University of Pécs
Faculty of Business
and Economics

STRATEGY

2026-2030

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OVERVIEW OF THE LAST STRATEGIC PERIOD

Trends of the previous strategic period (2022–2026) expressed in figures

The University of Pécs, Faculty of Business and Economics (UPFBE) published its strategy for the period 2022–2026 in June 2022. This document clearly shifted the focus from quantitative growth to qualitative improvement, placing emphasis on development that is measurable and visible at the international level. By the end of the 2010s, the School had reached the limits of quantitative growth. Further expansion of student numbers or the programme portfolio could therefore no longer be an objective, as neither the available infrastructure nor the size of the existing academic staff allowed for it, and the change of the governance model implemented in the summer of 2021, together with the long-term financing agreement concluded in this context, did not designate extensive growth as a strategic direction for the School either.

Accordingly, while maintaining the key characteristics underpinning previous successes (efficiency, performance orientation, loyalty, alignment with international quality standards, and adaptability), the School sought to develop its operations and service quality in a manner that would generate measurable impact – consistent with the institution's mission and with the role assigned to it by the University's new owner, the Universitas Quinqueecclesiensis Foundation (UQF) as "the engine of the region" – primarily in the Southern Transdanubian region and, secondarily, in the wider environment. The key to this was identified in the continuous improvement of the quality of inputs (students, academic staff, physical infrastructure, institutional network) as well as of activities, the "production process" (education, research, cooperation with the corporate sector, international institutional partnerships), with international quality standards applied by leading Western institutions serving throughout as the guiding reference.

The table below illustrates the trends of the four-year strategic period by means of selected key indicators (based on data from the last full fiscal years preceding the beginning and the end of the period – 2021 and 2025, respectively):

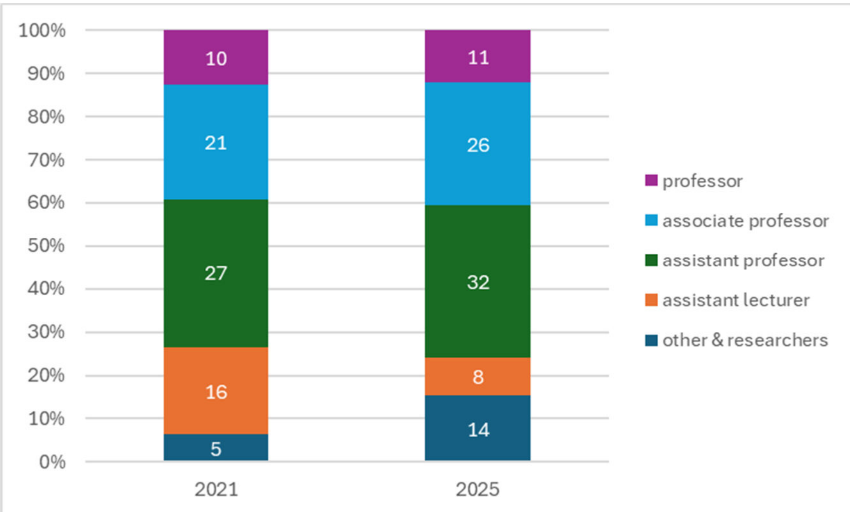
Indicator	2021	2025	Change (%) (2021→2025)
State funds (m HUF)	917	2 398	+162%
Own revenues (m HUF)	720	954	+33%
Total revenue (m HUF)	1 637	3 352	+105%
Salary expense (m HUF)	904	1 967	+118%
Number of students	2 579	2 541	-1%
Number of faculty	79	91	+15%
** incl. teaching faculty:*	*75*	*83*	*+11%*
** incl. researchers:*	*4*	*8*	*+100%*
Number of administrative staff	26	30	+15%

UPFBE's selected indicators and their change between 2021 and 2025

The data indicate the following:

- In line with the provisions set out in the strategy for the period 2022–2026, the School's student numbers remained practically unchanged (–1%). In terms of internal composition, state-funded students represent a significant majority.

- As a positive consequence of the change of the governance model, state funding allocated to the School increased substantially, to more than two and a half times its previous level (+162%), while own revenues generated from self-financed students and from other activities also increased – primarily as a result of higher semester tuition fees and the growth of revenues from other sources (external commissions, grants) – to a more moderate but still significant extent (33%). Overall, during the period the School more than doubled its total annual revenue (+118%).
- One of the School's most important success factors is efficiency; at the same time, the situation observed at the beginning of the strategic period, which was stretching the capacity of human resources to their limits, could be eased, supported by dynamic revenue growth. Over the period, the total academic staff increased by 15%, within which the number of teaching staff rose by 11%. Another component of this growth was the doubling of staff employed exclusively in research positions (i.e. performing no teaching duties at all), from 4 to 8 persons, whose performance contributed significantly to the achievement of objectives aimed at increasing publication output. At the same time, the number of administrative staff also increased by 15%. With the current number of employees, the School – continuing to rely on the outstanding workload capacity and efficiency of both academic and administrative colleagues – is able to fulfil all of its tasks, and no further increase is justified looking ahead. The internal structure of the faculty developed as follows:



Change of the internal structure of the faculty from 2021 to 2025

The most important result is that, by the end of the period, the number of professors was increased by one compared to the baseline value, and an increase can also be observed in the number of associate professors. Some reallocation can be seen between assistant professors and assistant lecturers, in the direction of the assistant professor category. The primary reason for this is the expansion of the new doctoral system, as a result of which newly appointed assistant lecturers enter employment after completing the doctoral coursework, immediately prior to the start of the degree-awarding procedure, and spend only one to one and a half years in this position before advancing to assistant professor. The increase in the "other" category is attributable to the growth in the number of researchers and vocational instructors.

- While maintaining its previously pursued incentive policy, the School devoted the maximum possible resources to the financial recognition of colleagues' performance. This took the form of multiple salary increases, in some cases amounting to as much as 20–25% per occasion, as a result of which the total salary expense in 2025 was 118% higher than in 2021 – significantly exceeding even the growth in revenues. This represents a substantial increase even when taking into account the high inflation experienced during certain periods of the strategic cycle, primarily in the 1-2 years following the COVID pandemic and the outbreak of the Russian–Ukrainian war.

Key achievements attained during the period

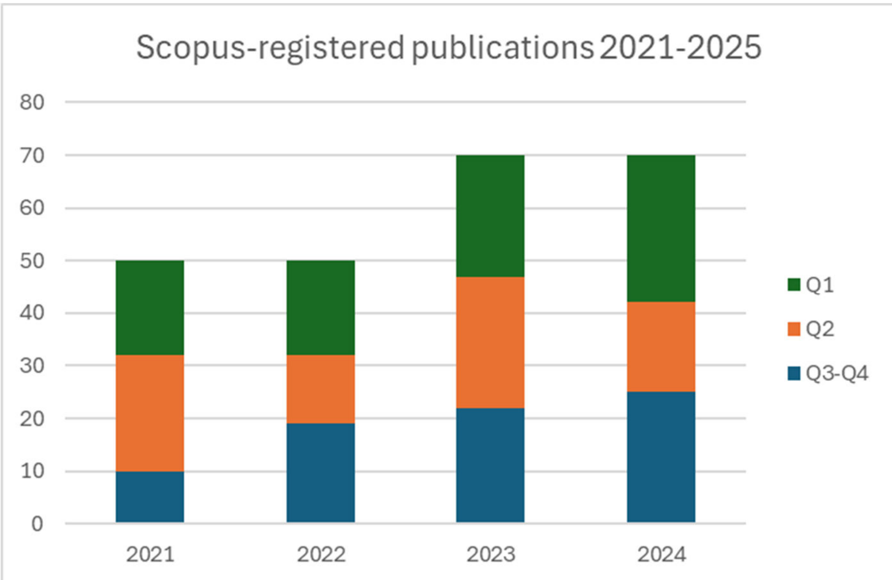
During the four-year period between 2022 and 2026, the School achieved a number of highly significant professional and academic results. The most important of these are as follows:

- ***International accreditation achievements:*** The "EFMD accredited" programme accreditation awarded in 2020 for a period of three years to the BSc in Business Administration and Management programme was successfully retained in 2023, with the organisation extending the accreditation for a further five years. Immediately thereafter, the School also submitted its application for programme accreditation of the MSc in Management and Leadership programme, which was granted in December 2024 for a period of three years. As a result, the School attained a distinguished position in the domestic market, becoming the only Hungarian institution to hold EFMD programme accreditation simultaneously at both Bachelor's and Master's level. Also during the 2022–2026 strategic period, the School obtained the Business School Impact System (BSIS) label from EFMD, which provides a foundation for the systematic measurement of the impact generated by its activities. Building on these achievements, the School's strategic focus – alongside the intention to retain programme accreditations – has shifted towards institutional accreditations, with the acquisition of both relevant institutional accreditations (EQUIS and AACSB accredited) now realistically set as long-term objectives.

- ***Development of the regulation of operational processes:*** In a number of areas, previous regulations were replaced by new regulations reflecting changes in the environment, while in other areas – for which no written guidelines had previously existed – the first comprehensive regulatory frameworks were developed. Among these, the following merit particular mention:
    - *Renewal of the Performance Evaluation System (PES):* The PES was updated in 2022 and further fine-tuned in 2023, resulting in a more comprehensive assessment of individual performance than previously. The system was expanded to include a detailed evaluation of science organisation and World of Practice (WoP) activities, its scope was extended to cover researchers in addition to teaching faculty, and a faculty classification system relevant for international accreditations was introduced.
    - *HR Strategy:* Following the promulgation of the School strategy, the HR Strategy was developed as a standalone document, which, among other things, sets out the School's principles regarding the recruitment, management and support of the workforce, as well as the provision of succession and talent pipeline development.

- *Update of the Research Motivation System (RMS):* The RMS was updated through the incorporation of the latest scientometric principles and expectations; the revised regulation also establishes a direct linkage and interoperability with the Performance Evaluation System (PES).
- *Communication and administrative protocol:* In order to establish unified external and internal communication and to increase the efficiency of internal administrative processes, the School leadership developed and promulgated the School's communication and administrative protocol.
- *Update of the Code of Ethics:* In response to the cultural diversity observed in the international programmes offered by the School, and based on feedback from teaching faculty and students, the Code of Ethics was updated and expanded.
- *Adoption of artificial intelligence guidelines:* In February 2025, the School was among the first to develop and publish guidelines governing the use of artificial intelligence.

- ***Enhancement of research performance:*** During the 2022–2026 period, the number of publications authored by the School's teaching faculty and researchers in international journals increased significantly, as illustrated by the diagram below:



Development of the School's publication output between 2021 and 2025

The significant research funding awarded under the Thematic Excellence Programme (TEP) played a major role in this success, as it enabled the establishment and operation of research groups involving numerous teaching faculty as well as full-time researchers, which delivered strong and tangible results.

- ***Development of the World of Practice (WoP) area:*** During the examined strategic cycle, significant progress was made in the integration of the World of Practice. The number of corporate partners grew dynamically. Events originally organised at School level in this area (iExpo, Hackathon) expanded to the university level. The expertise present within the corporate partner network became an integral part of both curriculum-based classroom teaching and extracurricular activities. In addition to professional support, these partners also provided substantial financial contributions, primarily in the form of room sponsorship, partial coverage of the costs of professional events, and the provision of scholarships. In order to express the attachment of corporate professionals to the School, the Executive Fellow distinction was established, which has since been awarded to nearly twenty corporate colleagues. Furthermore, two sub-departments were established in cooperation with corporate partners (the MBH Fintelligence Sub-Department within the Department of Finance and Accounting, and the Prohuman Sub-Department within the Department of Leadership and Organizational Sciences).

- ***Stronger stakeholder engagement:*** In order to ensure that stakeholder needs and feedback are more effectively incorporated into decision-making processes, the School first established the International Advisory Board (IAB), followed by the Department Advisory Boards (DABs), and, drawing on the chairs of these bodies, the School Advisory Board (SAB). These bodies meet twice a year, and their feedback provides significant support to the School leadership in achieving strategic objectives.
- ***Preservation and development of educational and research infrastructure:*** It can be confidently stated that the School's educational and research infrastructure – also thanks to significant developments implemented during previous dean's terms (e.g. replacement of windows and doors, renovation of the air-conditioning system) – is of international standard. During the 2022–2026 period, in addition to regular maintenance and asset-preservation works, further substantial developments were successfully implemented. These notably include classrooms and community spaces renovated by corporate partners (the Viapan Lounge, as well as the EY, Prohuman, Holcim and Lidl rooms, and the Fintelligence room renovated by MBH Bank in line with the company's rebranding), as well as the courtyard renovation completed in 2025, which provides a spacious and pleasant community space for both students and teaching faculty.
- ***Support for students, student organisations and events:*** The School ultimately exists for its students; accordingly, throughout the concluding strategic period, we sought to support our students in every possible way, utilising the maximum of our financial resources. By transforming the former Alma Mater Scholarship Programme, we established the Alma Mater Comprehensive Learning Incentive Programme, which had a measurable positive impact on student progression and dropout rates at the School. In addition, in 2025 we launched our Career Start Programme, which enables first-year students who could not reach a state-funded place to commence their studies free of charge through the financial contributions of our corporate partners. We also regularly provided financial support to student organisations (e.g. student clubs) and events (case study competitions, honours college meetings), while the CareerSpot supported students in overcoming the challenges ahead of them through student coaching services and training programmes.
- ***Development of the programme portfolio:*** During the period, the programme portfolio underwent continuous development, modernisation and expansion. First, in 2023, the Master's curricula, and subsequently, in 2025, the Bachelor's curricula were comprehensively renewed. The updated curricula respond to new challenges (digitalisation, artificial intelligence, sustainability and ethical considerations), offer opportunities for specialisation in narrower fields through dedicated tracks, and – particularly at Master's level – provide much stronger support than before for the acquisition of corporate experience and for the recognition of professional experience

through credits. The programme leader function previously applied only in international programmes, as well as systems measuring programme quality and the effectiveness of student progression (Intended Learning Outcomes [ILO], Assurance of Learning [AoL]), were extended to Hungarian-language programmes as well. In addition, thesis requirements were revised in response to the increasing prevalence of artificial intelligence. Within the programme portfolio, postgraduate specialist trainings developed in response to corporate needs were strengthened, including programmes offered in hybrid and fully online formats, and micro-credential programmes aligned with new expectations also emerged and began to develop rapidly.

Fulfilment of the strategic objectives set for the previous period

The School strategy for the 2022–2026 period defined a total of five main strategic objectives and, in connection with these, 14 Key Performance Indicators (KPIs). These objectives and KPIs were as follows:

- *Objective 1: Development of the teaching faculty*
    - *KPI 1:* Increase in the number of associate professors (baseline: 21),
    - *KPI 2:* Increase in the number of full professors (baseline: 10),
    - *KPI 3:* Increase the number of active full professors with DSc title (baseline: 3).
- *Objective 2: Improvement of the quality of the student body*
    - *KPI 4:* Increase in the average admission score threshold for state-funded full-time Bachelor's programmes in the general admission procedure (baseline: 400.42 points),
    - *KPI 5:* Increase in the average admission score of all students admitted to full-time Bachelor's programmes in the general admission procedure (baseline: 392.97 points),
    - *KPI 6:* Increase in the proportion of Master's students relative to the total number of Bachelor's and Master's students (baseline: 21.78%).
- *Objective 3: Development of international programmes*
    - *KPI 7:* Maintaining the proportion of students enrolled in international programmes relative to the total number of Bachelor's and Master's students (baseline: 14.99%),
    - *KPI 8:* Increase in the average admission score of international applicants admitted to international Bachelor's and Master's programmes (baseline: 80.53 / 100 points),
    - *KPI 9:* Launch of the international accreditation process for one English-language Master's programme (baseline: 0 accredited Master's programmes).
- *Objective 4: Enhancement of scientific excellence*
    - *KPI 10:* Increase in the annual number of Q1/Q2 publications, including those classified as D1 (baseline: 40 Q1/Q2 publications, of which 10 are D1),
    - *KPI 11:* Increase by at least 50% in the five-year cumulative number of School-affiliated publications relevant for the Times Higher Education (THE) subject ranking in Business and Economics (baseline: 83 publications).
- *Objective 5: Strengthening corporate and alumni relations*
    - *KPI 12:* Increase in the number of corporate partners (baseline: 12 partners),
    - *KPI 13:* Increase in the alumni organisation membership (baseline: 496 members),
    - *KPI 14:* Increase in the number of students enrolled in postgraduate specialist training programmes (baseline: 42 students).

With regard to the fulfilment of the above objectives – taking into account the end-of-2025 values of the indicators underlying the KPIs – the following can be stated:

- *KPI 1 <u>achieved</u>:* the number of associate professors increased from 21 to 26.
- *KPI 2 <u>achieved</u>:* the number of full professors increased from 10 to 11.
- *KPI 3 <u>achieved</u>:* the number of active professors with DSc title increased from 3 to 4.
- *KPI 4 <u>achieved</u>:* the admission score threshold for state-funded places increased from 400.42 to 400.52 points. Comparability is adversely affected by changes in the admission scoring methodology and by modifications to the state-funded quota during the period.
- *KPI 5 <u>not achieved</u>:* the average admission score of students admitted to full-time Bachelor's programmes decreased from 392.97 to 372.31 points. This underperformance is largely attributable to changes in the admission scoring system and to the increased proportion of lower-scoring self-financed students among admitted applicants.
- *KPI 6 <u>not achieved</u>:* in 2025, the proportion of Master's students within the total number of Bachelor's and Master's students was 21.39%, falling short of the 21.78% ratio defined on the basis of the 2021 situation.
- *KPI 7 <u>achieved</u>:* the number of students enrolled in international programmes increased from 311 in 2021 to 350 in 2025, as a result of which the proportion relative to the total Bachelor's and Master's student population was not only maintained but increased from 14.99% to 17.37%.
- *KPI 8 <u>not achieved</u>:* in 2025, the average admission score of students who participated in admission interviews and were admitted to an international Bachelor's or Master's programme was 79.21, which is below the baseline value of 80.53 points. The underperformance was likely significantly influenced by changes in the internal composition of the admission score (with greater emphasis placed on the oral interview score relative to motivation letters increasingly prepared with the assistance of AI), as well as by the tightening of interview content (more discipline-specific questions), which together resulted in lower scores.
- *KPI 9 <u>achieved</u>:* the School obtained EFMD accredited programme accreditation for the MSc in Management and Leadership programme.
- *KPI 10 <u>not achieved</u>:* the number of Q1/Q2 articles published in 2025 with School affiliation was 45; however, within this total, the number of D1 publications (8) fell short of the baseline value.
- *KPI 11 <u>achieved</u>:* the five-year cumulative number of School-affiliated publications counted in the THE ranking (including those affiliated with doctoral schools operating within the School) was 232, which is nearly three times the baseline value (83 in 2021).
- *KPI 12 <u>achieved</u>:* the number of corporate partnership collaborations reached 85 in 2025, exceeding the 2021 baseline value (12) by more than sevenfold.
- *KPI 13 <u>achieved</u>:* as of 2025, the alumni portal recorded 898 registered members, compared to 496 in 2021.
- *KPI 14 <u>achieved</u>:* according to official statistics, the number of students enrolled in postgraduate specialist trainings increased from the 2021 baseline of 42 to 114 by 2025.

Based on the measured data, the School was able to fulfil the vast majority of the objectives set for the previous period. Although a significant proportion of these objectives remain relevant looking ahead, ***for the 2026–2030 period it is justified to fine-tune strategic directions and objectives, to adapt to environmental changes, and, consequently, to define new goals.*** *These will be presented in detail in the subsequent chapters of this document.*

VISION

OUR VISION: *Creating an inspiring global community with local impact.*
Our vision is founded on creating value primarily for the regional economy; at the same time, beyond the efforts exerted locally, we attach great importance to our national and international educational activities, collaborations and relationships beyond the region, as the outcomes generated indirectly through these enable us to further strengthen our contribution to the development of the region.

MISSION

The School is characterised by a distinctive combination of research results with an international dimension, rigorous theoretical and methodological foundations, and business-focused educational programmes aligned with labour market needs. The School has traditionally been one of the strengths of the University of Pécs. We are committed to further enhancing our performance and achievements by building on the results attained in the past, and to making these increasingly visible not only in our regional leadership role but also at national and international levels.
OUR MISSION: *Educating excellent, solution-oriented, responsible business professionals to enhance the sustainable development of the local and wider environment.* To this end, we provide international-standard, practice-oriented education that integrates ethical and sustainability considerations, thereby supplying well-prepared professionals to the regional and wider labour markets. We serve as a gateway through which international quality, mindset, knowledge and experience flow into the region, generating measurable societal impact. We communicate our mission continuously and clearly to our internal and external stakeholders.

STRATEGIC PILLARS

The realisation of our vision requires the integration of three dimensions that consistently support the fulfilment of our mission. These are the so-called strategic pillars, which can be summarised as follows:

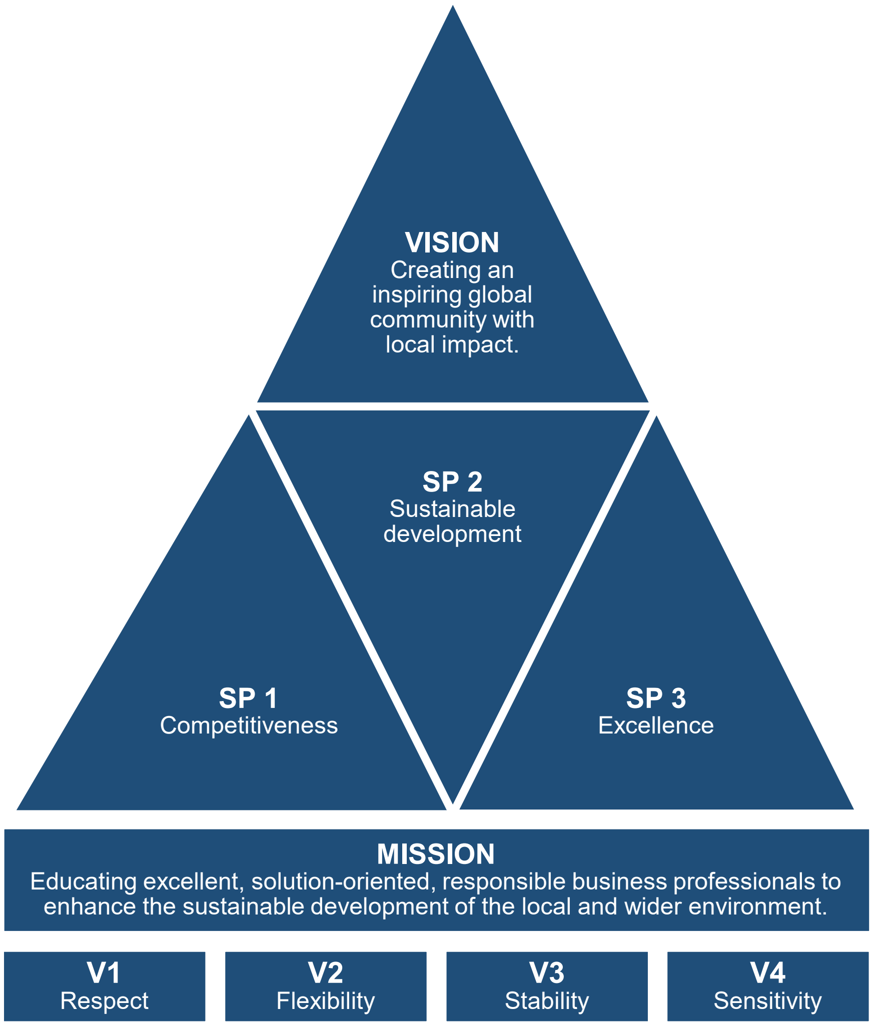
1. ***Competitiveness:*** As part of the University of Pécs, maintaining and enhancing our competitiveness is of paramount importance to us, including rapid and flexible adaptation to prevailing market and environmental challenges, and performance benchmarking that is visible on the global stage.
2. ***Sustainable development:*** Preserving competitiveness requires continuous and sustainable development across all three strategic areas (education, research, third mission), in alignment with strategic objectives and with those opportunities that can be successfully realised within the given strategic time horizon.
3. ***Excellence:*** This dimension ensures the preservation of the achievements built over nearly half a century and secures a strong quality focus in education, research and the third mission. Excellence, as an expectation, permeates the entire organisation and extends to external individuals and organisations connected to us.

CORE VALUES

The traditions and future of the School are founded on the following core values:

1. ***Respect:*** The School recognises and acknowledges individual and collective performance, and motivates and supports members of the community in developing their careers and well-being.
2. ***Flexibility*:** The School's ongoing success is significantly shaped by the flexibility and innovative mindset of its community members in a rapidly changing market environment.
3. ***Stability:*** Preserving the achievements built by previous generations is a key responsibility, as these foundations enable the success of future generations.
4. ***Sensitivity:*** The School's open and friendly atmosphere is one of the cornerstones of long-term success, as this empathy enables appropriate responses to individual, community-level and broader societal challenges.

The interrelationships between our vision, mission, strategic pillars and core values are summarised in the figure below:



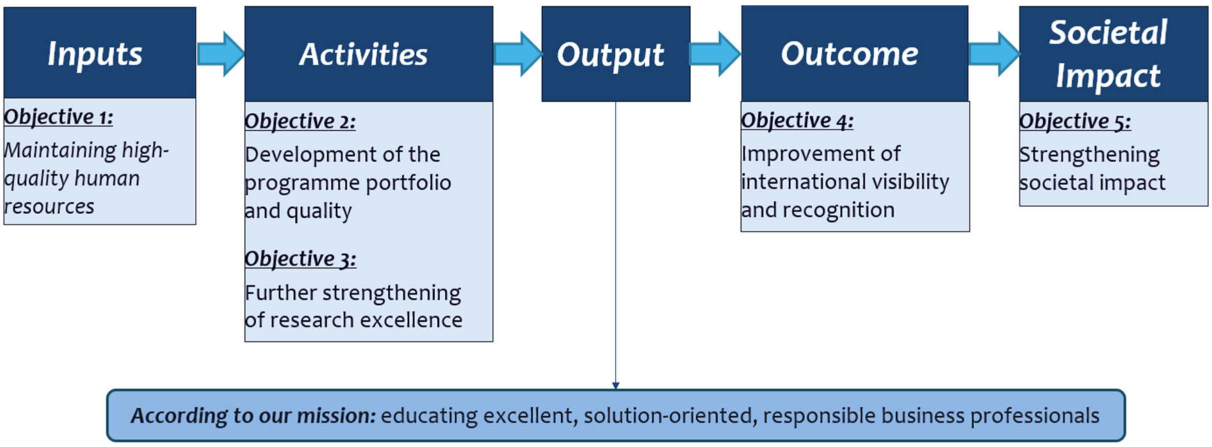
The School's vision, mission, strategic pillars and core values

STRATEGIC OBJECTIVES FOR THE 2026–2030 PERIOD

When defining our objectives for the upcoming period, we follow a well-established logical model from the academic literature[1], which arranges the individual elements of operations in the following chronological order:

- fundamental resources required to carry out activities (*Inputs*),
- activities performed in line with the organisation's core profile (*Activities*),
- outputs emerging as the direct results of activities (*Output*),
- outcomes arising indirectly from operations (*Outcome*),
- broadly interpreted impact resulting from the organisation's work (*Societal Impact*).

Based on the elements of the above logical model, and taking into account the School's characteristics, current environmental conditions and, above all, its own priorities, as well as the expectations articulated by the University's owner and the government, **the following specific objectives are defined for the 2026-2030 strategic period:**



Logic model of operations and objectives assigned to individual elements

Achieving our objectives requires high-quality resources. In this regard, *high-quality human resources* constitute one of the key factors; maintaining this and ensuring an adequate quantity and quality of future talent are essential for long-term successful operation.
As a higher education institution, one of the fundamental pillars of our activities is, naturally, *education*. Accordingly, during the strategic period, the development of the programme portfolio and educational quality emerges as a clear objective. In assessing educational quality, increasing emphasis is placed on the student experience and its enhancement, which can be achieved through the continuous development of our services. At the same time, alongside traditional degree-awarding programmes and classroom-based education relying on personal presence, demand for modern forms of education (online and distance-learning programmes) is steadily increasing, which must be taken into account in shaping our programme portfolio.
Another traditional core pillar of our activities is *research*. In line with our aspiration towards excellence as defined in our mission, a fundamental objective remains the continuous enhancement of research excellence, in a manner that simultaneously serves the fulfilment of institutional expectations (including funding-related indicators), the individual academic advancement of

[1] Lásd pl. McLaughlin, J. A., & Jordan, G. B. (2010). Using logic models. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), "Handbook of Practical Program Evaluation" (3rd ed.). Jossey-Bass.

colleagues (habilitation, appointment as full professor, attainment of the DSc title), and the expectations of society, the corporate sector and other external stakeholders for research outcomes that are genuinely applicable and disseminable ("impactful research").
All of the objectives listed above are underpinned by our commitment to improving *international visibility and recognition*. The School has for many years been firmly committed to organising its operations in accordance with *international quality assurance* principles applied by leading universities worldwide, and, building on the experience and international network gained through this approach, to fulfilling and strengthening its leading role in the region. We intend to maintain this commitment in the next strategic cycle as well. As a result of our continuous development, we aim to obtain international institutional accreditations. In doing so, we regard accreditations primarily not as ends in themselves, but as tools that provide guidance towards achieving continuous improvement.
Finally, international trends indicate an increasing expectation towards higher education institutions, and particularly towards business schools, to generate broad *societal impact*. Our School also strives to meet this expectation, which requires the establishment of an effective and transparent impact measurement system and the precise definition of the means and instruments through which impact is to be achieved.

Based on the above considerations and the logical model presented, and in order to fulfil our mission, **we define five main objectives for the four-year period between 2026 and 2030:**

(1) Maintaining high-quality human resources,
(2) Development of the programme portfolio and educational quality,
(3) Further strengthening of research excellence,
(4) Improvement of international visibility and recognition, and
(5) Strengthening societal impact.

The target deadline for achieving these objectives is 31 December 2029. The activities, performance indicators (KPIs) and responsible leaders associated with each objective are detailed below **(baseline values in all cases reflect the status as of 31 December 2025):**

Objective 1: Maintaining high-quality human resources

Description and rationale of the objective:
A fundamental prerequisite for fulfilling the School's mission is the continuous availability of high-quality human resources. The overview of the previous strategic period has shown that the School has a broad internal talent pipeline in the assistant professor and associate professor categories, and that the number of teaching faculty employed in these positions has been steadily increasing. The primary reason for this is that, as a result of the revised doctoral system, assistant lecturers obtain their PhD degree within one to one and a half years and are promoted to assistant professor, after which, in accordance with the University's current employment requirements, they must complete habilitation within a maximum of ten years in order to retain their status, resulting in automatic promotion to associate professor at the School.
Accordingly, succession challenges do not arise directly in these categories, but rather in the case of full professors. Based on HR data, by the end of the next strategic cycle (by 2030), 5 of the current 11 professors – including all four professors holding DSc title – will retire. Our primary objective is therefore to ensure high-quality succession within the full professor cohort, which we continue to plan to achieve primarily from internal sources. In the medium term – during the 2026–2030 strategic period – achievement of this objective will be supported primarily through individual

career planning for associate professors, and in the longer term for all teaching faculty, through Personal Development Plans (PDPs), as well as through the related incentives set out in the Performance Evaluation System (PES) and the HR Strategy.

Related indicators:
Measurement of the fulfilment of the objective is based on the following KPI:

- *KPI 1:* Maintaining the number of full professors (baseline: 11).

Responsible leader: Dean

Objective 2: Development of the programme portfolio and educational quality

Description and rationale of the objective:
The primary indicator of the value of our work is student satisfaction; therefore, we consider it of particular importance to continuously develop the services provided to students in order to enhance the student experience. One of the fundamental components of this is, naturally, programme content, which also underwent continuous development and updating during the previous (2022–2026) strategic cycle. First, in 2023, the Master's curricula, and subsequently, in 2025, the Bachelor's curricula were comprehensively renewed, during which specialisations and new requirement criteria were incorporated into degree programmes.
At the same time, dynamic growth occurred in our offerings designed specifically for market needs (postgraduate specialist training programmes and micro-credential programmes), both in terms of the number of programmes and the number of enrolled participants. In order to ensure that the development of our programme portfolio, curricula and teaching methods remains continuous and consistently responsive to current market needs, we intend to expand our existing offerings with new elements and modern solutions. Accordingly, we set the objective of entering the market for online degree programmes and distance-learning programmes. Through the former, we aim to respond to international market demand, while through the latter, to domestic market needs. The background to and detailed elaboration of these objectives are set out in the School's education sub-strategy, as well as its marketing and recruitment sub-strategy.

Related indicators:
Measurement of the fulfilment of the objective is based on the following KPIs:

- *KPI 2:* Improvement of the results of the graduate students' exit survey to at least 4.40 (baseline: 4.26),
- *KPI 3:* Development and launch of at least one online international programme (baseline: 0),
- *KPI 4:* Development and launch of at least one Hungarian-language distance-learning programme (baseline: 0).

Responsible leader: Vice-Dean for Education

Objective 3: Strengthening research excellence

Description and rationale of the objective:
Research excellence is one of the most important elements of performance measurement in higher education institutions. Increasing research output, particularly the number of publications in highly ranked (Q1–Q2) international journals, and within this, the volume of work related to more narrowly defined disciplinary fields, already appeared as a performance indicator in the previous (2022–2026) strategic period, generating noticeable additional motivation and measurable performance gains. For the 2026–2030 period, our focus is on research output (number of publications), their academic impact (citations by other scholarly works), and the domestic and international embeddedness of the School's research activity (the proportion of publications co-authored with partners outside the School).

Related indicators:
Measurement of the fulfilment of the objective is based on the following KPIs:

- *KPI 5:* Increase in the four-year cumulative total of the School's aggregated Research Motivation System (RMS) score to 1,580 points (baseline: 1,278.64 points),
- *KPI 6:* Increase in the four-year cumulative total of the School's aggregated Hungarian Scientific Bibliography (HSB) + Scopus citations to 17,652 (baseline: 12,614),
- *KPI 7:* Increase in the proportion of RMS-recognised publications co-authored with non-School partners to 35% overall, and within this, to 8% for publications co-authored with international partners (baseline: 31.18%, of which international co-authorship accounts for 4.87%).

The main research directions defined for the 2026-2030 period, as well as a detailed elaboration of the targeted outcomes and the measures and instruments supporting their achievement, are set out in the School's research sub-strategy.

Responsible leader: Vice-Dean for Research

Objective 4: Improvement of international visibility and recognition

Description and rationale of the objective:
The School has nearly three decades of experience in international education, as the English-language Bachelor's programme currently in operation was launched in 1996, followed by the Master's programme in 1999. Programmes initially operated largely in accordance with British standards – in line with the expectations of the British partner university at the time – were reconsidered and further developed by the School during the 2010s in line with EFMD standards. As a result, the School obtained EFMD programme accreditation for its Bachelor's programme in 2020 and for its Master's programme in 2024.
In parallel, we familiarised ourselves with the standards applicable to both EFMD and AACSB institutional accreditations. On this basis, we were able to identify our strengths as well as the most important areas for development, in relation to which a number of improvements have since been designed and implemented. Through these accreditation processes, we gained substantial experience and came to understand that internationalisation must permeate every element of our day-to-day activities and evolve into a comprehensive mindset.
Our fundamental objective is to ensure the continuous development of our activities in line with prevailing international expectations, thereby enhancing the School's international visibility and

recognition. In our assessment, we have now reached the stage where, beyond programme-level compliance, we set as an institutional objective full compliance with international quality standards, the success of which we intend to validate through the acquisition of institutional accreditations. At the same time, we also aim to retain our existing programme accreditations – which, based on feedback received, represent significant value in their own right. The planned approach and instruments for achieving this strategic objective are set out in the School's internationalisation sub-strategy.

Related indicators:
Measurement of the fulfilment of the objective is based on the following KPIs:

- *KPI 8:* Acquisition of at least one institutional accreditation (EQUIS or AACSB accredited) (baseline: 0),
- *KPI 9:* Retention of the two existing EFMD programme accreditations (EFMD accredited BSc, EFMD accredited MSc) (baseline: 2).

Responsible leaders: Dean; Dean's Advisor for International Accreditation

Objective 5: Strengthening societal impact

Description and rationale of the objective:
The roles expected of higher education institutions in general, and in particular of business schools, have, in line with trends observed over recent decades and expected to intensify further in the future, expanded far beyond the traditional functions of education and research. Stakeholders increasingly articulate explicit expectations that institutional activities should generate measurable positive societal impact. The expression of societal impact can take many forms. While identifying, measuring and monitoring specific impacts is challenging, it is nevertheless an unavoidable task in order to achieve future objectives and ensure continuous improvement.
Accordingly, the School sets as an objective the strengthening of societal impact and, in this context – instead of the current operation based largely on fragmented activities and ad hoc data collection – the development of a structured indicator system suitable for measuring impact, as well as the establishment and operation of a sophisticated monitoring system based on systematic data collection.

Related indicators:
Measurement of the fulfilment of the objective is based on the following KPIs:

- *KPI 10:* Achievement of at least 100% in the Societal Engagement and Reach Index (baseline: 50.0%),
- *KPI 11:* Achievement of at least 100% in the Research and Knowledge Transfer Index (baseline: 39.6%),
- *KPI 12:* Achievement of at least 100% in the Responsible and Sustainable Development Contribution Index (baseline: 40.0%).

A detailed breakdown of the individual KPIs and their calculation methodology is set out in the School's sub-strategy on societal impact.

Responsible leader: Vice-Dean for Societal Impact

The objectives defined above are summarised in the table below:

Strategic objectives for the period 2026-2030			
Objective	**Key Performance Indicator (KPI)**	**Baseline (31 Dec 2025)**	**Target value (31 Dec 2029)**
1. Maintaining high-quality human resources	KPI 1: Maintaining the number of full professors	11	11
2. Development of the programme portfolio and educational quality	KPI 2: Improvement of the results of the graduate students' exit survey	4.26	4.40
	KPI 3: Launch of an online international programme	0	1
	KPI 4: Launch of a Hungarian-language distance-learning programme	0	1
3. Strengthening research excellence	KPI 5: Increase in the four-year cumulative total of the School's aggregated Research Motivation System (RMS) score	1,278.64	1,580
	KPI 6: Increase in the four-year cumulative total of HSB + Scopus citations	12,614	17,652
	KPI 7: Increase in the proportion of RMS-recognised publications co-authored with non-School partners, and within this, for publications co-authored with international partners	31.18% (4.87%)	35% (8%)
4. Improvement of international visibility and recognition	KPI 8: Acquisition of at least one institutional accreditation (EQUIS or AACSB accredited)	0	1
	KPI 9: Retention of the two existing EFMD programme accreditations (EFMD accredited BSc, EFMD accredited MSc)	2	2
5. Strengthening societal impact	KPI 10: Achievement of at least 100% in the Societal Engagement and Reach Index	50.0%	100%
	KPI 11: Achievement of at least 100% in the Research and Knowledge Transfer Index	39.6%	100%
	KPI 12: Achievement of at least 100% in the Responsible and Sustainable Development Contribution Index	40.0%	100%

The review of the fulfilment of the objectives set will take place in the first quarter of 2030, based on information available up to 31 December 2029, concurrently with the preparation of the strategy for the subsequent period. The School management plans to achieve the strategic objectives through the utilisation of resources allocated within its regular budget. Responsibility for the implementation of the strategy rests with the Dean of the School.