operational resources; it also allows for more competitive talent acquisition and retention of faculty and staff members.

Funding is secured through the MUC Foundation. The state has transferred stakes in two blue chip public companies to this fund. Therefore, we now hold 10% of MOL Plc. shares (a vertically integrated oil & gas company), and a further 10% of Gedeon Richter Plc. (an original and generic drug manufacturer). The current value of the two equity stakes is approximately HUF 380 billion (ca. USD 1,348 million). As of July 2019, our university funding started being shifted from state subsidies towards our own revenues. Our state-funded students will continue to be sponsored from the state budget until the end of their legal status as students, and no further state-funded student positions have been established at Corvinus since 1 January, 2020. As a result, state revenue should gradually decline while we expect our own revenue to grow significantly. One element of our own revenues will be the **dividends** that MOL and Richter pay to the MUC Foundation. The state bestowed upon us dividends received in 2019 after 2018 profits. This amount is booked as one-off revenue that boosts the results for 2019, totalling HUF 13,541 million (ca. USD 48 million), of which HUF 11,676 million (ca. USD 41.4 million) comes from the stake in MOL, and HUF 1,864 million (ca. USD 6.6 million) from the Richter stake. To put this figure into perspective, in 2018 the university's state subsidy related to educational activities amounted to HUF 8,355 million (USD 29.6 million).

For the next few years, we expect education revenue from the university's central budget to stay at the 2018 level, given that the proportion of state-funded students remains unchanged from 2018. While our fiscal year matches the calendar year, we will terminate the state-funded status of our undergraduate programs in the autumn of 2020, so we expect state funding in 2020 to be similar to 2019, and to maintain our own revenues. This will be topped up by the expected dividend income to be received in 2020 related to the 2019 business results of the investments in our portfolio. We expect the first two years of transition (2019 and 2020) to result in the accumulation of reserves sufficient to cover approximately two years of operations. With respect to the expected dividend proceeds, the Board of Directors of MOL Plc. provided investors with the following management guidance in August 2019:

MOL has declared it will increase the amount of dividend per share in nominal terms each year. Apart from this, the company may pay special dividends, as was the case in the past.

In Table 7.2 below there is a summary of the major **revenues** and **expenses** of Corvinus in recent and coming years. Between 2016-2018 Corvinus used cash accounting, an accounting method compulsory for the public sector, whereas from 2019 it shifted to accrual accounting due to the change in its institutional status. Data provided for the years 2021-2023 are estimates.

Table 7.2. Corvinus' Financial Situation (2016-2023) – Summary Information

(All figures in 1000) (EUR)	cash accounting - public sector		
	2016	2017	2018
Resources / Revenues, of which	**46,156**	**47,533**	**52,210**
- Bachelor / Undergraduate Programmes	10,545	14,437	14,056
- MBA	834	649	696
- Other Master / Post-Graduate Programmes	4,836	6,673	6,623
- Executive MBA	0	0	0
- Research Income	5,577	5,937	7,380
- Other Earned Income	24,364	19,837	23,456
- Endowment and Investment Income	0	0	0
- Subsidies (e.g. from government or parent organisation)	0	0	0
Expenses, of which	**34,752**	**43,864**	**53,300**
- Staff Cost	15,062	19,237	21,632
- External Teaching and Teaching Support	1,638	1,618	1,771
- Marketing and Promotion	377	422	430
- Infrastructure-Related Expenses + Investments	9,875	10,241	11,692

(All figures in 1000) (EUR)	cash accounting - public sector		
	2016	2017	2018
- Interest Payable and Debt Servicing	0	0	0
- Other Expenses	7,800	12,347	17,775
Annual Surplus	**11,404**	**3,669**	**-1,090**
Transfer of funds from our reserves	0	0	1 090
* https://www.ecb.europa.eu	**309,83**	**310,33**	**320,98**

(All figures in 1000) (EUR)	accrual basis accounting				
	2019	2020	2021	2022	2023
Resources / Revenues, of which	**48,842**	**49,122**	**73,487**	**73,487**	**73,487**
- Bachelor / Undergraduate Programmes	18,158	17,058	19,116	19,116	19,116
- MBA	1,415	1,748	1,892	1,892	1,892
- Other Master / Post-Graduate Programmes	8,449	7,952	8,700	8,700	8,700
- Executive MBA	0	0	0	0	0
- Research Income	448	2,462	2,526	2,526	2,526
- Other Earned Income	20,372	19,901	20,741	20,741	20,741
- Endowment and Investment Income	0	0	0	0	0
- Subsidies (e.g. from government or parent organisation)	0	0	20,513	20,513	20,513
Expenses, of which	50,227	52,494	76,334	76,334	76,334
- Staff Cost	22,914	26,697	32,400	32,400	32,400
- External Teaching and Teaching Support	2,017	1,762	2,156	2,156	2,156
- Marketing and Promotion	602	487	1,054	1,054	1,054
- Infrastructure-Related Expenses + Investments	14,123	12,600	17,771	17,771	17,771
- Interest Payable and Debt Servicing	0	0	0	0	0
- Other Expenses	10,572	10,947	22,952	22,952	22,952
Annual Surplus	-1,385	-3,372	-2,847	-2,847	-2,847
Transfer of funds from our reserves	1,385	3,372	2,847	2,847	2,847
* https://www.ecb.europa.eu	**330,53**	**363,89**	**363,89**	**363,89**	**363,89**

Currency rate used for conversion: see bottom line https://www.ecb.europa.eu

Between the years 2016 and 2018 there was a slight increase in Corvinus revenue mainly due to bachelor, master, and postgraduate educational incomes, and in 2018 due to research income. In the same period, expenses increased more mainly because of staff costs and other expenses. As for the overall balance of this three-year period, in the first two years surplus amounts were generated, while the slight negative balance of the third year was funded from reserves. Overall, this period has been financially steady and balanced.

In the next period, covering years 2019-2023, **revenues** are expected to **rise significantly**, mainly because of subsidies coming from the MUC Foundation in the form of operational support (2021-23). From 2019 to 2020, research expenses are also expected to increase substantially and then stabilize at this level in the coming years. In 2019-20, the dividend proceeds from MUC were not used for operational expenses because the latter were covered from earlier reserves. From 2020, the contribution of MUC was partly built into educational

support in the form of the Corvinus Scholarship program for students. This form of support shall be maintained in the coming years to replace the former state-funded scholarship opportunities. Simultaneously, from 2021 onwards, a significant proportion of the MUC contribution is to be used for covering operational expenses as well. Accordingly, the expenses that will be incurred are also expected to rise, especially related to staff, marketing, and promotion, infrastructure and investment costs, and other expenses. These improved financial conditions, among others, should **ensure the achievement of the strategic objectives** formulated in the CRP-IDP. Although this five-year period was planned with slight negative annual surpluses, Corvinus has the necessary reserves to balance these gaps and is able to ensure financial stability in the long run.

7.3 Financial management

After the institutional changes, the accounting and management structure of Corvinus underwent substantial development. During the period of state maintenance, the cash accounting principle was dominant – i.e., we were guided by this principle in planning and reporting, whereas after the changes the **accrual basis** and the **safe maintaining of liquidity** were increasingly emphasized. Documents regulating the administration of finances have been updated, but **staying within the limits approved in the budget** has remained the most important principle, as this has ensured the balanced management of Corvinus. There has also been a substantial change in the financing of Corvinus, as the former state scholarship financing has been phased out and replaced by **Corvinus Scholarships** financed by the MUC Foundation. Students who are granted a Corvinus Scholarship count as fee-paying students, but the maintainer provides funding for their education; in this manner, they can study free of charge. In addition, Corvinus is focusing on increasing the number of fee-paying students, and thus on increasing the revenue arising thereby, and on increasing the number of non-degree programmes, which would represent a substantial source of income.

As of 1 January 2020, structural change took place at Corvinus that has a considerable impact on both the management structure and responsibilities. Within the former faculty structure, faculty heads had had power and responsibility to make decisions about the management of the faculty, the internal and external distribution of services, personnel and head count management. This led to the formation of smaller and larger organizational units undertaking the same functions. After organizational renewal, these units could be merged, resulting in better synchronization and more effective task accomplishment, and the **more efficient use of resources**.

Corvinus has a **two-phase planning system**: a long and medium-term business plan, and a yearly budget. The Corvinus Renewal Programme covers the period until 2030, within the framework of which the university has formulated and defined numerous goals. Accordingly, a business plan has been created until 2030 that includes revenues and expenses associated with the goals defined in the course of the renewal. On the revenue side, there are substantial expectations about increasing research-related income and income originating from corporate and institutional relations, while public funding has been phased out of the operational model. This has been replaced by incorporating support from the maintainer into the budget, which serves partly to support the Corvinus Scholarships, as detailed above, and partly to finance operational and specific developmental and investment tasks. The long-term planning of resources to be provided by the maintainer is important for the MUC Foundation too, as besides the appropriate management of Corvinus, as it is important to know whether Corvinus will be able to be financed from the yearly dividend income of shares, and to make the best investments with unused income. As for expenditure, the biggest item is planned to be personnel-related expenditure: this includes a considerable **salary increase for** teaching and research **faculty members**, attracting foreign lecturers and researchers to Corvinus, and raising the salaries of professional support staff to the market level. This requires solid resources to be financed from the income obtained from both the MUC Foundation and Corvinus. The compiled business plan offers guidance for preparing the business plans of the coming years: if no significant change arises in the circumstances, then the yearly budget thresholds are defined by the annual data in the business plan.

The basic principles taken into consideration when planning the yearly budget are **decentralization** and **subsidiarity**, involving leaders having the opportunity to plan the budgets required for their operation and renewal. The wage plan for the staff – including the scheduled raises and other elements – and the infrastructural development plan (building renovation, construction, upgrading of equipment, etc.) are centrally budgeted. The maximum expenditure is basically defined by realized income. As Corvinus' capability to generate income and the proceeds of dividends from the MUC Foundation are limited, expenses budgeted based on a bottom-up principle are adjusted to revenues at the end of the process. Negotiations are held throughout the budgeting process that result in the final limits being determined.

The framework of financial management and liquidity status are continuously monitored during the year. Corvinus financial management data are reported to the maintainer on a quarterly basis and liquidity plans are compiled each month, which provide a preview of the next three-month liquidity plans. Leaders are able to continuously monitor the status of their budgets within the management system, and, as required, they can obtain information via ad-hoc reports.

7.4 Risk management

Corvinus must consider **three financial risks**. One of them is related to the maintainer, and two are related to the operation of the university itself.

The investment portfolio of the MUC Foundation: The majority of the portfolio is composed of the shares of two companies, oil and gas company Hungarian Oil Company (MOL), and pharmaceutical company Richter. Both companies have strong fundamentals, a proven track record of sustainable growth and financial health, and are of strategic importance to the Hungarian economy, as well as in the region. However, the new financing method also entails some risks compared to the previous state financing arrangement: whereas state financing is guaranteed by law, the governing bodies of the two companies may decide at any point that no dividends shall be paid and thus the revenue required for financing Corvinus will not be available from the foundation. In 2020, MOL did not pay dividends because of Covid-related losses, thus the MUC Foundation suffered a considerable loss of revenue. Despite this, because of Covid the 2020 expenditure of Corvinus was lower than expected and the budget was not used up, thus the loss of revenue did not impair the operation of the university.

Tuition Fees (Degree Programmes): It is a financial risk for the university that in the post-covid world the market for higher education will change, becoming more challenging. Students' willingness to pay for education will decrease for a period of time due to the overall state of the economy. However, student loans will play an important role in reducing the impact of this problem (an interest-free student loan is available in Hungary that will be sustained for the crisis period).

Executive Education (Non-Degree Programmes): An important aspect of the growth strategy of Corvinus is expansion of the executive education market. The covid crisis is a factor that increases uncertainty in this market too, as companies will be less willing to pay for the education of their employees. However, we (1) trust in the brand value and network of Corvinus to make the university a strong player in a shrinking market; and (2) expect that in Central Europe there will be a push for corporate training (which is essentially investment into human capital) in order to enhance economic growth.

The **strategy** of Corvinus **for managing financial risks** is characterised as follows:

- In the **yearly financing agreement** concluded between Corvinus and the maintainer, the level of annual support was determined regardless of the number of students admitted through the admissions process, creating solid ground for the operation of the university.
- Corvinus is trying to mitigate the risk related to payments made by students (tuition, etc.) that constitute a part of budget revenues by ensuring that **organizational units are initially permitted to spend only 65% of the amounts approved in the budget**. When the autumn enrolment data become known, the opportunity to tap into the remainder of the annual funding may be re-examined.
- In order to mitigate its financial risks, Corvinus has created a **central fund** from a part of its revenue.

7.5 Information and documentation facilities

The Corvinus Central Library is a modern academic and research library with the mission of providing **excellent resources and services** that support the learning, teaching, and research activities at the university. The library is also open to the public and is an integral part of the Hungarian research library system. It serves Corvinus teaching and research staff and undergraduate, graduate, and doctoral students. The main library in the Budapest Campus is an up-to-date study space of 4,000 m^2 with several reading rooms, group study rooms, and computer labs. There is a small but well-equipped library in the Székesfehérvár Campus as well.

The library hosts an extensive **print collection** of about 460,000 books, dissertations, manuscripts, lecture notes, back issues of print journals, etc. There is also a special collection of books and journals of Hungarian

economic and business literature, many dating back to the seventeenth and eighteenth century. Mirroring the needs of users, the collection is increasingly digital. **Databases and e-journal packages** that are available for users cover the subjects taught and researched at the university. The library subscribes to approximately 70 databases, giving access to millions of journal articles from more than 40,000 journal titles, together with e-books and newspaper articles. There are also subject-specific databases that include legal and company information, financial data, consumer and market information, statistics, and macroeconomic data. Access is provided to some national datasets of micro-level data on a non-commercial basis to support empirical research at Corvinus.

The library offers core **services** such as study space, borrowing, an inter-library loan service, personal and online reference, and access to special collections. Beside the general library services, the main focal areas are providing learning support for students and research support for faculty. Research support includes maintaining the faculty publication database, which is part of the Hungarian National Scientific Database, offering counselling about bibliometric issues, choosing publication channels to avoid predatory outlets, publishing open access, and using academic social networks and other issues related to open science.

An important service of the library is **managing and curating the intellectual achievements of the university**. It is the library's task to manage **Corvinus Research**, the institutional repository of the university. The dissemination and curation of the intellectual output of both faculty and students is gaining importance in the context of Open Science, the new paradigm of scholarly activities. The library's role is thus not only preserving institutional research output, but **maximising discoverability**, make faculty expertise visible, thereby enhancing the prestige of the university.

The other focal point is offering **learning support to students**. The role of the library in supporting students' learning success greatly expanded in 2019 when a **Writing Centre** was set up as part of the library. This offers a modular instructional programme that includes short targeted courses and training to different user groups on different topics. The general aim is to help students develop their study and research skills, with a special focus on information literacy. Courses are offered on using information sources, thesis writing and referencing, avoiding plagiarism, using subject-specific databases, using special research tools, etc. The library also offers **English-language academic writing courses** for doctoral students as a special service. Besides training courses, individual and group consultations are available either in-person or online. Online guides and learning materials permit the self-paced use of the library's instructional services.

The library is a member of LIBER, EBSLG (European Business Schools' Librarians Group) and COAR (Confederation of Open Access Repositories) and several professional associations in Hungary.

7.6 Computing facilities

The IT infrastructure of the university has been considerably **updated** in the past three years, partly due to the change in organizational structure, and partly a result of the sudden challenges created by the Covid-19 pandemic.

In the computer labs and the library operated by the university's IT Service Centre, there are a total of 600 computers at students' disposal, completed by a **BYOD** (bring your own device) program that gives students the opportunity to use their own devices throughout the entire Budapest Campus area via a strengthened Wifi network. In all seminar rooms and lecture halls of *Fővámpalota*, and in the labs of *Sóház* and in 50% of the seminar rooms in *Building C,* the Wifi network is developed enough to allow the use of interactive IT devices and teaching. This technological development, which was planned three years ago, is complemented by the development of the capacity for hybrid learning (i.e. frontal and distance learning education simultaneously), which arose as a need due to the distance-learning experience brought about by the Covid-19 pandemic. We have developed three such hybrid rooms, and based on the satisfactory results of their use, we would like to further expand our IT solutions in support of teaching activities.

The **TEAMS integration of the MOODLE-based educational platform** appears to be a successful response to challenges brought about by the Covid-19 pandemic. As a result, we successfully went fully online; in the future, the former technological platform will remain part of our operations. The necessity of switching to online education has radically accelerated the digitalization of teaching material and the creation of educational content, and we are currently undertaking digitalization and recordings for this purpose in three studios.

The educational devices required for **online education** have been largely renewed, and the 884 desktop computers and 562 notebooks used by Corvinus employees represent an up-to-date background for large-scale

digitalization. A key factor in the successful switchover to online teaching was that from spring to summer of 2020 the university fully and mandatorily switched over to the Microsoft O365 environment, thus the move to the TEAMS platform that was required because of the Covid-19 pandemic was implemented as part of a well-established collaborative environment.

Besides methodological changes related to education in recent years, we have considerably developed in terms of **digitalization** in the areas of internal services (paper-free internal procurement system, and unified ticketing), and in the areas of student services (online administrative services, and the MyCorvinus app). We have introduced unified IT development demand management processes and are consciously striving to support educational goals with our IT developments and the internal and external resources dedicated to such developments.

7.7 Marketing and public relations

As a consequence of the renewal process, all marketing and public relations activities of Corvinus are handled professionally within the Communication Unit. The head of this unit, who has vast experience with managing large-scale communication, marketing, and PR projects at major businesses (MOL Group, Hungarian Post, Hungarian TV channel, etc.) and non-profit organizations has filled the position since 2019; initially, they were supported by four expert colleagues while by 2020 the number had risen to thirteen and by 2021 it had reached seventeen. The number of student interns used to be one; in 2020 it is approximately fifteen.

The five **divisions** of the unit are the following:

- **internal and external communication** (including the popular Közgazdász Online (Economist Online) blog, whose editorial staff and chief editor are all students
- **digital and social media** (including areas such as websites, the creative design of newsletters and all electronic platforms)
- **marketing communication** (including areas such as branding, campaign and event management, graphic design, and promotional gifts)
- **market research** (HE market research and internal research: engagement survey, net promoter score)
- **domestic student recruitment**

Table 7.3. Results achieved by the digital and social media division in 2020 compared to year 2019:

Facebook	2019	2020
Number of followers	approx. 6,000	approx. 27,000
Number of posts per month	21	99
Monthly total access	200,073	458,948
Instagram	**2019**	**2020**
Number of posts per month	3	13
Number of stories	24	53
Monthly total content access	20,670	90,900
LinkedIn	**2019**	**2020**
Number of followers	53,631	59,186
Number of posts per month	0	33

The Corvinus **Twitter** account was launched in June 2020 with the goal of increasing the university's international embeddedness, and the **Pinterest** account was launched in June 2019 with the aim of facilitating international brand building. The renewed **Newsletter** of Corvinus was launched in September 2020, with a separate issue for students and employees. A completely new system was procured, which is fit for developing complex customer processes and campaigns (the "customer journey"). Owing to this new technology, we are able to precisely measure how many of our colleagues open the newsletter and how many read a given article. The analysis of such statistics is extremely important in relation to providing the type of content that is of interest to readers. Originally, there were two newsletters per week, but as the second always generated much less interest we concluded that one issue per week was a more optimal approach. There is a separate weekly newsletter for Hungarian and foreign students. Since December 2020 there has been a monthly English newsletter for foreign lecturers and non-Hungarian co-workers. The number of visitors to the **website** from external links and social media channels is increasing, showing that publication and external communication activities are successful. The university website is under continuous development. In order to achieve a more unified structure and quality we now have dedicated staff for this purpose within Communications, as opposed to earlier when the process involved 350 colleagues with website editing rights.

The monthly average statistics of the Corvinus **website** in 2020:

- number of visitors: approx. 100,000
- number of page views: approx. 700,000
- 70 pieces of content

As for **PR** activities, since 2019 Corvinus has put considerable effort into improving the information flow between the Communication Unit and faculty/staff. The Közgazdász blog has gone fully digital, with new content every day. The average number of readers per article has doubled: in 2019 it was 449, whereas in 2020 it was 1,110. In early 2020 an **international blog** was launched and attracted readers from more than 80 countries. This is more challenging than writing the national blog, but colleagues are encouraged to supply more content. The **Roma influencer training** initiated by Corvinus in the framework of an international research project generated great pieces of social communication on various platforms.

With regard to **marketing campaigns,** in 2019 Corvinus ran university-level admission campaigns, whereas in 2020 additional domestic and international campaigns were organized:

- admissions campaign for PhD programmes
- admissions resit campaign
- postgraduate admissions campaign
- cross-semester admissions campaign
- CEMS campaign
- Erasmus campaign
- Double-degree programmes campaign
- MyCorvinus App campaign
- branding campaign

In order to increase effectiveness in the field of **domestic student recruitment,** the Communication Unit has compiled a strategic list of 125 top secondary schools in Hungary and engaged in building tighter relations to increase the number of quality applicants; in the Covid-19 period, the unit organized more than 70 online and 9 in-person briefings.

The Communication Unit has chosen a design company for developing the **new image** of Corvinus in cooperation with members of the **Brand Committee**. After receiving the design plans, the winning design was selected with the involvement of the rector, president, vice-rectors, deans, and student union. Prior to introducing the new design elements in November 2020, extensive domestic benchmarking and small-scale international research took place. A handbook on appropriate use of the brand is available in English and Hungarian on the website.

As a new form of activity, Corvinus began making a series of **podcasts** in 2020, which are now hosted on YouTube; the podcasts were the result of the cooperation of three teams: the Communication and Sociology Institute, Közgazdász blog, and the Communication Unit. Although this initiative is still an experimental area for Corvinus, it has great potential for making research results easier to grasp for the wider public.

7.8 Administrative services and staff

The support and administrative services at Corvinus are provided through 508 employees (equivalent to 498.4 FTE) based on the data available on 15 March 2021. They fulfil duties in **academic** organizational units, such as academic, study programme, and research management, institutes, competence and research centres, deans' offices, doctoral schools, library, and in **non-academic** organizational units, such as strategy, student services, HR, communication, corporate and institutional relations, law and regulation, finance, and infrastructure. These services are continuously developed according to international standards and benchmarks, e.g. the digitalization of application procedures and paper-free administration services for students.

As to the overall quality of the support and administrative staff the educational qualification is considerably high, nearly 70% possess higher education qualifications, and 37.5% possess master or PhD degrees. As far as the language skills of the staff is concerned, nearly 60% possess at least one foreign language examination certificate, and more than 20% possess two or more attestations of their modern foreign language skills (*See Table 7.4*).

Table 7.4. Educational qualification and language skills of the support and administrative staff

Educational qualification	Number of staff	Proportion %
Secondary school certificate and below	156	30.6
Bachelor degree	163	32.1
Master degree	176	35.0
PhD degree	13	2.5
Language skills – number of language examination certificates	**Number of staff**	**Proportion %**
Two or more	118	23.2
One	185	36.4
None	205	40.4

As far as the age composition of the support and administrative staff is concerned, more than 60% are between the age of 30 and 50, whereas the proportion of the staff members above 50 years is more than 20%, and nearly 15% are below 30 years of age. This variety ensures the necessary expertise and the knowledge sharing between the various age groups. The gender distribution is somewhat unbalanced as the proportion of female employees is above 70%. (*See Table 7.5*)

Table 7.5. Age and gender distribution of the support and administrative staff

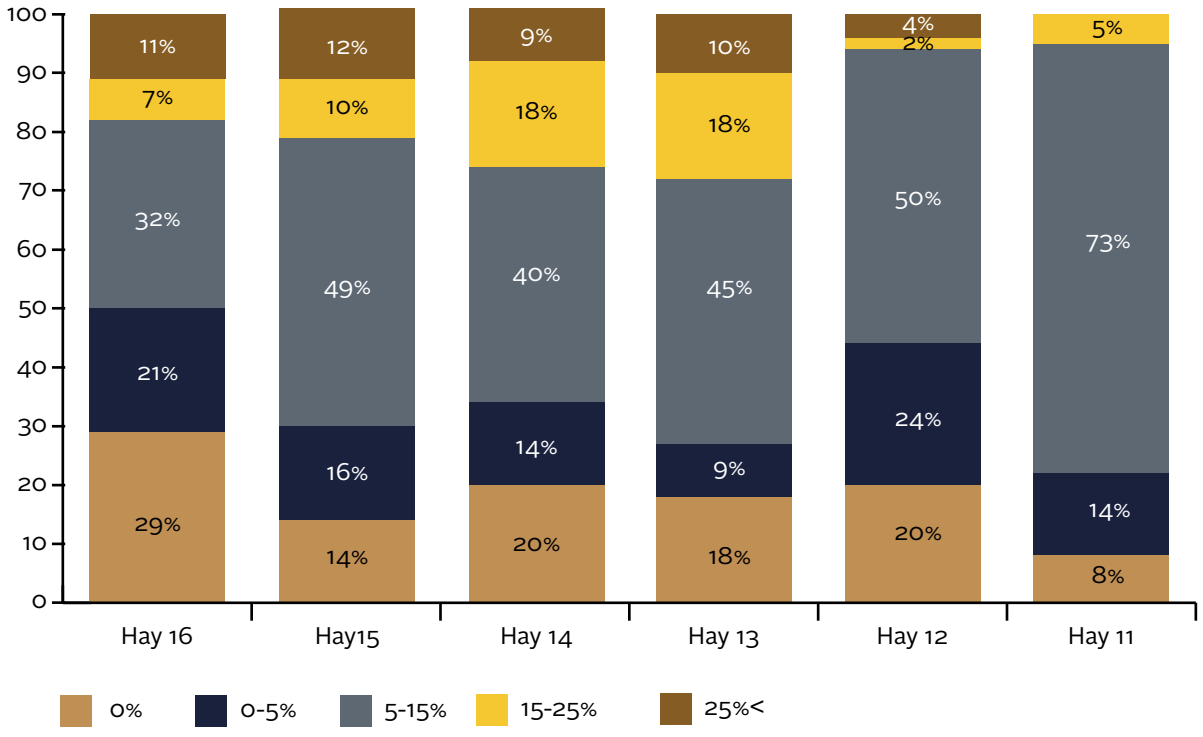
Age	Number of staff	Proportion %
up to 30	75	14.8
31 to 40	158	31.1
41 to 50	169	33.3
51 to 60	83	16.3
above 60	23	4.5
Gender	**Number of staff**	**Proportion %**
Male	141	27.8
Female	367	72.2

As to **human resource policy and management**, there are two recent measures worth mentioning, the implementation of the Base Salary Development Policy and the introduction of new job type categories for support and administrative staff.

The Board of Trustees has approved the 2021 **Base Salary Development Policy** of the university in its 2021 February session. The aim of this policy is to gradually level up the remuneration level at the university to a competitive level, and to incentivize extra performance leading to the attainment of strategic goals. The salary development policy was meant to decrease inner disproportions in the salaries and to approach the external salary level constituting the point of reference. For this purpose, in the 2021 personnel type budget the Board of Trustees allowed for an 8.2% overall increase on average compared to the actual base wage bill of 2020. Corvinus opted to use the salary development opportunity in a differentiated manner, providing a **7.2 %** framework on average for the **salary adjustment** of support and administrative staff (and 11.8% for faculty).

This has been the first time that the university has applied the **total income approach** in making decisions on the salary progression of employees, where, apart from the base salaries, it has compared all type of salary payments collectively with the income trend goals set for the year 2021. Based on the result of the comparison the employees with salaries above the upper limit of the pay band could only benefit from salary progression in exceptional cases, and as such 17% of the support and administrative staff members remained with their salaries unchanged. Whereas the employees whose salaries were below the lower limit of the pay band (91 persons among the support and administrative staff) benefited from salary adjustment way beyond the average amount if their yearly performance were in line with the expectations. Table 7.6 clearly indicates that employees at the various Hay levels benefited from salary adjustments to different extents: for example, at level Hay 11, 73% received salary increases between 5 and 15%, while those at level Hay 16, salaries of 29% of employees remained unchanged.

Table 7.6. Salary increase distribution among main support and administrative job categories (as of January 2021)



The implementation of the newly developed Base Salary Development Policy has had several positive impacts such as:

- the salary increases accomplished in the years 2020-21 has **built trust**
- the payment of performance bonus **strengthened credibility** (dissipated serious doubts)
- the targeted salary level as point of reference and the dynamic alignment thereto are important **motivating factors**

- **increasing the** amount of **fringe benefits** brings a significant increase and motivation to those with small incomes
- **inner discrepancies** in the salaries (old vs new employees) have **considerably decreased**: helps to improve the sense of fairness

All the support and administrative jobs existing in all organisational units and functions are classified according to **Hay levels**. In the Hay chart, the same classification levels represent the same values in individual organisational units, which allows for comparison, and forms the basis of the **classification system** pursuant to uniform principles. As classification levels are built on one another within individual organisational units and functions, they actually describe the possible ways of the **development and progress** of staff, too. HR created the following **job groups** for the purposes of classifying the management jobs on the one hand and the service and administrative jobs in the academic and professional support areas of the university on the other:

- technical service staff, assistants, administrative staff
- associates, assistants, coordinators involved in homogeneous activities, team leaders supervising homogeneous activities, desk officers
- experts, consultants, developers, heads of secretariat, desk officers responsible for more complex activities, coordinators and team leaders
- senior specialists, heads of professional fields, project managers
- executive employees according to the Organisational and Operational Rules

When defining **job titles**, the use of uniform designations should be targeted as follows:

- Titles to be used for **managerial jobs**: 'Head of ....(name of supervised professional field, function)', the hierarchy level is specified in the job description, this can include jobs that manage whole organisational units, as well as the heads of smaller professional fields (e.g. Head of Student Services, Head of Controlling)
- **Team leader** jobs: mostly roles coordinating homogeneous activities that are well separated from other areas, managing the work of smaller teams (e.g. Head of Maintenance Team)
- **Senior expert**: jobs requiring higher education and long experience, such persons run independent areas and have in-depth professional knowledge (Senior HR Expert, Senior PR Expert)
- **Consultant and advisor** jobs: titles that may be used for jobs requiring higher education, characterised by independent work, specialist roles with quality knowledge in various professional areas (e.g. Neptun Expert, E-learning Expert, Student Psychological Counsellor)
- (**Desk) officer, coordinator**: titles used in administrative jobs, a desk officer is an administrator working in a priority role
- **Associate, coordinator**: titles used in administrative jobs
- **Executive assistant**: they support the daily work of managers

The above job classification system has been elaborated, approved by the Presidential Committee and its launch commenced in June. Based on the approved schedule, as of autumn 2021 all support and administrative staff members will be **recategorized** according to this system, resulting in a **unified job category structure** across the organization.

7.9 Ethics, Responsibility and Sustainability

As part of its new vision, Corvinus plans to become a leader in academic activity and innovation related to environmental sustainability in the CE region. More concretely, the operations of the physical campus include a wide range of areas that impact Corvinus's **sustainability performance**. Leading by example in terms of our campus operation and individual behaviour has the potential to improve the local environment, enhance the university's reputation, and improve financial efficiency. Accordingly, on 5 March 2021 the presidential committee, in line with a proposal from the chancellor, approved an initiative aimed at measuring the ecological footprint of the university. The aim of this is to ensure that sustainability aspects take on a concrete

form within the operations of the university. The methodology of the measurement is specifically designed to facilitate an appraisal of the operational sustainability of universities. The **UI GreenMetric** takes the form of an annual international ranking of the sustainability performance of universities. Universities are given a score that reflects their efforts to reduce their ecological footprint, and their provision of sustainability education and research.

The report on which the ranking is based focuses on six areas relevant to sustainability. Five of the six criteria relate to physical and technical operations and the sustainability-related attitude of campus users. These are:

- *Campus setting and infrastructure information* is basic information about a university's policies related to creating a green environment. This indicator shows whether the campus deserves to be called a Green Campus. The aim is to trigger participating universities to provide more space for greenery and safeguard the environment, as well as to develop sustainable forms of energy provision.
- The university's attention to *energy and climate-change-related* issues has the highest weighting in this ranking. Energy use is one of the most widely referenced sustainability indicators, and is important from both an environmental and financial perspective. Energy consumption is best understood in the context of campus size. Climate change is one of the most pressing global sustainability issues, with effects that are already impacting close to home.
- *Waste* treatment and recycling activities are major elements of creating a sustainable environment. The activities of university staff and students on campus produce a lot of waste, thus some waste treatment initiatives should be among the concerns of the university. Encouraging students, staff, and faculty to minimize the campus' waste footprint helps preserve local landfill sites and prolongs the lifecycle of materials.
- *Water* use on campus is another important indicator within the GreenMetric. The aim is for universities to decrease water use, increase water conservation programs, and protect habitats.
- *Transportation* systems significantly affect carbon emissions and levels of pollutants at universities. Transportation policy that limits the number of motor vehicles on campus and promotes the use of public transportation and bicycles supports a healthier environment.
- The last criterion, *education and research,* is related to the creation and delivery of content. This criterion is based on the understanding that universities play an important role in the new generation's understanding of and concern with sustainability issues.

The aim of the initiative is for the university to assess its ecological sustainability situation in 2021 based on these five criteria. Once the situation has been assessed, concrete action plans will be defined in 2022 based on the results so that the university can make improvements. Thereafter, progress will be continuously monitored.

7.10 Perspectives – Actions and KPIs

Within the CRP-IDP, specific activities have been formulated and KPIs assigned for the coming years in relation to the further improvement of research and development activities. (These are summarized in *Table 7.7.*). The **monitoring report** on the first six months' progress in 2021 identified the following main improvements: as of 2021, Corvinus has made significant steps in the direction of its goal to become paper-free, as the procurement of IT products and products for representative purposes has been done fully online via the Corvinus ZEBRA webshop, and 40% of its identified processes have been digitalized. In the fields of economic and labour law and IT the customer satisfaction focused operation was introduced, and the first measurements have been completed. Owing to the admissions campaigns organized by the Communication Unit, there was a 30% increase in the number of applicants whose first preference was Corvinus. Another important accomplishment was the full-scale renewal of the internal communication system. The internal rules and regulations of Corvinus have been updated with a focus on a more decentralized functioning. The regulatory foundations of transferring all student service processes to the digital platform have been laid. In the first term of 2021, the concept and design of the new Ménesi Campus were finalized as a result of joint efforts involving the different stakeholders. The new Campus will be a future-oriented building complex dedicated to teaching, research and innovation activities, with residential, community and sports facilities.

Table 7.7. Resource and administration-related actions and KPIs (2021-24)

Areas	Actions	KPIs
International and domestic community of students	▸ develop existing infrastructure and renovating for preservation purposes ▸ modernize educational buildings and dormitory capacities	Developments and preservation value (HUF bln) ▸ 2021: 1.02 ▸ 2022: 1 ▸ 2023: 1.1 ▸ 2024: 1.7 ▸ 2025-30: 9.7 Of this: Educational buildings in Budapest ▸ 2021: 0.96 ▸ 2022: 0.5 ▸ 2023: 0.6 ▸ 2024: 1.2 ▸ 2025-30: 6.3 Of this: Modernisation, reconstruction of Ráday Dormitory ▸ 2025-30: 2 Of this: Modernisation, reconstruction of Kinizsi Dormitory ▸ 2021: 0.06 ▸ 2024: 0.5 ▸ 2025-30: 1.4 Of this: Renovation of Tarkarét Dormitory ▸ 2022: 0.5 ▸ 2023: 0.5
Community spaces and new offices	Develop: ▸ incubation lab ▸ start-up centre ▸ spaces for student organizations, workshops, studying ▸ office-type capacities Building C - community spaces (HUF bln)	Building C - community spaces (HUF bln) ▸ 2024: 1 Fővámpalota, Sóház Bldg, additional community spaces (HUF bln) ▸ 2025-30: 1.9 Fővámpalota Lobby (HUF bln) ▸ 2022: 0.5 Building C - new offices in the office building wing (HUF bln) ▸ 2024: 1
IT and educational infrastructure	▸ renew the information technology system ▸ extend digitalization	information technology, educational technology (HUF bln) ▸ 2021: 0.28 ▸ 2022: 0.5 ▸ 2023: 0.4 ▸ 2024: 0.3 ▸ 2025-30: 1.3 digital mentoring and career service (HUF bln) ▸ 2021: 0.5 targeted information technology (HUF bln) ▸ 2023: 0,5 ▸ 2025-30: 1.1

CHAPTER 8: INTERNATIONALISATION

8.0 Changes since 2018 and current challenges

Since 2018, Corvinus has gone through a number of developments that have had positive effects on the internationalisation of the institution and which respond well to the 2018 PRT recommendations – i.e., to broaden internationalisation of the faculty and student profile, student learning, and research and corporate engagement based on comprehensive internationalisation strategy-setting, associated with specific goals, activities, and performance metrics. A crucial driver of this development is that CRP-IDP formulates a strategy, mission, and vision that clearly articulates that Corvinus wishes to take an important step in the international arena: from being a nationally leading HE institution to **becoming a leading institution in the Central European region.** In order to achieve this, Corvinus has defined the goals of developing an internationally attractive programme portfolio, increasing the number of international students and faculty, and broadening international academic and research collaborations.

A new unit, **International Relations and Accreditations,** was established**,** which as a first step has developed the current Corvinus **International Strategy,** and takes responsibility for overseeing the implementation of the latter. A first result of this is that the unit completed successful AMBA accreditation in 2020. The number of international degree-seeking students has grown since 2018, by over 50% (first-year enrolment) across all the bachelor, master, MBA, and PhD programmes of the university. A new **international student recruitment team** was employed in 2020 that has developed an international recruitment strategy and defined the international recruitment targets for the period 2021-2024. There has been positive tendency (until the changes brought about by Covid-19) with regard to the number of students pursuing a semester abroad. **Outgoing mobility numbers** improved by 15% from AY 2018/2019 to 2019/ 2020; with this result, Corvinus was ranked second of all the HEIs in Hungary in this period in this regard. As part of the programme development process, two Bachelor programmes and two double-degree MBA programmes have built in a **compulsory study-abroad element** to their programmes (another recommendation of the 2018 PRT).

There has been an incremental increase in the number of **international faculty** between 2018 and 2021. The proportion of foreign faculty (core and non-core) has grown from 4.5% to 5.5% across all disciplines. Further increasing our international faculty is a strategic goal of Corvinus, in support of which the new HR and Academic Management have formulated an international faculty recruitment strategy that includes annual recruitment planning, and have allocated financial resources for this purpose. The new research strategy, as well as the elaborated Academic Career Model, create transparent career plans, requirements, and incentives for encouraging the current faculty of Corvinus to pursue international experience and collaboration, as well as to publish more on international platforms.

One of the **challenges** Corvinus is facing in terms of international student recruitment is ensuring student quality. Based on feedback from faculty and students, the quality of students from abroad is often different from that of applicants who are Hungarian nationals. In order to stay in line with its strategy and to provide a high-standard learning environment for all students, Corvinus has implemented measures to ensure the more effective **selection of international students**. Challenges in terms of internationalisation have also occurred due to **Covid-19**, as this has set back student and staff exchanges, international student and faculty recruitment, and also international networking. On the other hand, ongoing international projects and partnerships have benefitted due to the more effective use of online communication. Even with these networking difficulties, Corvinus joined CLADEA and succeeded in initiating a kick-off meeting of the Central-European Network of Universities (CENU) with four institutions from the region, with positive outcomes. Also, during the period of Covid-induced lock-down, an **International Advisory Board** was assembled with members of prestigious business schools from Europe.

8.1 International strategy

An important motive for the transformation of HEIs in Hungary, including that of Corvinus, is to enhance the international competitiveness of national HEIs, thus internationalisation is a crucial driver and goal of the renewal program of Corvinus. The International Strategy 2020-2030 was one of the first directives that was formulated by the newly established unit, International Relations and Accreditations**,** in 2020 in the process of formulating the overall institutional strategy, the CRP-IDP. This document defines the key **strategic areas of internationalisation** for the long term (See Table 8.1). These goals accord with those supported by the former CBS reported on in the 2018 SAR.

Table 8.1. Strategic areas in Internationalisation of Corvinus

International Strategy	▸ development of international strategy and policies ▸ organization and operation of the International Advisory Board ▸ support the process of becoming a bilingual university
International Reputation	▸ assume positions in strategically important networks ▸ take active part in international networking and event organization ▸ maintaining and attaining new international memberships ▸ review current partnership portfolio and align it with the strategy and aspirations of the University ▸ establish a Central-European network with affinity HEIs
International Students Recruitment	▸ revitalize and expand recruitment agency partnerships ▸ leverage double-degree programmes for international learning experience ▸ "Lead generation" at partner exhibitions (NAFSA, EAIE, APIEE)
International Competitiveness	▸ review ECTS credits across all disciplines and further align to international standards ▸ build in mandatory semester abroad in key programmes ▸ International extension of third mission agencies: PRME, PRME CEE Chapter, GBSN ▸ improve services for international students (orientation, study management, housing, counselling)
International Accreditations	▸ Maintain current accreditations (EQUIS, EFMD Accredited, EAPAA), and obtain strategically important ones: AMBA, AACSB.
Study Abroad Programmes	▸ promotion of a tailor-made curriculum to meet global demands ▸ open more degree program courses for Study Abroad students in order to increase diversity of students ▸ develop short-term Study Abroad programmes ▸ develop scholarship for outgoing students choosing „high-cost" destination

CRP-IDP, the overall institutional strategic document that evolved through a longer preparation process, captures these international goals from the operative point of view and sets out detailed action plans and performance measures for the period 2021-2024. The following focal areas are identified for internationalisation in the CRP-IDP:

In order to move from having a leading national position to becoming a leading institution in the region, Corvinus seeks to provide **a competitive, regionally outstanding programme portfolio in** Hungarian and **English** that will attract a growing number of international students. Knowledge transferred throughout the programmes will continue to be of a high international standard and will be developed with a regional focus, reflecting on regional challenges such as the digital transition in Hungary and Central Europe, Industry 4.0, demographic changes, and the geo-economic and geo-political role of the region. In order to facilitate a mandatory international learning experience, Corvinus will launch a number of eight-semester-long bachelor programmes. Launching one-year specialized master programmes will also serve to improve international competitiveness. Moreover, the English-language post-graduate programme portfolio will be expanded with a regional focus, and programmes will be developed in co-operation with national and international professional organizations.

Corvinus envisages having an internationally acknowledged **Central-European Research Hub** within its institution. In order to work towards this vision, the university has launched a transparent and predictable research career model and continues to strengthen its research support system in order to encourage international, high-standard research/publication results, international research-cooperation, and to further internationalize its research community. A key strategic goal in terms of internationalisation is **recruiting international faculty** and increasing remuneration for academics so it approaches the international level,

while encouraging Hungarian faculty to pursue international experience. Corvinus aims to build a **regionally outstanding professional community of alumni** who are active in Hungary and outside the country. An alumni platform is being developed that will enable effective communication and collaboration with alumni worldwide.

8.2 Decision making in internationalisation

As may be seen from the detailed strategic objectives listed above, the enhancement of internationalisation is a key driver for almost all crucial strategic focal areas of the institution. The CRP-IDP – with the associated principles, defined focal areas, action plans, and KPIs – is therefore a key document that ensures that process development leads to greater internationalisation. As a representative body for internationalisation, the **International Committee** of the university, has been established at a university level. The Committee meetings, at which key management units of the university are represented (e.g. Programme Management, Academic Management, Student Services, Corvinus Doctoral School, International Relations and Accreditations, and representatives of Student Unions) provide a platform for discussing international strategy and operational issues regarding education, research, and services.

In order to ensure the implementation of international strategic objectives, the **International Relations and Accreditations** unit was established as of 2020 January**.** The new unit is headed by the **Vice-Rector and Vice-President of International Relations and Accreditations**, a dual position created to represent the equal and interconnected responsibilities of international matters of the President and Rector. The head of the unit is a member in the Presidental Committee, responsible for the strategy-making activity of the University. His presence at the weekly meetings of the Committee ensures that international priorities are represented at the highest level of decision making. The main responsibility of International Relations and Accreditations is to support the internationalisation goals of the Institution: to increase **international competitiveness, visibility, and recognition**. The unit is responsible for the execution of specific activities and the achievement of KPIs associated with internationalisation (See Table 8.13). Activities include the recruitment and maintenance of international partnerships, representing the university at strategic international networks, double-degree partnership management, operation of the International Advisory Board, and the management of international accreditations. As international student recruitment is a key strategy of the university, it is also managed within this unit. The Corvinus **American Corner**, a longstanding collaborative initiative between Corvinus and the Embassy of the United States, is supported by the internationalisation resources of the unit.

8.3 International positioning

On the grounds of the mission and vision statements of the university, and those of the former CBS, Corvinus has developed a more specific mission that projects its clear aspirations for its position in the CE region. However, the overall strategy determines action plans that serve to support the internationalisation of Corvinus on a broader global scale, acknowledging the inevitable fact that without **global outreach** and a firm international reputation, taking a leading position in the region is not achievable. In terms of its current positioning, Corvinus acknowledges its strength and weaknesses in the CRP-IDP as the current starting point for developments already under way. Corvinus is presently a significantly internationalized leading institution in Hungary that offers a wide English programme portfolio, delivered by a faculty with substantial international teaching experience, through which a large number of students obtain an international learning experience through exchange programmes. However, Corvinus acknowledges that although it has a rich international network, this is uneven in quality. Its international reputation is sporadically outstanding, but not evenly high. Its capacity to attract international students is strong in relation to some programmes, but it cannot yet exert a strong effect on its own.

Through the new strategic focal areas and by being a flexible, private university, Corvinus intends to strengthen its **competitive edge** within the CE region. In terms of distinctiveness, Corvinus believes that its strength lies in its firm and longstanding **multidisciplinary teaching and research portfolio.** The strong presence of economics, quantitative methods, and social sciences within the university creates the solid background for excellent business and management education, as well as favourable conditions for interdisciplinary research and publication activities. As a result, students in management programmes obtain more insight into the social and macroeconomic consequences of organizational decisions that lead to increased social sensitivity and responsibility. Likewise, business and management insights and approaches are embedded into programmes of economics and social sciences.

Being internationally accredited is strategically important for Corvinus, thus the university tracks the progress of its regional competitors. Corvinus has defined the goal of becoming a **Triple-Crown accredited** school, while other aspirant institutions are WU, Kozminski University, and the University of Ljubljana, but obtaining double-accreditation and single-AACSB-accreditation are also focal areas of attention. Apart from international rankings and accreditations, Corvinus monitors its international reputation through international awards – for example, **Eduniversal Ranking** (Best Business School in CEE region – first in 2019, and second in 2018 and 2020), **CEMS awards** (School of the Year – 2019, Alumna of the Year – 2019, former CBS). Positive feedback about the quality of Corvinus students part taking in international mobility programs and CEMS MIM, as well as the outstanding results of Corvinus students at international competitions, is important confirmation of the international value of Corvinus.

8.4 The international dimension of the governance

In their recommendations, PRT encouraged CBS to improve the international dimension of internal governance. The most important new element of the governance of Corvinus is the position of the **President**. The renewal initiated by the university led to the need for this new position, whose main responsibility is to manage the renewal process of the university and enhance the international competitiveness of the institution. The international citizen (Bulgarian-German) Dr Anthony Radev, former Director of McKinsey&Company, and his extensive international professional experience with consulting and education made him an appropriate appointee for the position. As the CEO of McKinsey, Dr Radev was a key employer of graduates and alumni of Corvinus, and also of those from business schools in the CE region. As such, he can apply an invaluable corporate perspective to the process of renewal. Members of the top management (Rector, Chancellor, and members of the MUC), although citizens of Hungary, also have substantial international professional experience and make a significant contribution to the development of the institution's international competitiveness (See the CVs in the Baseroom).

One crucial development in terms of the international dimension of the governing body is the establishment of the **International Advisory Board**. On the grounds of the best practices and international networks of CBS, a new International Advisory Board for the university was convened at the initiation of the new International Relations and Accreditations unit in 2020. Members who accepted the call are leaders and representatives of prestigious internationally accredited business schools in Europe: such as Bocconi University, the Rotterdam School of Management, the Norwegian Business School, Aalto University School of Business, KOC University, the KTU School of Economics and Business, Universität St. Gallen, the Vienna University of Economics and Business, and the Eindhoven University of Technology. At the first meeting, members discussed challenges related to the renewal programme of Corvinus – more specifically, how to manage the scepticism of stakeholders during the transition period, and how to maintain financial sustainability using the new institutional model. The next meeting of the International Advisory Board will take place in Sept 2021.

A further improvement in terms of the international dimension is the expansion of engagement with international accreditation to the university level. Inspired by former CBS practices, an **International Accreditations Project Team** that involves staff from all key departments was set up for the task of accreditation report writing and supporting enhancement activities driven by accreditation recommendations. This setup represents the strong commitment of the organization to international accreditations and quality enhancement. Evidence of this commitment is the fact that the current Self-Assessment Report is being written and compiled by the staff members of the Centre for Educational Quality Enhancement and Methodology, Academic Management, Research Management, faculty representatives, students, and with the involvement of the Library and the Student Union. The promotion of the engagement of stakeholders with international accreditations has been facilitated by a more conscious and transparent communication process as part of the new communication strategy.

8.5 Resources allocated to internationalisation

As may be seen from the strategic goals and actions, developmental activities that lead to the greater internationalisation of the institution are somewhat interwoven with regular operations and the overall renewal process of the institution. Therefore, it is hard to draw a line between resources used for regular operations and development, and developments aimed at internationalisation. For example, by investing in digitalization in order to improve services, Corvinus attempts to improve student and staff satisfaction, which may lead to an increase in the level of international attention. The same is true for the investment into the

new alumni platform, which will support both national and international alumni communities. However, we attempt here to showcase some of the key dedicated resources that are available for international activities.

The **resources** provided to the new strategic unit, International Relations and Accreditations, are of key importance. The unit employs 13.5 full-time English-speaking employees, including a UK national, responsible for the enhancement of international student recruitment. The unit plans its own budget for staff and for materials that covers costs such as international student recruitment, travel, and the registration-related costs of networking and training events, membership, and accreditation fees. Staffing for specific tasks in the unit is displayed in Table 8.2:

Table 8.2. Staff members of International Relations and Accreditations

Strategic Management	3 FTE
International Partnerships, Exchange nominations	2 FTE
Stipendium Hungaricum/Diaspora, Tempus Hungary tender management	1 FTE
International Student Recruitment	2 FTE (+0,5–0,6 FTE international student helpers)
Double-Degree partnership management	1 FTE
International Accreditations	3,5 FTE + collaborating staff from other departments
American Corner	1FTE (+0.5 FTE student helper)
New staff joining in September 2021	
International Accreditations and Quality Enhancement	1 FTE
Faculty/Staff International Mobility Management	1 FTE

In 2021, International Relations and Accreditations were working with the following budget, as displayed in Table 8.3:

Table 8.3. 2021 budget of non-labour costs of the International Relations and Accreditations

	Costs in EUR (er: 363,89)
International networking and operational costs	46,000
Recruitment and marketing	21,000
International accreditations	204,000
Erasmus Staff Mobility Week, organizational costs	3,800
Total	274,800

As part of its overall service provision, Student Services unit supports dedicated **international student services,** such as academic services for international degree-seeking, exchange and study abroad students, as well as offers administrative support to student mobility. The unit employs 23 FTE English-speaking dedicated employees that coordinate foreign students and exchange students. (Staffing for these specific tasks in the unit is indicated in Table 8.4.) Where relevant, we indicate the overall staffing for the same function to show how the number of staff dedicated to international students is adapted to the proportion of international students: currently 12% of all degree-seeking students are international; including visiting students, the share is approximately 17% per semester.

Table 8.4. Staff members of Student Services dedicated to international students

Function	International Students	Overall
Academic Affairs, degree-seeking students		
Programme Coordinators	7 FTE	27 FTE
Students Admissions and Internships	3 FTE	7 FTE
Student Counselling Centre		
Career, learning, psychological and mental support	2 FTE	15 FTE
Student Mobility		
Team Leader	1 FTE	na
Erasmus Exchange-Incoming	2 FTE	na
Erasmus Exchange -Outgoing	3, 5 FTE	na
Study Abroad Students	2 FTE	na
Stipendium Hungaricum/Diaspora Students	2 FTE	na
Erasmus Internship	0,5 FTE	na

Apart from the dedicated staff employed in Students Services, an increasing proportion of staff can communicate in English (or other MFLs), and there are units in which a working level of English is a requirement. A perfect example of this is Communications, where although there is a dedicated foreign-national employee responsible for English-language content, all other employees have the necessary language skills as well. Faculty meetings at which international faculty members are present are held in English. In an attempt to become a bilingual university, Corvinus would like to sustain this trend by recruiting staff with working-level English skills and by providing language training for current staff.

Corvinus has the resources for improving the language skills of staff, faculty, and students, as it operates its own **Centre for Foreign Language Education and Research.** The centre offers language courses in ten languages: English, French, German, Italian, Russian, Portuguese, Spanish, Chinese, Arabic, and Hungarian for foreign students, taught by 39 language instructors, 11 of whom are native speakers of the respective languages. The centre provides general- and business-specialized courses as well as preparation courses for the language exams available at the **Corvinus Language Exam Centre.** The two centres are equipped with eight sound-proofed quality labs and other facilities necessary for quality language learning. The language teaching centre has been involved more closely in the programme development process in recent years and has helped with the design and delivery of language competence training, including business communication, preparation courses for international Bachelor candidates, focused preparation courses for outgoing exchange students, and the newly introduced compulsory Academic English for the renewed BA in International Business. Language learning is rather popular among Corvinus students, even though they already have a minimum of a B2- (but more often, C1-) level language certificate at the time of admission. An average of 1500-2000 students take language courses every semester, of whom 60-70 are international students. Foreign-language training with English mediation is also available. Since 2019, English language training has been organized for staff. The objective of the training is to improve the quality of the services provided to international students by developing the communication competences of administrators. The training is based on a blended learning methodology that combines the advantages of face-to-face language course with e-learning materials, individual tutoring, and job shadowing, thus blending learner-centred interactive experiential learning exercises with e-learning practice. In 2020, the management of language training and faculty/staff development was handed over to HR, which has developed a comprehensive faculty and staff development process within the new performance development scheme. Since 2019, over 200 participants have taken part in various types of language training or coaching.

It is a strategic goal of the Hungarian State to strengthen its strategic partnerships with countries around the world. The Ministry of Foreign Affairs and Trade has been active at building new partnerships in the last few years. A crucial element of these partnerships are collaborations in the field of education. For that reason, the **Stipendium Hungaricum Scholarship** (SH) programme has been established to encourage and support young people based in countries of strategic interest to pursue studies in Hungary. The programme helps to enhance

the international visibility of the HEIs of Hungary, and gives substantial financial support and opportunities to HEIs to internationalise their student body and initiate collaboration with diverse nations. Corvinus has accepted SH students since 2013. As the scholarship programme has evolved throughout the years, more emphasis has been placed on improving services for international students.

> Corvinus receives a total of approx. 5,500,000 EUR/academic year from the Stipendium Hungaricum Scholarship programme, of which about 50% may be used for institutional development.

In Hungary, Corvinus is outstanding in terms of its engagement with exchange programmes. It is among the top universities in the country in terms of the number of both incoming and outgoing students. Erasmus+ and Ceepus scholarships and mobility support, tendered through the Tempus Public Foundation, a state founded foundation that manages international cooperation programmes in the field of education, training and EU-related issues in Hungary, has offering opportunities to students, faculty, and staff to obtain international experience. The introduction of the Erasmus+ scholarship has given further impetus to mobility. Table 8.5 shows the financial support received through mobility grants in the last three years.

Table 8.5. Erasmus+ and CEEPUS Mobility grants received by Corvinus from 2018 to 2021

	Amount of support, EUR		
	AY 2018/19	AY 2019/2020	AY 2020/21
Erasmus+	1,309,230	1,305,315	1,631,770
CEEPUS	2,130	4,314	1,621

Apart from Erasmus+, as a Hungarian HEI and an Erasmus+ partner, Corvinus students are entitled to the Campus Mundi scholarship for studying or internships abroad. Corvinus gives further financial support (100-200 EUR/month) from its own resources to disabled and permanently ill, or socially disadvantaged students, who wish to take part in an academic or internship exchange programme.

8.6 Level of internationalisation at the home campus

In the CRP-IDP, Corvinus expressed its goal of improving and expanding its **English-language programme portfolio** that is **internationally competitive, relevant and attractive** to international candidates. From 2018 to 2020, the number of English-language programmes increased from nine to sixteen, and a further four English programmes will be launched between 2021 and 2024. The objective of the university is to develop an increasingly bilingual portfolio and, where possible, to discontinue parallel programmes and keep only the English counterparts. The number of programmes available in English will increase and current English programmes will be developed in line with the current programme development plan of Corvinus. Table 8.6 shows the changes in the English programme portfolio since 2018, and the further launches and programme renewals on the 2021-2024 agenda.

Table 8.6. Planned launches and developments of English programmes

		AY 2019/2020	AY 2020/2021	AY 2021/2022	AY 2022/2023	AY 2023/2024	AY 2024/2025
Bachelor	New programmes				BSc in Data Science BA in Philosophy, Politics, Economy	BA in Global Connections and Communications	
	Programme Development		BSc in Applied Economics BSc in International Business		BSc in Business Administration		

		AY 2019/ 2020	AY 2020/ 2021	AY 2021/ 2022	AY 2022/ 2023	AY 2023/ 2024	AY 2024/ 2025
Master	New programmes	MSc in Finance MSc in Regional and Environmental Economics MA in Sociology	MA in Economics of Family Policy and Public Policies for Human Development MSc in Health Policy, Planning and Financing MSc in International Taxation		MA in International Development	MA in Diplomacy	1-Year Master Programmes: MSc in Marketing Full-Time MBA MSc in International Economy and Business MSc in Public Policy and Management
	Programme Development		MSc in Economic Analysis		MSc in Finance	MSc in Business Informatics MA in International Relations MSc in Regional and Environmental Economics	
MBA	New programmes	MBA Corvinus Fudan Double-Degree (2019 Feb)					
	Programme Development	Executive MBA offered in double-degree format		Full-Time MBA Executive MBA			
Postgrad	New programmes			International Project Management	Data Driven Supply Chain Management Energy Management		

An important further step in the internationalisation of programmes is the decision to offer the following **programmes in English only**: BSc in International Business, MA in Sociology, MA in International Relations, and MSc in International Business and Economics. The main reason behind this decision was to provide a multicultural learning environment for all students and give them the opportunity to acquire professional language skills during their studies. For similar reasons, the four doctoral programmes are offered in English. The change brings about a natural **increase in the proportion of international students** in classes. Corvinus will continue to revise current programmes that are available both in Hungarian and English, and, when relevant, offer the programmes in English only in the future. The BSc in International Business programmes have been complemented with a mandatory eighth semester abroad. This measure constitutes a substantial improvement in terms of creating opportunities for students enrolled in these programmes to study in an international environment.

Apart from the English-language offerings, with regard to which an international perspective is already evident, nearly all other programmes offered at Corvinus include subjects with an international perspective or at least international elements within the subsections thereof. International case studies are used throughout programmes, while there are also dedicated business case-study elective courses. The library provides an international case-study database for faculty members and the opportunity to purchase new case studies is also available. For example, in academic year 2020/21 Corvinus spent more than EUR 2,500 on purchasing international case studies. Outside of curricular activities, Corvinus students continue to excel in **international case-study competitions**. Some of the most recent results include the following:

- 2nd in the CoMIS international business informatics case-study competition organized by the University of Minnesota, 2021.
- 1st, 2nd, and 3rd place at the CheckIn Tourism Innovation Competition, 2020.
- 1st place in the Rotterdam School of Management Star Case Competition, 2020.

Corvinus also organized its own global strategic case-competition – the Central European Case Competition @ Corvinus in 2019 – which is a unique initiative in Hungary, with 16 teams from nine different countries. Participants had to solve cases for OTP Bank and Tresorit, a Hungarian start-up founded by a Corvinus alumnus.

In line with the Corvinus mission, in the future greater emphasis will be placed on the characteristics of the Central-European region in addition to the global outlook. For example, in 2022 the Philosophy, Politics and Economy and the Data Science bachelor programmes will investigate the characteristics of the Central-European region in addition to global aspects, and there are plans to establish a Central-European specialization. The International Development and the Economic Analyst master programmes will also include Central-European aspects.

As it was detailed in Chapter 2, **compliance with international standards** is assured in first place by the Hungarian Accreditation Committee (HAC), which is responsible for the compulsory accreditation of HEIs in Hungary. Corvinus and all its programmes are accredited by HAC, which operates within the scope of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Optional **international forms of accreditation** (EQUIS, AMBA, EFMD Accredited, EAPAA) acquired by Corvinus, and the international accreditation that is currently in progress (AACSB), represent further points of reference for programme renewal both in terms of process management and programme content. In the current programme-renewal processes, the recommendations of the TUNING Educational Structures in Europe are also considered. The fact that Corvinus has initiated formal recognition of the course content of its Finance programmes with international chartered associations also attests to the up-to-date international content thereof. Within the framework of the CFA University Affiliation Program, CFA has recognized that the BSc in Finance and Accounting programme and the MSc in Finance (Hungarian and English programmes) are aligned with the course content required for the attainment of the Chartered Financial Analyst qualification. Students enrolled in these programmes can learn the equivalent of at least 70 percent of the curriculum of the first CFA examination at the bachelor level, and all three CFA examinations at the master's level. The best students can earn a CFA scholarship, which entitles them to register for CFA examinations at a reduced price. For the Finance and Accounting programme, in 2021 Corvinus applied to the Association of Chartered Certified Accountants (ACCA) for exemption accreditation, which will hopefully result in an exemption being granted to students of the programme from the following ACCA examination subjects: Business and Technology, Management Accounting, Financial Accounting, and Corporate and Business Law.

Corvinus has a long tradition of engaging in **double-degree partnerships**. It has a rather large **double-degree portfolio** that has been significantly increased since 2018. A further increase in the number of these programmes that will enhance the international learning experience and related collaborations is a goal of Corvinus. The following double-degree partnerships have been established in the last years.

Table 8.7. Double-Degree partnerships established between 2018-2021

Partner	Country	Program at Corvinus	Level	Program at partner university	Contract start
University of Palermo	Italy	Public Policy and Management	master	Public Management	2018
Fudan University	China	Economic Analysis	master	World Economy/ Finance (English-taught Master, EMA)	2019
Fudan University	China	Full-time MBA	master	Master of Finance	2019
Maastricht School of Management (Associate partner: SEED Business School, Budapest)	Netherlands	Executive MBA	MBA	MBA	2019
Tilburg University	Netherlands	International Economy and Business	master	International Business Tax Economics	2019
Université de Liége	Belgium	International Economy and Business	master	Economics with a Professional Focus in "Macroeconomics and Finance"	2019
KEDGE Business School	France	Marketing	master	EBP International	2020
Católica Porto Business School	Portugal	Marketing, Business Informatics	master	Master in Management	2021

Double Degree (DD) programmes are mostly optional ones chosen by students who would like to add value to semesters spent abroad, and enhance the value of their diplomas. As shown from the entire Double Degree portfolio (see Appendix 8.1), there are quite a few DD programmes to choose from, although – apart from with some popular programmes (e.g. KEDGE: University of Groningen) – the number of students who choose to benefit from the opportunities inherent in the DD programmes is decreasing. As far as the number of programmes is concerned, the priority is to form partnerships for master programmes, and as far as partners are concerned, Corvinus is focusing on partnerships formed through the establishment of Central European Network of Universities (CENU) and we intend to negotiate further opportunities for collaboration with Asian partners (e.g. Fudan University). Table 8.8 shows the trends with emerging programmes in recent years, along with the number of participating students.

Table 8.8. Number of double-degree programmes and participants since AY 2018/19

	2018/19	2019/20	2020/21
No. of DD programmes	15	20	21
No. of DD students (incoming&outgoing Ss)	67	44	50

In the case of **MBA programmes** (such as the Corvinus-MSM-Seed Double-Degree MBA and the Corvinus-Fudan MBA-Finance Double-Degree), obtaining a second foreign degree is not an elective but a compulsory component of the programme. In both cases, the aim was to create international MBA programmes that include more international content, lecturers, and student experience. By establishing these double-degree MBA programmes, Corvinus aims to improve the international position of its MBA programmes, as there are only a few similar programmes offered by regional competitors. While the Corvinus-Fudan programme was launched in 2019, the Corvinus-MSM-SEED Double-Degree MBA is the renewed version of the earlier Executive MBA programme complemented with a double-degree component, which was also launched in 2019 with renewed content. In the latter case, the heightened interest in the course is apparent from the data contained in Table 8.9: the international programme generated more interest and more participants enrolled in it.

Table 8.9. Changes in application and enrolment numbers in the DD Executive MBA programme

2018 September (Executive MBA)			2019 February (Executive MBA)			2019 September (Corvinus -MSM-SEED Double-Degree MBA)		
Applications	Offers	Enrolments	Applications	Offers	Enrolments	Applications	Offers	Enrolments
32	27	25	29	20	19	85	58	39

Of the consortium types of programmes that are offered, the **CEMS MIM programme** retains its leading position with regard to the international opportunities offered on Campus and gaining experience abroad. Participation in the CEMS MIM programme is possible in the form of a second degree that is open to Corvinus students enrolled in specific master programmes as their majors. In recent years, the number of applicants has decreased, which is why communication campaigns have been launched to advertise the programme within Corvinus, and related PR communication was also strengthened outside of the university to highlight the outstanding opportunity for international professional development and inherent advantages of the course associated with international employment. The number of applicants is likely to increase in the future due to the fact that, after the renewal process, Corvinus opened up the opportunity to students of additional programmes to apply to the CEMS MIM programme. Apart from students participating in the programmes of the former CBS, in the future students of the following programmes will also be able to apply: MSc in International Economy and Business, MSc in Regional and Environmental Economic Studies, and MSc in International Taxation.

Corvinus accepts **international students** – **degree-seeking** ones, as well as **visiting** students in the frame of various types of programmes (exchange, study-abroad, and double-degree). Currently, the proportion of international degree-seeking students is slightly less than 13%, but when the number of exchange and other international visiting students are added (approx. 500 students per semester), then in any given semester approximately 17% of all students are international ones. (See trends of in-coming visiting students in Appendix 8.2) With this many students, the **international atmosphere** is tangible on campus. In order to provide a diverse learning environment for both degree-seeking and visiting students, Corvinus is striving to open up an increasing number of degree programme courses for visiting students, within its capacity. The opportunity to attend courses delivered in a foreign language is also available to students of Hungarian programmes, and up to 10% of the latter's total credit can be obtained through participation in a foreign-language course. Apart from the international environment in classes, a number of **social events** occur at which local and international students can meet. Corvinus is well known for its numerous extra-curricular activities and its very active **student organizations**. Over 3500 of all students are members of one or more of

these groups, equivalent to more than 25% of all currently enrolled students. Six of the 56 organizations have an international profile (see Table 8.10), where the working language is English, and international students may join. While for many years international students participated less actively in these organizations, today 25% of the members of these six organizations are international students.

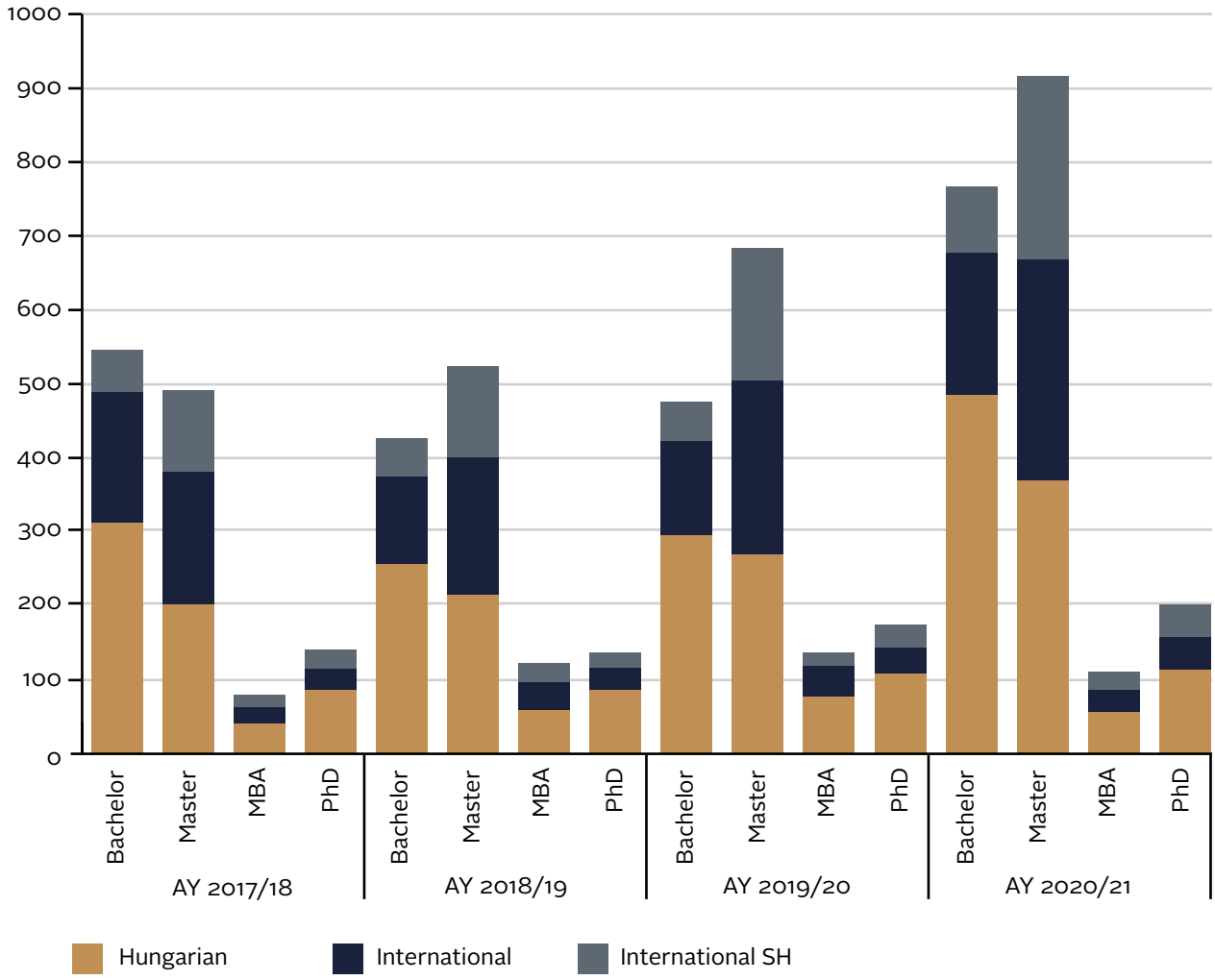
Table 8.10. International Student Organization at Corvinus

International Student Organization	Goals, activities
Student Council – International Affairs Group	▸ represent international degree students. Support enhancement of the services, international communication and international student life. Manage the Facebook group for international students (over 1000 members).
Erasmus Student Network (ESN)	▸ represent and support exchange and visiting students at Corvinus
CEMS Club	▸ represent both home and incoming CEMS students in the programme. Organize social & career support events.
AEGEE	▸ exchanges, thematic trainings, conferences, summer universities and events for their members
International Diplomatic Student Association (IDSA)	▸ organize internships in the field of diplomacy, support network building, organize events in current international politics
Budapest Blend	▸ integration of international students into university life and beyond. Established in 2019.

Corvinus is highlighted among universities around the world for its collaboration with the American government that involves hosting an **American Corner on campus**. The latter is a high-tech educational, cultural and information centre that provides programs and services that connect the local community and individuals with American society, its values, and culture. As the corner operates on the campus of Corvinus, it naturally strives to ensure that university citizens are paid special attention – among other ways, by organizing exclusive programs for them that are not open to the general public. Primary programs include Public Speaking, Debating, Essay Writing, Digital Literacy, CV Writing, Video Editing, 3D Printing workshops, weekly English Conversation Club activities, language exam preparation, and information on American scholarships, and summer student work. The Corner has substantially developed since 2018 and has successfully virtually adapted during the period of Covid-19. In 2021, Marc Dillard, Chief of Mission of the US Embassy in Budapest, officially praised the Corner for its high-quality and creative virtual activity and recognized it as an outstanding example of American Corners across the world.

By the end of the current strategic period, 2024, Corvinus is determined to have gradually increased the share of its **international student population**. Positive expectations are that by 2030 the latter may make up 20-25% of the student body. Looking at the international students enrolled solely in the English-language degree programmes, we can see that the former expectations are realistic, as in the last four years the number of international freshmen students has grown from 760 to 1058, representing an increase of almost 40%. Figure 8.1 shows the distribution of enrolled freshmen students across the various English degree programmes in the last four academic years, including the share of Hungarian ones, international students, and the latter who have joined through the Stipendium Hungaricum scholarship scheme.

Figure 8.1 Increasing numbers of international students on English-language programmes



Conditional on the successful launch of further English-language programmes, and that the capacity of quality English-language-capable teaching faculty grows, the trend is expected to continue. In relation to these important measures, Corvinus has invested in a **new international student recruitment team** that is under the close supervision of strategic management and International Relations and Accreditations, whose main responsibility is to support student internationalisation goals through an improved recruitment procedure. The new team has formulated their strategy in line with the CRP-IDP, which proposes a strategic approach to working with agents, attending exhibitions, and improving the application procedure and communications.

In the current strategic period, the team is striving to focus its resources on recruiting to the bachelor and master programmes. As the KPIs in Table 8.13 show, the plan is to increase international freshmen students in these programmes from the current (AY2020/21) 492 to 750 (AY 2024/25), thereby strengthening the trend of the last four years. In line with the mission of Corvinus to educate specialists in business, management, economics, and social sciences in Central Europe, international students from neighbouring countries have been identified as key targets. The team made significant progress in terms of achieving their strategic goals between 2020 and 2021, as summarized in Table 8.11.

Table 8.11. Major achievements in international student recruitment since 2020

Revision of recruitment agencies	The pre-existing 13 recruitment agency contracts have been reviewed and new agencies have been recruited to increase alignment with the new strategy. Based on international benchmarking, agency recruitment procedures have been improved and commission rates increased to become more market competitive. As a result of the improvements and participation at recruitment events (e.g. ICEF), contracts with 47 agencies have been finalized, with 10 agencies representing the Central European region.
Building a database of target secondary schools	A database of target top secondary schools based in Hungary and Central-European countries has been built for marketing communication purposes. Agreement is being sought with individual private international schools based in Hungary (e.g. the SEK International School). An analysis of secondary schools that currently supply students has been undertaken.
Launch of the online application system	An online application system was launched in 2021 for self-funded candidates that replaces the former paper-based application process. The new system generated over 1000 applications in the 2021 application period.
Pilot of pre-selection process for Stipendium Hungaricum candidates	In order to improve the results of the selection process for Stipendium Hungaricum applicants, and to assure high-quality student selection, a pilot for the pre-selection process was introduced, and 1200 applications were reviewed.
Improve content of the English website of the university	The recruitment team is improving the content and appearance of the current English-language University website.

The internationalisation strategy states that **teaching and research faculty** should become more and more **international**. The former CBS pressed for more international recruitment for several years, and EQUIS PRT 2018 also pointed out that this is an area for improvement, but the public employee salary framework and related limitations have been an obstacle to making substantial progress in this matter. There was an incremental increase in the proportion of international faculty between 2018 and 2021: the share of foreign faculty (core and non-core) grew from 4.5% to 5.5% across all disciplines. The new HR unit and Academic Management are determined to improve these numbers in the current strategic period, 2021-2024. As it was detailed in Chapter 4, the improved HR processes and the Academic Career Model, which creates a transparent career-planning and promotion scheme for faculty, are important building blocks of the successful **international faculty recruitment procedure**. For the next phase, HR is exploring the professional methodology of international faculty recruitment and applying international best-practice to meet national specificities. The budget set aside for international faculty recruitment and KPIs related to the strategy should assure improvements in the coming years. KPIs for the next four years are cautiously defined. For the above-mentioned reasons, we expect in the first phase to employ faculty for shorter periods (between one and six months), as well as making efforts to employ for longer periods (more than six months). The result of the work of the first half of 2021 is that six international faculty members were successfully employed, which is a tangible improvement, given that the total number of international faculty (core and non-core) in 2020 was 24.

8.7 Level of internationalisation outside the home country

A number of activities described in Section 8.6 serve the purposes of both internationalisation on campus and fostering **collaboration outside Hungary**. For example, in the frame of the Double-Degree or CEMS programmes, students as well as faculty members can pursue their educational experience abroad. Most international activity, however, occurs due to the Erasmus+ mobility programme and other types of bilateral agreements. Table 8.12 shows the number of outgoing students as well as faculty and staff. In order to provide a better picture of the trend (interrupted from 2020 onwards by the Covid outbreak), we also include AY 2017/18 here.

Table 8.12. Participation in outgoing mobility between 2017 and 2021

	2017/2018	2018/2019	2019/2020	2020/21
Students: academic semester	472	490	565	258
Students: internship	49	88	62	24
Faculty	34	34	18	0
Staff	29	56	33	0

As may be seen here, student-related numbers are improving, although staff and (especially) faculty outgoing numbers must be improved. Apart from recruiting international faculty members, Corvinus would like to encourage domestic faculty members to gain international experience. Approximately 5-6% of all faculty members are participating in the Erasmus mobility program. Apart from the latter, there are of course other ways in which faculty can engage in international exchange, but the overall goal is to increase the rate of participation. Both the ACM and Performance Development Policy explicitly stipulate requirements for development related to international experience and individual activity in this regard. Corvinus is supporting this goal with resources (Erasmus mobility support, Acculturation Program, etc.) language training and coaching, and also via making available its international networks and forms of collaboration. The goal is for at least 20% of faculty to participate in shorter Erasmus mobility programs and also to start a trend of longer (min. one-month) educational / research exchanges, and for at least 20-22 faculty members per year to gain such international experience by 2024. The international activities of the faculty, however, do not merely depend on formally arranged mobility programmes. Faculty members are involved in various forms of international research collaboration and projects. A sample list of international networks and co-operations may be found in the Appendix 8.3.

8.8 International alliances and partnerships

Corvinus has a rich portfolio of partners. With the integration of the three Schools, an abundant amount of partnerships have been formed. International Relations and Accreditations currently handles almost 300 partners: these include strategic, exchange, and double-degree partners. Forty-seven of the partners are **Triple-Crown accredited**, and we have **active exchanges** with 250 partners. The current institution would like to continue the revision of partnerships through strategically established evaluation criteria initiated by former CBS, and, instead of building extensive partnerships, to encourage intensive forms of collaboration with high-quality international partners. Evaluation criteria in line with the new directives were discussed and approved by members of the new International Committee in 2021 May, according to which partnerships will henceforth be evaluated using the following criteria:

1. the position of the cooperating partner institution in international and domestic institutional and subject rankings
2. international accreditation and qualifications
3. membership of international professional networks
4. antecedents and intensity of relations with the partner institution (e.g. extent of student, staff, and faculty mobility, joint research projects)
5. individual aspects (e.g. regional focus, special training or doctoral programmes)

As a result of the first phase of revision (until the interruption caused by Covid), the former 298 partnerships were reduced to 290. Due to the Covid outbreak, however, exchange partnerships have been frozen. When possible, and in line with the newly accepted criteria, approximately 50 further partnerships will be discontinued. See current partnership portfolio in Appendix 8.4

In terms of new partnerships, Corvinus will strive to expand and entrench pre-existing forms of **collaboration with Central-European HEIs**. In support of this objective it has taken an active role in the initiation of the **CENU**, the network of Central-European Universities. The kick-off meeting was held in 2021 with four

excellent institutions from the region – the University of Economics in Bratislava, SGH Warsaw School of Economics, the Prague University of Economics, and the Faculty of Economics and Business, University of Zagreb. The initiative has been very well received and some forms of collaboration have already been discussed: these include a rotational joint summer school, joint Erasmus fund applications for joint short programmes, the collaboration of doctoral schools, and webinars on regionally specific themes.

In 2020, Corvinus joined **CLADEA**, the Latin American Council of Management Schools, with the aim of building closer relations with universities in Latin America and strategic partners, such as the **Project Management Institute** (PMI), with which Corvinus has concluded a strategic partnership. The International Project Management postgraduate programme that will be launched in 2021 was created in accordance with the new strategy, which defines the objective of complementing the postgraduate programme portfolio with English programmes of international content, thereby helping to attract international students. A special feature of the programme is that it was established with the support of the Hungarian division of PMI. According to the concluded strategic agreement, PMI Hungary will delegate external lecturers and take an active part in curriculum development. The intended outcome of the programme is to create project managers who can manage domestic and international projects of a medium level of complexity. Another objective of the strategic agreement is to increase the national recognition and the professional standards of the project-, program-, and portfolio management profession via joint research projects, events, and educational programmes. (A comprehesive list of international alliances can be found in Appendix 8.5.)

8.9 Perspectives – Actions and KPIs

In the CRP-IDP specific actions have been formulated and KPIs assigned for the coming years in relation to the further improvement of international activities. (These have been summarized in *Table 8.13*.). The **monitoring report** on the first six months progress in 2021 identified the following main improvements: international accreditation processes, and the renewal of the agency network supporting international student recruitment are going according to plans (e.g. EQUIS, AACSB, PRME, AMBA; the number of agents has tripled with a focus on Central-European aspects); CENU kick-off meeting was held and four regional partners have signalled their intention to join; in the areas of faculty, staff and student mobility and double degree programme development have been negatively impacted by the pandemic and progress is yet to be made in the next academic year.

Table 8.13. Actions and KPIs related to internationalisation (2021-2024)

Focal Point	Actions	KPIs
International student recruitment	▸ further develop the international higher education agent network ▸ reach Central European high schools directly ▸ leverage Stipendium Hungaricum scholarship programme, focusing on high quality applicants	first-year enrolled international students in bachelor and master programmes: 2021: 520 2022: 580 2023: 680 2024: 750 develop effective selection process for admitting high-quality SH students
Double Degree programmes	▸ develop new DD programmes at master level with prestigious CE partners ▸ leverage current DD to a greater extent	launch 5 new DD programmes by 2024 Number of DD students: 2021: 100 2022: 130 2023: 160 2024: 180

Focal Point	Actions	KPIs
Student, faculty and staff mobility	▸ extend Study Abroad options to economics and social science programmes ▸ support rationalization of credit transfer/recognition process	number of study abroad students: 2021: 220 2022: 250 2023: 280 2024: 290
International accreditation	maintain current accreditations (EQUIS, AMBA, EFMD Accredited, EAPAA). Maintain CEMS partnership, BSIS project.	achieve triple-crown business accreditation by 2024. Perform well at the upcoming CEMS accreditation process, continue engagement with BSIS.
International research tenders/networks	further develop infrastructure and support mechanism to boost international publication performance and research co-operation.	see detailed actions and indicators in Chapter 5.
International institutional networks	establish the CENU network and initiate collaboration in DD programmes, conferences, and talent management	have 8 CE partners joined by 2024

CHAPTER 9: ETHICS, RESPONSIBILITY, AND SUSTAINABILITY

9.0 Changes since 2018 and current challenges

Before the institutional change of Corvinus, there were few opportunities to invest into the expansion of ethics, responsibility, and sustainability (ERS) related issues at either the school or university level. Because these issues had been treated separately, it was difficult to embed them into everyday teaching, research, operation, and service activities. Faculty work nowadays ranges from researchers submitting publications about accessibility and accepting related policy guidelines, through Chancellor and Student Union responsibility initiatives, to the commitment of the university leadership to emphasizing the importance of ERS by facilitating the establishment of the **ERS HUB initiative**. (See details under Sections 1.10. and 9.5.) In parallel, CSS, established as an organizational unit of the former **CBS**, continues to function as an institution-wide competence centre as of 2021 under the leadership of the same committed person. By strengthening active communication between the academy, business community, and wider society, CSS acts as a bridge between science and civil society, with a special focus on sustainable development (as presented earlier in Section 5.4).

One of the major **challenges** arises from the different attitudes of faculty and staff members: some are initiators of selective waste management processes, for example, while others do not see the relevance of measuring and reducing the ecological footprint of the university. Another challenge Corvinus faces is the lack of adequate communication both within the university and with current/potential external partners. Our communication must be strengthened, especially with our students. The university seeks to develop a common language for ERS communication so that misinterpretation can be avoided. Via intensive communication campaigns, the existence, mission, vision, actions, and plans of the ERS HUB will become well known to faculty and staff members, students, and external stakeholders, hopefully building greater commitment to these values on their part.

9.1 Strategy regarding ethics, responsibility, and sustainability

The renewal process has reached a point at which Corvinus should elaborate a well-defined ERS strategy that is in line with the objectives formulated in the CRP-IDP. As a first step, the mission and vision of the ERS Hub have been defined, as stated in Section 1.10. Simultaneously, Corvinus has started to collect examples of international best practices via, for example, online meetings held with the ERS project leader of LUISS Business School, the head of the Center for Responsible Business at HAAS School of Business (Berkeley). Another strategic direction involves Corvinus reinforcing its commitment to the P**rinciples of Responsible Management Education** (PRME). CBS joined the PRME network in 2010, and has filed five Sharing Information on Progress (SIP) reports, the most recent of which was submitted in June 2021. While CBS has been active regarding various sustainability-related issues since the beginning of the 1990s, the principles of PRME provide structure and additional motivation for implementing the related strategic objectives. Corvinus is also an enthusiastic member of the **PRME Central and Eastern European Chapter**. The pool of PRME reports, including those of the University of Economics, Prague, Warsaw School of Economics, and the Faculty of Economics and Business at the University of Ljubljana, equips us with best responsible management education practices that can be implemented.

We have recently joined the **V4 Green Universities** (V4GU) initiative, which serves as a platform for exchanging best practices about how to become a green university based on the measurement of the UI Green Metric. The project is co-financed by the Governments of the Czech Republic, Hungary, Poland, and Slovakia through the Visegrád Grants from the International Visegrád Fund. The mission of the fund is to advance ideas for sustainable regional cooperation in Central Europe. The partners are engaged member universities of the worldwide network of the UI GreenMetric World University Ranking, which calls the attention of university leaders and stakeholders to global climate change, the importance of energy and water conservation, waste recycling, and green transportation. Together with the University of Pécs, Hungary is the consortium leader of V4GU. Under the umbrella of the V4GU, Corvinus will create a mind map of ecological-footprint-related activities.

9.2 Contributions to the wider community and the world of practice

One of the best ways to integrate ERS into the contributions of the academic community is to carry out international-level research and publication activities, regarding which Corvinus has a long tradition. For example, the **Business Ethics Centre** was established in 1993 (as presented in detail in Section 5.8) and its activities are supported, among other ways, by Professor Edwin M. Epstein (University of California at

Berkeley) and Professor Stefano Zamagni (University of Bologna) as international advisors. The head and the researchers of the centre are also members of the Future Earth Finance and Economics Knowledge-Action Network, which focuses on improving the understanding of sustainability through the lens of business, economic, and financial systems, and their interdependencies. The Corvinus Research Excellence Award also attests to the outstanding achievements of this centre, as its founding head, Professor László Zsolnai, was the first recipient of this excellence award among senior faculty members because of four of his ERS-related papers, as listed below:

- "Economics Beyond the Self" (book chapter, published by Palgrave Macmillan)
- "Business for the Greater Good" (book chapter, published by the Centre for Bhutan Studies)
- "Franciscan Spirituality and Economics" (article published in Religions)
- "Progressive Business as Social Business Innovation" (article published in The Journal of the Maccau Ricci Institute)

As to the extent of **international ERS-related publication** activity of Corvinus faculty, in the period between 2016 and 2021 (first term) there was a steady increase. The total number of publications in this period was 522. The yearly distribution is presented in Table 9.1 below (for a sample year that lists all titles, see Appendix 9.1):

Table 9.1. International ERS publication activity (2016-21)

Publication year	Number of international ERS publications
2016	68
2017	78
2018	76
2019	94
2020	124
2021 (first term)	83

As for ERS contributions to wider society and the world of practice, the Corvinus Science Shop (CSS) is the key organizational unit (as mentioned earlier in Section 5.4). CSS promotes the approach and practices of **community-engaged research**, citizen and open science, and responsible research and innovation (RRI), as well as participatory and action-oriented research. These are all aimed at democratising science among stakeholders through science-society partnerships. With its research portfolio, CSS:

- aims to build community engagement and RRI research capacity at the university,
- generates community partnerships and community-engaged research opportunities for students and faculty,
- promotes practices of community-engaged teaching and learning, as well as the concept of science shops,
- organises and contributes to science-society events.

As a competence centre, CSS aims to embed the research methodologies it promotes into the skills and practices of Corvinus researchers and doctoral students. One component of its strategy and key goal for the coming years is to run full research projects with the inclusion of Corvinus researchers in a community-engaged manner. Planning for the establishment of the staff and capacity for this endeavour will be done in the second part of 2021, and partly through employing a full-time local or international researcher in 2022. CSS is a regular contributor to the Corvinus Research Week, one of the key means of shaping faculty research culture. Since its inception in 2017, the science shop has held open workshops at each Research Week – a total of 15. Workshops have been open to faculty, staff, and students of Corvinus, and also to community partners and other universities. So far, we have hosted colleagues from the following higher education institutions in Hungary: Budapest Business School, Central European University, the University of Debrecen, and the University of Szeged. (Further details on community-engaged research are presented in Section 5.4.)

CSS offers the opportunity for colleagues to investigate their own **teaching practices** from a **community-engaged** perspective, and promotes the pedagogical approaches of Community-Engaged Research and Learning (CERL). Important outputs are:

- a Living Knowledge Conference session in 2018 with the exploration of the RRI aspects of courses,
- an English-language issue of the Budapest Management Review edited by the Science Shop team, with six articles published in July 2021,
- a co-written article by the faculty partners of CSS that covers the voluntary-compulsory nature of community-engaged course projects, to be submitted in 2022.

Another stream includes research on the operation and i**mpacts of the Science Shop**, including

- its role in transformative learning and faculty development (Q1 article published in 2019),
- how RRI is institutionalised through the Science Shop (book chapter to be published in 2021),
- the pedagogical and social impacts of Science Shop course projects (new research starting at the end of 2021).

CSS contributes to the **science-society dialogue** by organising:

- academic events that give the public access to scientific results (such as the biannual lecture and Science Shop award ceremony during the Week of Science in November, and with programmes held during the European Researcher's Night initiative), as well as conferences that reach out to other science shops and higher education institutions,
- as well as by participating in community events (e.g. the Ráday Festival), local media (e.g. Radio9, the public radio in District 9 of Budapest)

For 2021, there is an exact indicator of growth that we can share, additional to the activities listed below, that explains and proves why the interest and motivation in ERS, and therefore the related activities and their impacts, significantly exceed those of 2017. Between 2016 and the middle of 2021, 522 research articles were published related to ERS topics. In 2016, the number was only 68, in 2020 it was almost double this (124), and by mid-2021, 83 articles had already been written about these very topics.

9.3 Community outreach activities

CSS also aims to enter the field of capacity-building for academic staff members. Upskilling faculty was the focus of **two international CSS projects**: EnRRICH and CIRCLET.

Enhancing Responsible Research and Innovation Through Curricula in Higher Education (**EnRRICH**) was a Horizon 2020 programme that operated through a consortium of 11 European science shops (2015-2018). Long-established and fledgling science shops collaborated to transform teaching practices and courses by integrating the philosophy and methodology of RRI into understanding and improving

- the research needs of community partners, and
- the support of lecturers, researchers, and students in this process.

During the three years of the project, science shop and RRI workshops and capacity-building events were available for all partners, and approximately 160 faculty members attended at least one of these. Members of the EnRRICH project were at different stages of development. This diversity and the resulting learning opportunities were organised and utilised by the project through mentoring relationships and online Community of Practice Platforms. During EnRRICH, CSS had the opportunity to present its activities to members of the European Parliament, EU project designers, and associations of HEIs.

Curriculum Innovation Through Research with Communities: Learning Circles of Educators and Technology (**CIRCLET**) is an Erasmus+ project involving a consortium of five European science shops (2019-2022). It aims at upskilling faculty members to participate in community-engaged research and learning through the following essential elements:

- the integration of online technologies
- local and international learning circles (peer learning, learning from experts and stakeholders)
- an online professional development course by TU Dublin, made available for faculty and doctoral students
- Corvinus is the lead in developing the intellectual outputs regarding how to
- redesign courses for CERL
- embed faculty and student reflection into the learning process
- organise learning circles

In the first academic year of the project, 15 of our faculty successfully completed the CIRCLET process, exceeding the number of participants of all other consortium members. The second academic year starts with 12 Corvinus participants – again, the largest group in CIRCLET – in September 2021.

CSS is a member of the Living Knowledge (**LK**) Network, an international association of science shops. This status has been reinforced by

- the opportunity to organise the most recent LK conference at Corvinus, at which attendance was better than at the previous conference (33 countries, 5 continents). The event was made accessible to universities of Central and Eastern Europe as well as to community partners, and included innovations such as our dilemma sessions, and an interactive summer school with visits to local community partners
- involvement in facilitating a workshop for the online LK Festival in 2021
- inclusion in the organisational and review committee of the next LK Conference
- various invitations to international project proposals from network members
- a request to support the establishment of a new science shop in Poland

CSS has close connections and regular interaction with more than 10 science shops in Europe and Canada, mainly as a result of international projects. It aims to be a promoter of the science shop concept in Central and Eastern Europe: workshops with a Romanian science shop (2018) and for the University of Poznan (2017), Montenegro (2019), and 11 business schools of 9 countries of the CEE Chapter of PRME (2019) pave the way for this activity. The next step is a multiplier event aimed at spreading community-engaged research and learning methodologies in CEE (2022). CSS also aims to promote international learning, thus its team has visited Wilawien Wissenschaftsladen Wien; the University of Oxford: Public Engagement with Research; and University College London: Community Research Initiative for Students. CSS members studied in the summer schools of the science shop of University of Groningen, and in the SciShops H2020 project, and were mentored by the science shop of Queens University Belfast and Technological University Dublin, which is connected to Engage, the UK public engagement network, and exchanged experience with the InSPIRES, HEIRRI, and FoTRRIS H2020 projects.

Involvement in the Advisory Board of the CIRCLET Erasmus+ project of CSS Ferencváros Community Foundation and Neurodiversity Foundation contributes to the development of processes and resources. Ferencváros Community Foundation is not only a longstanding collaborator and the recipient of the first Science Shop Community Partner Award (2019), but also a gateway to the ninth district of Budapest, where Corvinus is situated, thus represents a contact point for local organisations. More than 70 **community partners** of CSS have already received responses to their questions. In spring 2021, the following 17 organisations collaborated with CSS on course projects and thesis research – ten of them are new partners this semester:

- ArtMan Association for the Arts and Movement Therapy
- Aura Association
- BAGázs Public Benefit Association
- Blue Bird Foundation

- Change Lanes Foundation
- Envienta Hungary Association
- Ethnic Talents Nonprofit Casting Agency
- Fridays For Future Hungary
- From Streets to Homes Association
- Green Brands Hungary
- Greenpeace Hungary
- Higher Education Counselling Association
- InDaHouse Hungary
- NoBadKid – Pressley Ridge Foundation
- Northern Point of Support Association
- Pure Pearl Foundation
- Seasonal – IttaSzezon

An important aspect of community outreach activity is disseminating results, plans, and challenges within the university and to external stakeholders, including the academic and business community and wider society. In this area, Corvinus has much potential for development, but it has commenced this process by reporting on related events and issues. Some titles of pieces of news that illustrate recent **ERS-related communication** on Corvinus' website include the following:

Table 9.2. Examples of ERS topics in Corvinus news (2020-21)

By the end of the next year at least 70 percent of our processes should be paperless
Roma Cultural Influencer Training has started
International Week for Sustainability at the University of Antwerp – Applications open until November 20!
What does the university offer to students with disabilities?
The financial sector, supported by academic knowledge, for tackling the sustainability challenge
Joint Corvinus – MNB Green Finance Conference
Innovative climate strategies debated online by CEMS students
Call for papers – Central European Scientific Conference on Green Finance and Sustainable Development
Women at Corvinus – we put together the most interesting data!
The Corvinus Science Shop will become an independent, university-level competence centre
Apartment for the disabled at Kinizsi College
International Doctoral Student Conference on Sustainable Development
Sustainability and resilience in mobility (4th online conference of the Tourism Development and Research Center)
Innovation Project at Corvinus: Sustainability and Agrarian Trade for 4 million euros

9.4 Perspectives – the ERS Hub initiative

To strengthen the new mission and vision of Corvinus while meeting international quality enhancement requirements it seems inevitable that the ERS HUB should be established as an umbrella platform for integrating, coordinating and facilitating ongoing and upcoming **ERS-related activities** within the university using a **holistic approach**. All projects within the HUB (education, research, public service, governance, and operations) will contribute to the realization of CRP-IDP objectives, especially through measuring the impact of each activity. The ERS HUB will be open to all university citizens and organizational units of Corvinus and to external stakeholders, and will thereby contribute to the university-level achievement of the UN Sustainable Development Goals. The initial ERS team has already been formed by the founding members (ERS champions), since students, members of management, and faculty and external partners voluntarily joined in the first discussions in May and June 2021.

The first ERS HUB **action portfolio** has been defined for the 2021-22 academic year, the latter which may be considered a pilot period. This portfolio will include:

- implementation of accessibility policy
- measurement of Corvinus' ecological footprint
- the creation and introduction of the moral compass
- dissemination of PRME
- ERS-based syllabus revision

The Student Union has committed teams in these areas whose members are strongly motivated to make the university greener and thereby have a positive impact on society. (For example, the Green Week event organized by the Student Union described in Section 3.8.) By now Corvinus is close to forming a common vision, mission, and shared mind-set, and the Presidential Committee expressed its support of this in May 2021. If top management support is coupled with a critical mass of active participants, motivation can be sustained in the long term.

In September 2021, Corvinus is planning to form a **steering committee** for ERS HUB in order to develop the university's ERS strategy and coordinate the activities and activities of members. This will probably include members of the university leadership, Student Union representatives, and ERS champions (faculty members and students), who will be responsible for managing specific activities during academic year 2021-22.

CHAPTER 10: CONNECTIONS WITH PRACTICE

10.0 Changes since 2018 and current challenges

Corvinus has always found it important to maintain intensive connections with the world of practice. The university's leading national position provides excellent opportunities to engage in partnerships with many of the largest and most prestigious firms and institutions in the country, while ongoing internationalisation efforts open up opportunities for collaboration with inter- and multinational companies. In spite of the longstanding traditions and successes in this area, mostly thanks to the efforts of the former CBS, the development of corporate and institutional connections remains a key area of the CRP-IDP. The flexibility which has been generated by the recent institutional renewal has created a pivotal chance to boost the impact of business connections on all stakeholders, thus the institution has been intensely investing in fostering corporate relations through key projects.

A key challenge in this area was the fact that corporate connections were scattered throughout the university. To address this problem, the university established the **Corporate and Institutional Relations (CIR)** body in 2020, which reports to the president. CIR has created a new professional framework for managing these connections, successfully launched new initiatives, and started to review and renew existing agreements.

Currently, CIR employs 16 persons: five of them work on Alumni relations, and eleven work on corporate and institutional relations, assisted by six interns. Recent recruitment has significantly increased the number of CIR staff. CIR aims to be a bridge between the university and the world of practice. Its role is to facilitate the establishment and management of corporate relations, entrepreneurship and incubation, valorisation and knowledge transfer. Recently, **Alumni Relations** was also integrated into CIR with a view to utilising the synergies between alumni and business relations.

Other units are also involved in the execution of activities related to engagement with external partners. Most importantly, **Career Services** (within the Student Services Unit) plays an important role in connecting employers with students and alumni through job postings, internships, and tailored support services. Research centres and departments are also directly engaged with many of the corporate and institutional partners. The **Corvinus Science Shop** is a unique competence centre that reports to the Vice-Rector of Faculty directly, and engages mainly in 'third mission' activities. It is partnered with many NGOs and other institutions, and promotes and implements 'Community Engaged Research and Learning' (CERL) projects within the university.

10.1 Strategy related to connections with practice

Corporate and institutional relations are among the focal areas of action within the CRP-IDP, in relation to which three principles and four areas of action are defined. These principles or 'focus points' have been defined to serve as guidance principles for this area. The principles are:

- **Partnership**: dedicating more attention to our corporate and institutional partners, and developing forms of collaboration with added value for both parties
- **Value creation for students:** emphasizing that connections with practice should positively impact learning outcomes and student journeys
- **Key projects** (such as the development of Székesfehérvár Campus, and the planning of the Ménesi Campus): these represent Corvinus's aspiration to enable and foster the implementation of large-scale projects in cooperation with corporations and not-for-profit partners that have an impact on its wider environment

Four areas of action have also been defined by the CRP-IDP to channel the university's efforts to achieve the intended goals:

- develop a **network** of strategic partnership with key corporations and institutions
- offer **tailored** academic service **packages** to partners
- support the **incubation of ideas** from academia into projects
- initiate university-wide **innovation** projects with business partners

Recently, relations with the world of practice were also intensified through the involvement of experienced professionals in the operation of the university. Following the renewal process, **highly experienced professionals from the world of practice** joined the management of the university and the Board of Trustees of MUC Foundation, bringing their valuable practical knowledge to strategic decision-making: the current CEOs of the two largest corporations in Hungary (MOL Group and WizzAir), the executive director of the International Monetary Fund, the current state secretary of the Ministry of Innovation and Technology, and the former minister of foreign affairs are members of the Board of Trustees. Likewise, the president of the university also has a valuable practical background as a former managing director of different CE country offices of McKinsey & Company for two decades. In the renewed university organization, more emphasis has been placed on recruiting experts with practical experience to the support and administration units – for example, in the key positions of HR, Student Services, Communications, and CIR.

In the coming years, a key project will be implemented, opening up new opportunities for deepening corporate and institutional relations. The MUC Foundation has acquired a property with former university buildings located in an excellent green location less than 1000 meters from the main Campus, where educational facilities and new dormitories will be built (the new **Ménesi Campus,** detailed under Section 10.3).

10.2 Customer orientation

Employers. The main orientation towards the world of practice is based on teaching: The university focuses on establishing and maintaining connections with the **future employers** of students. This is a simple principle, but it defines the sectoral / thematic differentiation which keeps the focus on the business relations which are crucial to our programmes and students. Most of the main employers of the university's students have been partners of the university for some time, and CIR is reviewing the partnership agreement portfolio of Corvinus. Career services and the alumni community are also relevant sources of knowledge about employers, enabling Corvinus to monitor changes in the world of employers through these connections.

The ongoing development of the **alumni information system** will provide even more up-to-date and complete data to help with orientation in this area. Currently, there are 5000 alumni in the database, but the university intends to raise this number significantly. In the fall of 2021 a campaign will be launched to reach alumni who are not registered. Within this new system, alumni will be able to network with each other and the university will also have better opportunities to reach out to them. The alumni community is a key asset in relation to building connections with practice. On the other hand, the societal impact of the university will become more tangible through alumni members employed by not-for-profit institutions.

Thematic / sectoral orientation. A secondary orientation is related to **applied research,** as Corvinus seeks to nurture joint projects with corporate and institutional partners. Some organizations are important from the perspective of research and societal impact, even if they are less relevant from an employment perspective. These connections are handled by research centres with a thematic / sectoral focus, and institutes.

Relations with SMEs and entrepreneurs are addressed differently than relations with large institutions and corporations through the operation of CIR, as **large firms and SMEs are differentiated**. SMEs are handled by different key account managers, as their needs and the related opportunities are different. They are seen as cardinal partners, and the university finds it critical from a societal perspective not to focus only on larger firms. It is also pivotal to prepare our students to work in SMEs, or to become entrepreneurs themselves.

The activities of CIR in relation to customers are concentrated in the four areas, as delineated in Table 10.1.

Table 10.1. Main activity areas of Corporate and Institutional Relations

1. Cooperation with the business sector	2. Improving educational collaborations
▸ Establishing connections and working out agreements ▸ Finding sponsorships for events and case study competitions ▸ Organising networking events (e.g. Corporate Conference)	▸ Channelling feedbacks from practice into education ▸ Bringing corporate projects into education (e.g. case-studies) ▸ Assisting connection-building related to dual-education and internships
3. Technology transfer, commercialization	**4. Project incubation**
▸ Supporting collaborative research and innovation ▸ Connecting firms with the institutes and research centres ▸ Organising start-up competitions, participation in the mentoring system	▸ Monitoring of RDI grant calls where collaboration between HEIs and firms is required ▸ Elaborating grant applications, initiating projects related to RDI

10.3 National links to the world of practice

Corvinus' national links to the world of practice are extensive because the Budapest agglomeration is the most developed industrial district in the country, and given the geographical dimensions of Hungary it is relatively easy to establish forms of business cooperation with partners in other regions. Székesfehérvár Campus is in a similarly advantageous position due to its location in one of the most developed business areas of Hungary, providing solid ground for corporate connections, especially with regard to dual training.

The extent to which Corvinus connects with national employers is reflected in the excellent **employability statistics** of its alumni. LinkedIn data enabled an analysis through which we calculated estimates of the share of Corvinus alumni at larger companies in Hungary, and compared the figures to those for the alumni of domestic competitors. The tables from this LinkedIn analysis are included in the Annex.

The results (*see Table 10.2*) reflect the fact that our alumni have a very strong presence in the finance, accounting & audit, management consulting, and energy sectors. In some leading firms (or in the case of international companies, in their Hungarian offices), over 30% of employees are Corvinus alumni: this is the case for the Central Bank of Hungary, Boston Consulting Group, McKinsey & Company, Deloitte, and EY. Corvinus graduates also make up the largest share of employees at other prestigious corporations such as Blackrock, Morgan Stanley, Citi, OTP Bank, KPMG, PWC, Accenture, MOL Group, MVM, Vodafone, and all major insurance firms. These results are in line with informal feedback about the employability of Corvinus students.

Table 10.2. Corvinus Alumni – LinkedIn comparative data, October 2020 (compiled by Corvinus)

The ratio amounts where Corvinus graduates are highest in number are given in bold.

		Proportion of competitor universities' alumni out of the total number of employees				
Corporation	Number of employees on LinkedIn (in Hungary)	Corvinus	Budapest Business School	Budapest Univ. of Technology and Economics	Central European Univ.	Eötvös Loránd University
Accenture	295	14.2%	6.8%	18.3%	1.4%	10.5%
Aegon	725	**9.5%**	4.1%	5.4%	0.0%	6.6%
Allianz	312	**9.0%**	2.6%	5.8%	0.3%	5.1%

Corporation	Number of employees on LinkedIn (in Hungary)	Proportion of competitor universities' alumni out of the total number of employees				
		Corvinus	Budapest Business School	Budapest Univ. of Technology and Economics	Central European Univ.	Eötvös Loránd University
Auchan	472	**5.1%**	4.2%	3.2%	0.4%	3.0%
BlackRock	645	**15.5%**	7.6%	12.6%	5.1%	12.2%
Bonafarm Group	174	**9.8%**	4.0%	5.2%	0.0%	4.0%
Bosch	3,700	4.4%	5.2%	29.7%	0.1%	4.7%
Boston Consulting Group	85	**34.1%**	5.9%	5.9%	2.4%	11.8%
Citi	2,100	**14.6%**	8.2%	7.0%	1.5%	8.0%
Continental	1,300	2.9%	2.5%	16.5%	0.0%	2.8%
Daimler AG & Mercedes-Benz	450	3.6%	3.1%	6.7%	0.2%	2.7%
Deloitte	271	**31.4%**	10.7%	10.0%	1.8%	8.9%
Diageo	1,200	**19.0%**	18.5%	6.4%	0.4%	7.1%
Ericsson	1,600	3.6%	1.2%	31.9%	0.2%	14.9%
Erste	996	**13.0%**	7.9%	5.2%	0.8%	5.0%
EY	741	**30.5%**	12.4%	6.5%	0.7%	11.6%
HP & HP Enterprise	727	3.6%	1.7%	5.5%	0.1%	5.0%
KPMG	219	21.0%	9.6%	8.7%	0.5%	8.7%
Central Bank of Hungary	528	**38.6%**	4.9%	7.0%	3.8%	10.6%
Hungarian Suzuki	198	3.5%	8.1%	6.1%	0.0%	2.0%
Hungarian Telekom	2,400	8.8%	4.4%	10.1%	0.3%	5.2%
Market Construction	120	7.5%	5.8%	30.8%	0.0%	3.3%
McKinsey	130	**43.8%**	3.1%	10.8%	7.7%	5.4%
Microsoft	339	10.6%	6.2%	16.8%	1.2%	5.6%
MOL Group	1,900	**18.3%**	5.5%	12.4%	0.8%	8.3%
Morgan Stanley	1,800	**22.8%**	7.7%	16.3%	3.7%	15.1%
MSCI	409	17.1%	7.3%	18.8%	1.7%	12.2%
MVM Group	584	**18.5%**	4.8%	14.6%	1.0%	5.8%
NN Insurance	399	**15.3%**	5.5%	4.3%	0.5%	8.3%
Nokia	2,000	7.4%	7.0%	16.3%	1.0%	12.2%
OTP Bank	2,600	**17.0%**	6.2%	6.8%	0.5%	6.8%
PWC	298	**23.5%**	8.1%	6.4%	0.3%	8.1%
Richter Gedeon Nyrt.	1,300	5.8%	2.5%	15.2%	0.2%	8.5%
Samsung	378	4.5%	5.8%	4.8%	0.0%	2.6%
Sanofi	794	7.6%	4.7%	15.9%	0.4%	5.5%
SAP	1,000	12.0%	8.5%	16.6%	0.1%	9.2%

Corporation	Number of employees on LinkedIn (in Hungary)	Proportion of competitor universities' alumni out of the total number of employees				
		Corvinus	Budapest Business School	Budapest Univ. of Technology and Economics	Central European Univ.	Eötvös Loránd University
Siemens	714	4.9%	3.8%	21.7%	0.0%	3.6%
Telenor	1,000	**8.5%**	3.0%	7.5%	0.0%	5.1%
Tesco	953	**8.2%**	3.6%	3.3%	0.0%	3.9%
Vodafone	2,600	**13.8%**	9.2%	8.7%	0.5%	9.0%
Waberer's	378	6.9%	9.3%	2.6%	0.3%	2.9%
Wizz Air	522	**8.8%**	4.6%	8.2%	0.4%	6.9%

However, engagement with the world of practice can take different forms, and national partners can be involved in education and career services. In Table 10.3 we present an overview of the different activities through which corporations and institutions can connect to various projects of the university.

Table 10.3. Forms of engagement with the world of practice

Education	Career services & events
Offering positions for internship programmes	Job postings on online platforms
Offering positions in dual education	On-campus employer branding and recruitment activities
Consultation and mentoring for thesis and course projects	Participation in the Corvinus Career and Business Festival
Participation in programme development committees and examination boards	Involvement in the production of career support materials for students
Guest lecturing, company visits and case study competitions	Participation in networking events and conferences

The above options are available to all partners, and the level of engagement depends on individual agreements. CIR assigns a key account manager to each partner who can assist with figuring out the optimal form and level of engagement. CIR has recently taken up the coordination of national corporate and institutional links, and has already established or renewed agreements with around 100 partners, including with MOL Group, Bosch, Audi Hungary, Mercedes-Benz Hungary, and WizzAir. Table 10.4 contains a list of these partners.

Table 10.4. Corporate partners with whom Corvinus has active agreements (as of May 2021)

AEGON Insurance	Celanese IP Hungary	ExxonMobil Hungary
Allianz Hungary Insurance	Citibank Europe	EY
Alpine	Coca-Cola HBC Hungary	GE Hungary
AUDI HUNGARY	Cognizant Technology Solutions Hungary	GlaxoSmithKline
Bank of China (CEE)	Concorde Securities	GRUNDFOS Hungary
Bayer Hungary	Continental Automotive Hungary	GÜNTNER Group

BCG-Boston Consulting Group	Deloitte	HANKOOK TIRE Hungary
BDO Solutions Hungary	Deutche Telecom IT Solutions	HAUNI Hungary
BEIERSDORF	DEUTSCHE LUFTHANSA	HELL ENERGY Hungary
BlackRock	Deutsche Telekom	Henkel Hungary
Bonafarm	Diageo	Hewlett-Packard
BOSCH	Egis Pharmaceuticals Plc	Huawei Technologies Hungary
Bravogroup Holding	EPAM Systems	IBM Hungary
Bridgestone Tatabánya	Ericsson	IFUA Horváth & Partners
BT ROC	ERSTE BANK HUNGARY	K&H Bank
Knorr-Bremse	McKinsey & Company	Procter & Gamble Hungary
KONE Hungary	Media Markt	PwC
KPMG	Mercedes-Benz Manufacturing Hungary	Raiffeisen Bank
KUKA Hungary	Microsoft Hungary	Rail Cargo Hungary
Kühne & Nagel	MOL Group	Richter Gedeon Pharmaceuticals
Le Bélier Hungary	Morgan Stanley	ROCHE
LeasePlan Hungary	MSCI	Samsung
LEGO Manufacturing Hungary	Nestlé Hungary	SANOFI-AVENTIS
TEVA	NN Insurance	SAP Hungary
Thyssenkrupp Materials Processing Hungary	NNG Software	Sberbank Hungary
Unilever Hungary	Nokia Solutions and Networks	Schneider Electric Group
L'OREAL Hungary	Novartis Hungary	SGS Hungary
Lufthansa Technik Budapest	Oracle Hungary	Shell Hungary
Hungarian Telekom	OTP Bank	Tata Consultancy Services
Mastercard Europe SA	Pfizer Pharmaceuticals	Telenor Hungary
Vodafone Hungary		
WABERER'S INTERNATIONAL		
WizzAir Hungary		

The above list only contains those firms who cooperate with the university in the form of cooperation agreements managed by CIR, thus does not contain those companies that advertise job postings or offer internship opportunities. The number of firms that have signed internship agreements with the university is greater than 800.

Corvinus considers it a priority to organise **networking events** with corporations, SMEs, and public institutions. In September 2020, CIR organised the first **Corporate Conference** with the attendance of 58 large corporations, 28 SMEs, and 6 public institutions. The keynote speakers were prominent representatives of the Hungarian RDI field, including Dale A. Martin (CEO of Siemens Hungary), Oszkár Világi (MOL Group Executive Vice-president for Innovative Businesses and Services), Tibor Gulyás (Deputy State Secretary for Innovation), and Zoltán Birkner (President of the National Research, Development and Innovation Office). The conference represented a unique opportunity for corporations to connect with the faculty of the university and each other. The second conference is scheduled to take place in October 2021.

Corvinus is also active at facilitating **thematic conferences**. A good example is the SKEOF Conference, the Forum of Sports Business Researchers and Professors, which was organised for the fifth time in January 2021.

The event brings together researchers and executives of sports management firms, and was a remarkable opportunity for sectoral networking.

The new flagship project, **RDI and start-up incubation,** is meant to foster technology transfer and advance cooperation with local innovators, thus the university will build a new space dedicated to collaborative RDI **at the Ménesi Campus**. This includes a coworking space with 50 desks, offices for start-ups and project teams with 35 additional desks, a lean laboratory, and another lab for digital simulations, as well as a new media studio. These will be concentrated on the same floor in one building of the new campus. The new venue will create the opportunity to bring start-ups physically to the university, and to support innovative projects and spin-off initiatives more extensively. Bringing together talent in one space can foster the development of new innovative projects. This RDI space will not be isolated as the new campus will consist of educational and office areas, housing for students and professionals, as well as recreational services. Ménesi Campus is in an excellent location within Budapest: it is situated in a green area lined with historic villas, has great views over the city, and is within walking distance from the city centre where the main campus is located. The inspiring environment, the access to spaces and services, and the concentration of talent should make the choice of the campus attractive to start-ups as a first office. With this new project, Corvinus can become an important local hub of innovation activity. Currently, the architectural planning of the refurbishment is in progress, and the new campus is planned to open in 2023.

10.4 Ethics, responsibility, and sustainability

Corvinus is committed to engaging with partners from civil society to promote ERS-related causes and provide opportunities for students to connect with the world of not-for-profit organizations. Our flagship initiative in this area is the **Corvinus Science Shop** (hereinafter: CSS), which aims to connect the university with local society. CSS deals with relevant challenges of NGOs, social entrepreneurships and communities and connects them with students and faculty in order to create joint projects. CSS already has close to 40 partners, which are mostly local, and some international NGOs. It provides four ways to link civil projects with teaching and research: (i) coursework projects, (ii) thesis opportunities, (iii) extensive research projects, and (iv) community-engaged learning. CSS has its own advisory board, which includes two members from local NGOs. It is a successful initiative rooted in the former CBS, and in recognition of its achievements it was promoted to an institutional competence centre in early 2021.

Corvinus also participates in other **ERS-related projects** in which faculty collaborate not just with other universities but also with members of civil society. A good example is the equal-opportunity-related *Ifempower* project. Within this international initiative, Corvinus is a member of the consortium in which some members and activities are directly linked to the world of practice. Ifempower aims to promote female entrepreneurship and also reaches out to female students of the university. Székesfehérvár Campus also hosts some pertinent initiatives which aim to deepen the connection of the university with the local community. The "EFOP 3.6.1" Intelligent Specialisation project received nearly 1 million EUR in funding from the EU Cohesion Policy grant to implement research projects which promote the development of the *Central Transdanubia Region*. The project focuses on the commercial, civic, and public service networks of the region, and brings together the research community of the university with institutions of the region.

10.5 International links to the world of practice

The international dimension of connections to the world of practice is an area where Corvinus has not yet achieved as much as it has nationally. However, in line with the university's intense efforts to become more international, we have engaged in new activities which are important for establishing more connections with international corporations and institutions. We are also making efforts to strengthen our pre-existing international connections and initiatives.

Corvinus has taken important steps towards the **internationalisation of the EMBA and MBA** programmes, which also serve as important links to the world of practice. The Executive MBA programme has undergone major renewal. The EMBA is now offered as a **joint double-degree programme** by Corvinus, SEED, and the Maastricht School of Management (MSM). This is also an important step forward in terms of developing more international links to the world of practice. Both the faculty and the students involved in this renewed EMBA programme represent different nationalities, and have backgrounds in different industries. The collaboration with SEED and MSM helps to broaden the international network of Corvinus and can also attract more international EMBA students. The **Fudan – Corvinus Double Degree MBA – Finance** is also an important new

programme which further develops international links to practice. Our partner in this collaboration, Fudan University, is among the most prestigious Chinese universities, and the initiative was also supported by the Central Bank of Hungary.

The university has also launched with other universities the **Danube Cup Start-Up Competition**. German, Austrian, and Serbian universities are involved alongside two Hungarian institutions, making the competition an excellent opportunity for intensifying international relations (our partners are the University of Belgrade, the Technical University of Vienna, the University of Passau, the University of Linz, OTH Regensburg, the Vienna University of Economics and Business, and the Budapest University of Technology and Economics). Danube Cup 2021 supports the commercialization of the R&D achievements of university labs. The competition showcases student-created, managed, and owned ventures. It accepts teams that have already undertaken market research for their ideas at least locally and have an international perspective for their start-ups. Competitors receive expert feedback, coaching, and a wide range of prize packages that help them to grow their businesses.

Corvinus traditionally maintains intense connections with major **Budapest-based multinational companies** – most notably, MOL Group, OTP, and WizzAir. These corporations started in Hungary, and over time have become decisive international players in the region, with an increasingly international workforce. Budapest has also become an important location for the **Global Service Centres of multinational corporations**, and cooperates with many of these important employers. Notable examples include BlackRock, Morgan Stanley, and Exxonmobil. These shared service centres differ from the local branches of multinationals as they offer services to the branches of multinationals of other countries around the world. They employ an international workforce locally, and provide better international career prospects to young employees. These centres have become major employers for our graduates, as some of these offices have 1000+ employees in Budapest. Corvinus maintains close cooperation with global financial firms such as Citi, and with important firms in other sectors – for example, with Diageo Business Services. Maintaining and strengthening collaboration with these global service centres remains a priority, as they offer excellent opportunities to our international students as well.

Before the COVID-19 pandemic, the **Corvinus Career Forum** started to generate more and more international attention. Foreign firms such as Mondolez and Microsoft started to approach the university to offer job opportunities abroad to our students and alumni. Moreover, in a few cases foreign companies approached the university before they had made investments in Hungary to obtain information about the availability of a professional workforce. The pandemic put a halt to this trend, but we expect it to resume over time, and we are prepared to welcome foreign companies back to our career events. The tradition is also for the **CEMS** network to hold its annual **career forum** on our campus. This process was also disrupted by the pandemic, but we will hopefully welcome this event back in the coming years. This event, and the entire **CEMS corporate network,** contribute greatly to the international embeddedness of the university.

Actively participating in chambers such as the **American Chamber of Commerce** in Hungary (AmCham) is also a vital part of the university's engagement with international corporations. AmCham is one of the most influential and trusted business organizations in the country, representing local and international business interests since 1989. Our Centre for German-speaking programmes, DSG, is also a member of the DUIHK, the **German-Hungarian Chamber of Commerce and Industry**. The DSG also has its own Advisory Board with the participation of notable German companies, such as Audi, BASF, Robert Bosch, IFUA Horváth and Partners, Mercedes-Benz Manufacturing, Ringier Axel Springer, and SAP.

10.6 Impact of Connections with the world of practice on and by Corvinus

A significant driver of the university's connections with practice is the desire to **create value for students**, which can be achieved by bringing together teaching with the corporate world. Joint research projects and the involvement of professionals and case studies in teaching are crucial to this end. In the course of the renewal of the programmes, as mentioned earlier in Chapter 2, Corvinus puts great emphasis on involving employers and alumni to better align our programmes with the demands of the labour market. Representatives of corporations and institutions are also involved in the development of career support materials to provide practical information to our students in relation to career decisions. Connecting faculty with the business world has a positive impact on both education and research. Institutes and faculty members are encouraged to create and maintain active relations with the practice related to their field. The institutes are required to report on these activities of their faculty members in their yearly performance plans and reports. The extent to which such connections with practice impact our education and create value for our students is captured in the large number of dual training **apprenticeships** (*See Table 10.5).*

Table 10.5. Number of dual apprenticeships

	2017/18	2018/19	2019/20	2020/21
Number of students enrolled in dual programmes	35	43	45	23

As reflected in the numbers, this new type of training is attracting more and more students each year, but there was a decline in the numbers for the last academic year – perhaps due to the pandemic.

During term time, employers have the opportunity to engage in employer branding and **recruitment** activities on Campus and also via the electronic communication channels of the university. Hundreds of job and internship opportunities are advertised every year on these different platforms (e.g. website, newsletter, on-campus advertising; see Table 10.6). The upward trend that characterized the period between 2017 and 2019 reversed in 2020 due to the pandemic, but in line with the figures for the first term of 2021 it is realistic to expect that the pre-pandemic trend will be re-established.

Table 10.6. Number of job postings and internship advertisements

	2017	2018	2019	2020	2021 – Term 1
No. of job and internship postings	150	230	280	195	140

Corporate and institutional partners can also consult with the career office to obtain advice about how their activities can best reach students, and to obtain customised services from the university. The career forum of the university, known as the *Corvinus Career and Business Festival*, is well attended – every year at least 50 employers participate in the event. For Corvinus, the main impact of these relations is the incorporation of practical knowledge into teaching and learning activities, whereas for corporations the advantage lies in attracting quality career starters to their sectors.

10.7 Perspectives – Actions and KPIs

Within the CRP-IDP, specific activities have been formulated and KPIs assigned for the coming years in relation to the further faculty development. (These are summarized in *Table 10.7*). The **monitoring report** on the first six months' progress in 2021 identified the following main improvements and challenges: the strengthening of the Corvinus network with business partners has continued in 2021 (7 new contracts signed in 2021). The activity of Corporate and Institutional Relations is centred on grant applications. Of the HUF 1.5 billion income due from the corporate cooperations HUF 40 million have been realized so far, and it is a great challenge for the second part of the year to significantly raise this amount. At the end of 2020 the Corvinus Alumni Newsletter has been relaunched with an outstandingly high (50-70%) opening ratio. The Corvinus Alumni Ambassador Network has been established (with more than 50 Hungarian and international members). In June 2021 the Hivebrite digital platform was launched for alumni networking. The number of former students registering with the alumni community is going according to plans (yearly target 10,000, currently registered: 5,000).

Table 10.7. Connection with practice related actions and KPIs (2021-24)

Areas	Actions	KPIs
Strategic partnerships	▸ extend the network of strategic partners ▸ involve the largest and most innovative companies Number of large corporate partners	Number of large corporate partners (cumulated) ▸ 2021: 22 ▸ 2022: 28 ▸ 2023: 33 ▸ 2024: 37 Number of SME partners (cumulated) ▸ 2021: 45 ▸ 2022: 60 ▸ 2023: 80 ▸ 2024: 95
Sales activity	▸ sell services to corporate and not-for-profit institutional partners ▸ making a three-level value proposition (gold, silver, bronze)	Funds from corporate collaborations (HUF bln) ▸ 2021: 1,5 ▸ 2022: 2,6 ▸ 2023: 3,5 ▸ 2024: 4,8 Income from not-for-profit institutions (HUF bln) ▸ 2021: 0.13 ▸ 2022: 0.15 ▸ 2023: 0.18 ▸ 2024: 0.20
Székesfehérvár Campus	Extend ▸ the number of dual training partners ▸ the number of other corporate and institutional partners	Dual training partners (cumulated) ▸ 2021: 24 ▸ 2022: 28 ▸ 2023: 32 ▸ 2024: 36 Other corporate and institutional partners (cumulated) ▸ 2021: 4 ▸ 2022: 8 ▸ 2023: 12 ▸ 2024: 16