



## **Doctoral School of Public Administration Quality Report**

**2024/2025.**

**Budapest, 25.04.2025.**

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## Summary

The head of the KDI reports annually to the TDT **on the achievement of quality objectives** and initiates **quality improvement** measures in a Quality Report. The quality report includes:

- the results and evaluation of quality objectives and quality indicators,
- SWOT analysis,
- the evaluation given by the students,
- a research area leader evaluation of the topic leaders,
- the performance evaluation of lecturers and subject leaders,
- evaluation of information and communication.

### 1. Results and evaluation of quality objectives and indicators

#### 1.1. Scientific diversity and freshness

- *increasing the number of research topics for which the TDT invites applications*

#### 1.2. Supportive environment

- *the integration and increasing activity of doctoral students and doctoral candidates in the teaching and research organisations of the NUAS*

#### 1.3. International openness

- *an increase in the number and proportion of English-language theses*

#### 1.4. Publication output and support

##### 1.4.1. Increasing the average publication score of doctoral graduates

##### 1.4.2. Increasing the average publication score at PhD level

##### 1.4.3. Publication support for doctoral students and doctoral candidates

#### 1.5. Good quality services

- *satisfaction of doctoral students*

#### 1.6. Effectiveness

- *increase the annual ratio between the number of PhD graduates and the number of students enrolled in the course*

#### 1.7. Efficiency

- *an increase in the number of KDI graduates in higher education or research jobs*

#### 1.8. International attractiveness

*- an increase in the number of foreign applicants and foreign doctoral students and candidates*

## **2. SWOT analysis**

### ***1. Annex 1: Analysis of student evaluations***

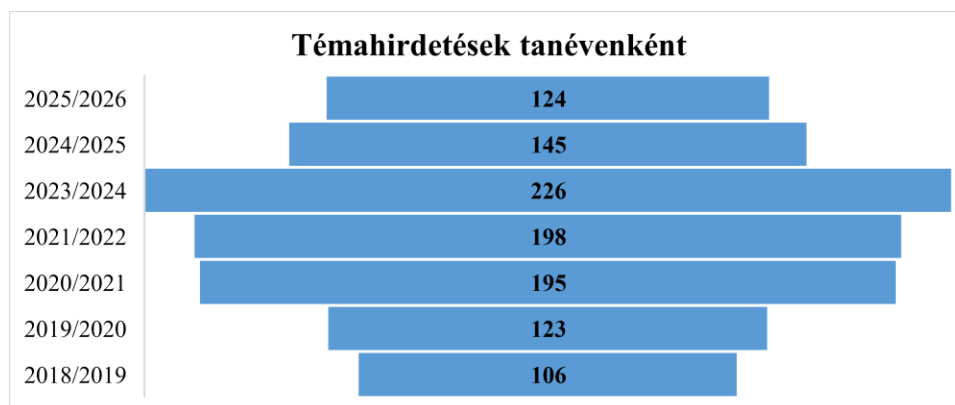
*Annex 2/a: Assignment of topic leaders to research area leaders*

*Annex 2/b: Subject leaders' evaluation of research area leaders by doctoral students*

***3. Annex No.1: Performance appraisal of lecturers and subject leaders (available from the KDI Secretariat)***

## 1. Results and evaluation of quality objectives and indicators

### 1.1. Scientific diversity and freshness



1. Figure 1: Topic announcements by academic year

The number of subject advertisements in Figure 1 has increased year on year, reflecting the increasing presence of academic diversity and freshness in the educational establishment. In the 2018/2019 academic year, there were only 106 subject announcements, but the range has increased over the years, indicating that the university is constantly striving to update and maintain the diversity of its scientific content. In the academic year 2019/2020, the number of subject announcements increased to 123, and then to 195 in 2020/2021, indicating a broadening of academic and research fields and an increase in demand for new subjects.

In the academic year 2021/2022, the number of subject announcements has increased further to 198, indicating that the university is increasingly able to adapt to the fast-paced developments in the academic world and new research trends. For the academic year 2023/2024, the number of topic announcements has increased to 226, indicating that the scientific community and interest in research is steadily growing.

In the following years, 2024/2025 and 2025/2026, a significant number of topics are also expected to be published, but the rate of increase seems to be slowing down, with the numbers ranging between 145 and 124, which may be a sign of stabilisation of the various education and research projects.

Overall, the table shows that the University is constantly striving to maintain academic freshness and diversity, both by increasing the number of subject publications and by continuously including new research directions and areas of interest. The increasing number of publications each year clearly reflects the scientific dynamism and adaptability of the institution.

### 1.2. Supportive environment

- *the integration and increasing activity of doctoral students and doctoral candidates in the teaching and research organisations of the NUAS*

In 2024, the Faculty Council of the UAS and the KDI TDT launched the KDI Doctoral Students' Integration into the teaching and research organisations of the UAS and other research organisations of the NUAS

programme. It is the joint mission of the management of the UAS and the KDI to support the development of the research habits of doctoral students and, as a result, the scientific supply of the NUAS, especially the UAS. One of the means to achieve these goals *is to integrate* doctoral students into the teaching and research community of the department or research institute in which they are interested in their research field, during the training period and the research phase following the complex examination. Departmental/institutional integration gives our doctoral students a better chance to become active members of the NCE research community, to gain teaching experience and to expand their network of academic contacts at home and abroad.

Integration means the gradual, active offer of the following *opportunities* by the department or institute.

*Introductory section:*

- the possibility to consult with staff of the department/institute, visiting researchers,
- Invitation to professional events and conferences of the department/institute,
- attending university classes and research forums of the department/institute.

*Initial stage:*

- use of the title "doctoral student of the department/institute",
- invitation to internal meetings of the department/institute,
- involvement in proposals, research projects and publications,
- involvement in the department/institute's training development and other core university tasks
- workstation in the department/institute office.

*Advanced stage:*

- participation in the teaching activities of the department/institute,
- assistant lecturer or research assistant.

The first evaluation of the programme *will be carried out* at the end of the 2024/2025 academic year, after having obtained the opinion of the departments, research institutions and doctoral students.

A table of the departments and research institutions hosting each doctoral student is given in *Annex 1*. included.

*- Employment of doctoral students in the NU*

In the context of the institutional incentive scheme for doctoral students, we also examined *how many doctoral students* at KDI in the period 2021-2024 were also in some form of employment *relationship with NKE*. The main indicator is therefore the number of KDI doctoral students with an employment relationship with the NKE in the period under study. As a side indicator, however, we also determined and reviewed the job title of the doctoral students who were employed by the NKE during the period under review.

The series of data and, on this basis, our findings under this point are also based on KDI *secretariat* and NKE *staff* statements. However, due to the specificities of the NKE personnel system, we have only received information on the personnel area for the period 2021 to 2024.

data on the match between KDI doctoral students and *their employment status*. With this in mind, our summary report only includes persons who were doctoral students and employed by the KDI during this period (for example, it is possible, and in several cases even possible, that the table includes doctoral students who have since obtained a degree and are therefore no longer students of the KDI). We did not examine the placement of KDI doctoral students from abroad within the KDI, because the purpose of the *Stipendium Hungaricum Programme* is not consistent with the indicator under examination. The primary aim of the programme is to enable doctoral students to return to their home country after obtaining their degree and to maintain Hungarian contacts from there.

The table below shows that there were **37 KDI doctoral students** who were employed in some capacity at the NKE during the period under review. Of these, **16** held a *teaching position*, **11** a *research position* and **10** a *functional position* (the doctoral students with a light blue background are no longer employed by the NKE). It can therefore be said that the NCE relies heavily on the *KDI's doctoral student* base to ensure that it has a supply of teachers and researchers. Together, these two indicators confirm that the KDI is meeting one of its key objectives, i.e. to ensure a steady *supply of teachers and researchers* in the field of public administration.

	<b>Name of the doctoral student employed</b>	<b>Job title of the doctoral student employed</b>
<b>1.</b>	Monika Balatoni	Master teacher
<b>2.</b>	János Balla	research fellow
<b>3.</b>	Zsófia Bende	Chief Officer
<b>4.</b>	Brigitta Biróné Malustyik	assistant professor
<b>5.</b>	Vivien Czecezi	adjunct professor
<b>6.</b>	Finta Zita	Chief Officer
<b>7.</b>	Mrs Frank Dr. Judit Beck	Chief Officer
<b>8.</b>	Ákos Bence Gát	research fellow
<b>9.</b>	Enikő Gecsényi	research fellow
<b>10.</b>	Balázs Gordos	Master teacher
<b>11.</b>	Zoltán Hegyesi	assistant professor
<b>12.</b>	Valéria Eszter Horváth	assistant professor
<b>13.</b>	Ms Csilla Horváth Varga-Polyák	research fellow
<b>14.</b>	Balázs Klotz	Director
<b>15.</b>	Zsuzsanna Kondor	Master teacher
<b>16.</b>	Ágnes Kovács	research fellow
<b>17.</b>	Gábor Kovács	university professor
<b>18.</b>	Ildikó Legárd	project professional developer
<b>19.</b>	David Ludányi	adjunct professor
<b>20.</b>	Ádám Marton	adjunct professor
<b>21.</b>	Viktória Lilla Pató	research fellow
<b>22.</b>	Pellet Philippe	research fellow
<b>23.</b>	Melinda Pintér	Chief Officer
<b>24.</b>	Márton Seidner	project technical coordinator
<b>25.</b>	László Selnicean	assistant professor
<b>26.</b>	Enikő Somogyi	Chief Officer
<b>27.</b>	Szabó Mátyás	assistant professor
<b>28.</b>	Enikő Szakos	Head of Department
<b>29.</b>	Judit Szakos	research fellow

<b>30.</b>	Tamás Attila Szikora	research fellow
<b>31.</b>	Balázs Szilágyi	research fellow
<b>32.</b>	Petra Szűcs	assistant professor
<b>33.</b>	Anna Taraczközi	research fellow
<b>34.</b>	Bálint Teleki	assistant professor
<b>35.</b>	Zoltán Tóth	keynote speaker
<b>36.</b>	Anna Urbanovic	assistant professor
<b>37.</b>	Ernő Csaba Zalai	professor of public service

1. Table 1: PhD students employed at the NKE and the positions they hold (own editing based on KDI secretariat and NKE personnel statements)

### 1.3. International openness

<b>Year</b>	<b>Theses in Hungarian</b>	<b>English language theses</b>
<b>2019</b>	9	1
<b>2020</b>	1	0
<b>2021</b>	7	2
<b>2022</b>	13	2
<b>2023</b>	7	0
<b>2024</b>	7	3

2. Table 1: Number of theses in Hungarian and English by year

### 1.4. Publication output and support

#### 1.4.1. Average publication score of doctoral graduates

<b>Year</b>	<b>Average publication score</b>
<b>2020</b>	19
<b>2021</b>	36,1
<b>2022</b>	21,2
<b>2023</b>	58,2
<b>2024</b>	31,16
<b>2025</b>	37,27

3. Table 1: Average publication score of PhD graduates

*1.4.2. Average publication points at PhD level*

<b>Year</b>	<b>Average publication score</b>
<b>2019</b>	23,50
<b>2020</b>	47,98
<b>2021</b>	46,90
<b>2022</b>	45,32
<b>2023</b>	42,80
<b>2024</b>	37,50

4. Table 1: Average publication points at PhD level

The rules on the scoring were changed by a Senate decision (EDHSZ) in 2023.

Point value table until 2023		Point value table from 2023	
PUBLIKÁCIÓS PONTÉRTÉK TÁBLÁZA1		A publikáció típusa	Pontérték
A publikáció típusa	Pontérték	<b>Könyv</b> <b>Lektorált könyv, tankönyv, jegyzet</b> <b>[Ugyanazon (tan)könyvben csak egy fejezet számolható el!]</b>	
Idegen nyelvű könyv	12 pont	Idegen nyelvű könyv	18 pont
Idegen nyelvű könyvfejezet	6 pont	Idegen nyelvű könyvfejezet	6 pont
Idegen nyelvű tankönyv	8 pont	Idegen nyelvű tankönyv	14 pont
Idegen nyelvű tankönyvfejezet	5 pont	Idegen nyelvű tankönyvfejezet	5 pont
Idegen nyelvű jegyzet	4 pont	Idegen nyelvű jegyzet	6 pont
Magyar nyelvű könyv	8 pont	Magyar nyelvű könyv	14 pont
Magyar nyelvű könyvfejezet	4 pont	Magyar nyelvű könyvfejezet	4 pont
Magyar nyelvű tankönyv	6 pont	Magyar nyelvű tankönyv	12 pont
Magyar nyelvű tankönyvfejezet	4 pont	Magyar nyelvű tankönyvfejezet	4 pont
Magyar nyelvű jegyzet	3 pont	Magyar nyelvű jegyzet	3 pont
<b>Folyóiratcikk</b> <b>Külföldön megjelenő idegen nyelvű lektorált folyóiratban</b>		<b>Folyóiratcikk</b> <b>Külföldön kiadott idegen nyelvű lektorált folyóiratban</b>	
MTA A-B kategóriás folyóiratban	6 pont	Idegen nyelvű cikk MTA IX. osztály A kategóriás folyóiratban	7 pont
MTA C-D kategóriás folyóiratban	4 pont	Idegen nyelvű cikk MTA IX. osztály B kategóriás folyóiratban	6 pont
Egyéb idegen nyelvű szakmai folyóiratban	3 pont	Idegen nyelvű cikk MTA IX. osztály C-D kategóriás folyóiratban	4 pont
<b>Hazai megjelenésű lektorált folyóiratban</b>		Idegen nyelvű cikk egyéb szakmai folyóiratban	3 pont
Idegen nyelvű MTA A-B kategóriás folyóiratban	4 pont	<b>Külföldön kiadott lektorált folyóiratban</b>	
Idegen nyelvű MTA C-D kategóriás folyóiratban	3 pont	Magyar nyelvű cikk MTA IX. osztály A kategóriás folyóiratban	4 pont
Idegen nyelvű egyéb szakmai folyóiratban	3 pont	Magyar nyelvű cikk MTA IX. osztály B kategóriás folyóiratban	3 pont
Magyar nyelvű MTA A-B kategóriás folyóiratban	3 pont	Magyar nyelvű cikk MTA IX. osztály C-D kategóriás folyóiratban	2 pont
Magyar nyelvű MTA C-D kategóriás folyóiratban	2 pont	Magyar nyelvű cikk egyéb szakmai folyóiratban	2 pont
Magyar nyelvű egyéb szakmai folyóiratban	2 pont	<b>Hazai kiadású lektorált folyóiratban</b>	
<b>Q-s közlemények</b>		Idegen nyelvű cikk MTA IX. osztály A kategóriás folyóiratban	5 pont
Q1-Q2 kategóriás	8 pont	Idegen nyelvű cikk MTA IX. osztály B kategóriás folyóiratban	4 pont
Q3-Q4 kategóriás	6 pont	Idegen nyelvű cikk MTA IX. osztály C-D kategóriás folyóiratban	3 pont
<b>Konferencia</b> <b>Nemzetközi szakmai konferencia kiadványban megjelent (online)</b>		Idegen nyelvű cikk egyéb szakmai folyóiratban	3 pont
Lektorált konferenciaközleményben idegen nyelven megjelent előadás	4 pont	Magyar nyelvű cikk MTA IX. osztály A kategóriás folyóiratban	4 pont
Nem lektorált konferenciaközleményben idegen nyelven megjelent előadás	2 pont	Magyar nyelvű cikk MTA IX. osztály B kategóriás folyóiratban	3 pont
Idegen nyelvű absztrakt/poszter	1 pont	Magyar nyelvű cikk MTA IX. osztály C-D kategóriás folyóiratban	2 pont
Idegen nyelvű, írásban megjelent korreferátum	1 pont	Magyar nyelvű cikk egyéb szakmai folyóiratban	2 pont
<b>Hazai szakmai konferencia kiadványban megjelent (online is)</b>		<b>Q-s közlemények</b>	
Idegen nyelvű előadás	2 pont	Q1-Q2 kategóriás	8 pont
Saját nyelvű előadás	1 pont	Q3-Q4 kategóriás	6 pont
Idegen nyelvű absztrakt/poszter	1 pont	<b>Konferenciaközlemény</b> <b>Lektorált szakmai konferencia kiadványban megjelent</b>	
Saját nyelvű absztrakt/poszter	0,5 pont	konferenciaközlemény idegen nyelven	3 pont
<b>Pályázat</b>		konferenciaközlemény magyar nyelven	2 pont
Nemzetközi (idegen nyelvű) tudományos pályázat elnyerése	4 pont		
Országos szintű tudományos pályázaton való részvétel (1-3. helyezett)	3 pont		
Egyetemi szintű tudományos pályázaton részvétel (1. helyezett)	1 pont		
<b>Egyéb tudományos tevékenység</b>			

5. Table 1: Point value tables until 2023 and from 2023

#### 1.4.3. Publication support for doctoral students and doctoral candidates

In the context of institutional incentives for doctoral students, we first examine the *opportunities for doctoral students* at the Doctoral School of Public Administration (KDI) to *participate in academic competitions* in recent years. As a related *indicator*, we have identified the number of *doctoral students who* have participated in the funding programmes. In the following, we briefly describe the most important scientific proposals available to KDI doctoral students and then review how many - and for most proposals, who - participated in these programmes.

### a) Cooperative Doctoral Programme

The aim of the Cooperative Doctoral Programme (CDP) is to further increase the number of people in the field of research, development and innovation - primarily in the STEM fields (mathematics, science, engineering and information technology) - who wish to enrich their professional knowledge with the latest scientific research results and are committed to the social and economic exploitation of their knowledge. The call for proposals provides support for doctoral students who, in addition to their doctoral studies, *are also engaged in research* outside their academic institution, in *a workplace* that will help to *put* their scientific results *into practice*.

In the context of the KDP announced in 2020, the National University of Public Service (NUPS) 5 KDI doctoral student's application was supported.<sup>1</sup>

Name of the applicant	The title of the fellow's research is	Name of employer	The scholarship applicant period of employment
Krisztina Brínzan-Antal	Dimensions of civil society cooperation - Exploring the relationship between local authorities and civil society organisations	Hungarian Community Association of Transylvania	2020.09.01.- 2023.08.31.
Monika Balatoni	The role of the state, national holidays and symbols in shaping national identity and representation	DARTKE - South - Regional Social Science Research Association of the Great Plain	2020.09.01.- 2023.08.31.
Klaudia Gabriella Horváth	National and international competitiveness and innovation ecosystems	MEDITOP Pharmaceuticals Ltd.	2020.09.01.- 2023.08.31.
Réka Miléna Szente	Examination of control, procedural and sanction application issues in forest law	National Food Chain Safety Authority	2020.09.01.- 2024.08.31.
Tímea Bernadett Mátyás	Portfolio diversification in emerging energy markets influenced by new environmental trends possibilities	Ministry of Innovation and Technology	2020.09.01.- 2024.08.31.

6. Table 1: PhD students funded by the NKE KDP I (own editing based on data from the Development Department of the Dean's Office, Faculty of Political Science and International Studies, NKE)

<sup>1</sup>Call for proposals. <https://nkfih.gov.hu/palyazoknak/nkfi-alap/kooperativ-doktori-program-kdp-2020/palyazati-package> (29.03.2025).

In the context of the KDP announced in 2021, the application of 2 KDI doctoral students of the National University of Public Service was supported.<sup>2</sup>

Name of the applicant	The title of the fellow's research is	Name of employer	Period of the scholarship period applied for
Dr. Rebeka Kiss	Justification of laws in the light of public law and legal theory	Social Science Research Centre	2022.02.01-2025.08.31.
László Selnicean	Alternative dispute resolution	Curia	2022.02.01-2025.01.31.

7. Table 1: NKE doctoral students supported in the KDP II (own editing based on data from the Development Department of the Dean's Office, Faculty of Political Science and International Studies, NKE)

## b) New National Excellence Programme

The number of KDI doctoral students awarded in the New National Excellence Programme (NIP) is shown in the table below, with an annual breakdown from 2019 onwards.

The academic year concerned	Number of KDI doctoral students awarded
2019-2020.	3 pieces <sup>3</sup>
2020-2021.	4 pieces <sup>4</sup>
2021-2022.	3 pieces <sup>5</sup>
2022-2023.	4 pieces <sup>6</sup>
2023-2024.	4 <sup>7</sup>

8. Table 1: Number of successful NRP proposals from KDI doctoral students (own editing based on information available on the NKE website)

<sup>2</sup>Call for proposals. <https://nkfi.gov.hu/palyazoknak/nkfi-alap/kdp-2021> (29.03.2025).

<sup>3</sup>Applications supported by the New National Excellence Programme in the academic year 2019/2020 are category "B", doctoral students, doctoral candidates. <https://www.uni-nke.hu/egyetem/palyazatok/uj-nemzeti-kivalosag-program/20192020-tanev-tamogatott-palyazatai/doktoranduszdoktorjelolt> (29.03.2025).

<sup>4</sup>Applications supported by the New National Excellence Programme for the academic year 2020/2021, category "B", Doctoral Student Research Fellowship. <https://www.uni-nke.hu/egyetem/palyazatok/uj-nemzeti-kivalosag-program/20202021-tanev-tamogatott-palyazatai> (29.03.2025).

<sup>5</sup>Applications supported by the New National Excellence Programme 2021/2022 academic year, Category B, Doctoral Student Research Fellowship. <https://www.uni-nke.hu/egyetem/palyazatok/uj-nemzeti-kivalosag-program/20212022-tanev-tamogatott-palyazatai> (29.03.2025).

<sup>6</sup>Applications funded by the New National Excellence Programme 2022/2023, Category B, Doctoral Student Research Fellowship. <https://www.uni-nke.hu/egyetem/palyazatok/uj-nemzeti-kivalosag-program/20222023-tanev-tamogatott-palyazatai> (29.03.2025).

<sup>7</sup>Applications supported by the New National Excellence Programme 2023/2024 academic year, Category B, Doctoral Student Research Fellowship. <https://www.uni-nke.hu/egyetem/palyazatok/uj-nemzeti-kivalosag-program/20232024-tanev-tamogatott-palyazatai> (29.03.2025).

### c) University Research Fellowship Programme

The University Research Fellowship Programme (ERFP) is a fellowship programme established to support excellence in national higher education. *It is a continuation and extension of the New National Research Training Programme (NESTP), which was launched in 2016*<sup>8</sup>

For the EPSU in the academic year 2024/2025:

- 215 applications were received:
  - of which 60 doctoral applications and 21 doctoral candidates.
- A total of 53 winning applications were announced:
  - of which 15 are doctoral students, 5 are doctoral candidates.
- according to the DI split:
  - KDI: 2 PhD students, 4 PhD candidates.

### d) TRH publication competition

The aim of the competition is to support the publication activities of doctoral students who are doing outstanding professional and scientific work in their doctoral studies at the NU, and thus contribute *to the financial support of their research and professional career*. The call for proposals was published by the Vice-Rector for Academic Affairs of the National Academy of Sciences in October 2024 within the framework of the Publication Projects Grant (PPT) to support the publication activities of doctoral students.<sup>9</sup>

According to the Office of Scientific Affairs (OSI), no applications were received from the KDI.

### e) Thematic Programme of Excellence

The Thematic Programme of Excellence (TIP) has the following *objectives*. Modern governance in a complex, ever-changing, uncertain environment must be able to provide stability and stability, as well as to manage change and unforeseen external and internal crises, which makes the responsiveness and innovative capacity of government work more valuable. It is essential for public leadership to possess a specific 'governance know-how', which is primarily developed through the practice of governance.

The project will achieve its objectives through *five sub-projects* addressing maturity and development models for public service innovation, the mission of good and effective public administration, sustainable community and family policies, complex policy models to address the challenges of the fourth industrial revolution, and creative teaching and research methods. The results will be published in the form of high quality publications, policy proposals and strategies in the national and international academic and scientific community, and will be applied to other areas of public services of public and national interest after the project has been implemented. A

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<sup>8</sup>University Research Fellowship Programme (UPRP). <https://www.uni-nke.hu/egyetem/palyazatok/egyetemi-kutato-i-osztondij-program> (29.03.2025).

<sup>9</sup>TRH publication call. <https://www.uni-nke.hu/egyetem/palyazatok/trh-publikacios-palyazat> (29.03.2025).

objectives are synthesised into sustainable services that can be used in both the *academic* and *business sectors*.

Between 2022 and 2023, **31 PhD students** and in 2024, **21 PhD students** will be involved in the *doctoral training/degree procedure*, typically authors or co-authors of studies and book chapters published in Hungarian and foreign language qualified journals, three of them foreign PhD students. Of these, **12** were *KDI doctoral students* in the period 2022-2023 and **9** KDI doctoral students in 2024. The following KDI doctoral students participated in the two TKPs mentioned above. Some of the doctoral students in the lists below have participated more than once, so it is possible that between the 31 and 21 above, a doctoral student may have participated more than once.

between 2022-2023	in 2024
Finta Zita; Valéria Eszter Horváth; Balázs Klotz; Fanni Korpics; Dávid Ludányi; Ádám Marton; Mosa Shrabony Sheikh; Nagyné Takács Veronika; Nur Syuhaini Abdul Wahi; Szakos Judit; Bálint Teleki; Anna Urbanovics.	Fattah Abdul; István Kamrás (listed twice); Balázs Klotz; Fanni Korpics; Dávid Ludányi; Mosa Shrabony Sheikh; Nur Syuhaini Abdul Wahi. Petra Szűcs;

9. Table 1: KDI doctoral students in the TKP (own editing based on data from the Development Department of the Dean's Office of the Faculty of Political Science and International Studies of the National University of Economics and Business)

#### **f) Call for proposals for Q and D1 journal publications**

For the year 2024, the Rector of the National University of Public Service has launched a call for proposals in the framework of the TKP *to increase the scientific productivity and visibility of the University*, to provide financial incentives to authors of Q or D1 publications by means of a call for proposals for published papers.

*The main objective of the call is to increase the scientific visibility of the university and to promote the social utility of the scientific results achieved through the implementation of the TKP 2021. It also aims to contribute to the social, economic and environmental exploitation of the results of research, to initiatives aimed at these, to strengthening the integration of the university into the international research community and to increasing the scientific productivity of the university. The proposal submitted must be in line with the objectives and the technical content of the RIP.*<sup>(10)</sup>

<sup>10</sup>Call for applications for Q and D1 journal publications. <https://ppi.uni-nke.hu/palyazatok/nke-palyazati-felhivasok/q-or-d1-palyazati-felhivas-2024> (29.03.2025).

In the framework of the 2024 call for proposals under the Thematic Excellence Programme "To increase the scientific productivity and visibility of the University, to provide financial incentives to authors of Q or D1 publications by means of a call for proposals for published papers", 1 KDI doctoral student was awarded a grant.

*Student name:* Korpics Fanni

*Title:* Jurisdictional decentralisation in favour of minority languages

#### **g) Publication call for proposals in the framework of a grant from the AGROMAN Educational Foundation**

In the first semester of the academic year 2024/2025, *the AGROMAN Educational Foundation* offered HUF 500,000 in funding to the Doctoral School of Public Administration for the year 2024. According to the contract, the "Sponsor shall provide its support in order to promote the educational and research activities of the Beneficiary, including in particular, but not limited to, direct and indirect support of students, support of the functioning of the KDI, preparation and organisation of TDT meetings...". In this context, a call for publications in English has been launched. The deadline for submission of proposals was 8 November 2024. A total of nine proposals were received. Deadline for the evaluation of the application: November 2024 29 (Friday) was. 3 PhD students were awarded scholarships under the call.

#### **h) Characteristics of doctoral students' publications in institutional journals**

In this section, the characteristics of doctoral students' publications in institutional journals - those of *Ludovika University Press (LEK)* - were examined. The data were retrieved for *the period from 2019 to 2024* (starting with publications appearing in journal issues 2019/1 and ending with publications published and recorded until 29/03/2025).

Three *main* indicators were identified in the analysis. *Firstly*, we sought to find out how many publications of KDI doctoral students with a KDI affiliation were published in LEK journals during the period under study. *On the other hand*, we also wanted to know the number of LEK journals in which KDI doctoral students published during the period under study. *Thirdly*, we also examined the number of KDI affiliated authors (excluding duplicates) who published in LEK journals during the period under study. In addition, our screening also provided the opportunity to analyse *other aspects of interest* (side indicators), such as the distribution of publications by year, the nature of the classification of each publication, and the distribution of LEK journals chosen by authors.

The data are taken from the Hungarian Scientific Works Repository (*MTMT*), the query was done with the help of MTMT admin. It is possible that KDI doctoral students have not affiliated all their publications to KDI in MTMT, and therefore it is also possible that KDI doctoral students have more publications than the values in the table below. This may have a certain biasing effect on our analysis.

*Our main indicators* reflect the following *distribution*:

Indicators	Total
Number of publications in the LEK journal	122 pieces
Number of journals with at least one publication by a KDI author	13 pieces
Number of KDI affiliated authors (without duplicates)	94 persons

10. Table 1: Main publication indicators (own editing based on MTMT data series)

The summary table shows that **122 publications** were published in LEK-maintained journals with KDI affiliation in the period under review by the author(s) (or one of the authors).

KDI doctoral students published in **13 LEK journals** during the period under review.<sup>11</sup> KDI doctoral students published in the following journals during the period under review (the number of publications in the journal indicated is given in brackets):

- AARMS - Academic and Applied Research in Military and Public Management Science (20 publications);
- Acta Humana - Human Rights Publications (16 publications);
- European Mirror (22 publications);
- Filológia.hu (1 publication);
- Military engineer (3 publications);
- Hadtudományi Szemle (4 publications);
- KOME (1 publication);
- Hungarian Police (5 publications);
- Nation and Security - Security Policy Review (1 publication);
- National Security Review (3 publications);
- Public Governance, Administration and Finances Law Review (1 publication);
- Pro Publico Bono - Hungarian Public Administration (42 publications);
- Aviation Science Publications (3 publications).

The four *most popular* journals among doctoral students - naturally ranking first - are Pro Publico Bono - Hungarian Public Administration, European Mirror, AARMS - Academic and Applied Research in Military and Public Management Science, and Acta Humana - Human Rights Publications. As can be seen from the above, KDI doctoral students have published in all other LEK journals to a greater or lesser extent in the period under review, with the exception of the Technical Military Bulletin. On the one hand, this implies significant research activity. On the other hand, it also highlights the broad scope of the field of public administration studies.

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<sup>11</sup>List of LEK journals. <https://folyoirat.ludovika.hu/> (29.03.2025).

The number of *KDI affiliated authors* is **94**. This can also be considered a very *positive figure*, as it represents a large number of authors who have more than one publication in a LEK journal in the period under review.

The following table presents *additional aspects of interest* (side indicators) related to the main indicators, such as the distribution of publications by year and the nature of the classification of each publication.

Indicator	Total	
Distribution of publications by year	2019	17 pieces
	2020	23 pieces
	2021	21 pieces
	2022	21 pieces
	2023	20 pieces
	2024	20 pieces

11. Table 1: Publication side indicators I (own editing based on MTMT data series)

*The distribution of publications by year* is very even. Almost the same number of KDI-affiliated publications appeared in LEK journals in each year of the period under review. This certainly indicates that KDI doctoral students have the same publication opportunities in these journals year after year. They can thus provide a *continuous motivation* in the training and research phase on the one hand, and in the research and dissertation phase on the other. A review of the data series extracted from the MTMT shows that the highest number of publications in the journals included in our analysis was in 2020, with **23** publications.

Indicator	Total
Nature of classification of publications	109 articles
	12 reviews/criticisms
	1 post-disclosure

12. Table 1: Publication side indicators II (own editing based on MTMT data series)

If we look at *the classification of the publications*, the following picture emerges; **109** articles, **12** reviews/criticisms and **1** post-publication were published in LEK journals by KDI doctoral students. This shows that in most cases the publishing doctoral students have published the results of their current research, which certainly formed the basis of their doctoral thesis, in the journals concerned. It also indicates that for KDI doctoral students, the LEK

publishing in journals *is an incentive and provides a platform for* the continued publication of their research.

## 1.5. Good quality services

*- satisfaction of doctoral students*

### 1.5.1. General characteristics of the questionnaire to measure services

The evaluation of the Doctoral School of Public Administration (KDI) is based on a satisfaction questionnaire. The questionnaire is filled in by the doctoral students of the KDI, who greatly contribute to the review of the KDI's processes and contribute with their opinions and insights to the effective implementation of the development processes.

**I.** The first form was filled in by doctoral students in the training and research phase who were about to take the complex examination (not including students who were in a passive status in the autumn semester).

**II.** The second form was filled in by doctoral students (active and passive status in the research and dissertation phase) who had passed the complex examination and were about to obtain their diploma.

**III.** The third form was filled in by foreign doctoral students in the training and research phase who were about to take the complex examination (not including students in passive status in the autumn semester). The form was prepared in English.

**IV.** Finally, the fourth form was filled in by foreign doctoral students (active and passive status in the research and dissertation phase) who had passed the complex examination and were about to obtain their diploma. The form was prepared in English.

Out of 93 PhD students, a total of 47 responded to the questions we asked.

The questions were formulated **around the themes of** learning support, education and quality of services. The survey covers the first (autumn) semester of the academic year 2024-2025.

### 1.5.2. Short summary of the category assessments

#### I. Evaluation of responses in category 1

According to the responding doctoral students, the KDI courses and teachers **have contributed to the** development of their scientific habitus and research skills. The vast majority of doctoral students considered that they had gained **a fair** (38.5%) or **significant** (23.1%) insight into the subject matter and methodology of research in public administration and social sciences. According to the responding doctoral students, the KDI courses and lecturers **have contributed substantially to** the development of their research methodology skills. Most of the respondents (38.5%) believe that the KDI courses and teachers have made **a decisive** contribution to the development of these skills. The majority of doctoral students (11) considered that **they had had the opportunity to** build professional contacts during the semester. The next question asked to what extent the doctoral students had been able to learn about the different publication

strategies and methods during the semester. The majority of the doctoral students who responded said that they had acquired **a sufficient or decisive** knowledge of the relevant strategies and methods. The overwhelming majority of doctoral students perceive that the course requirements were clearly defined and enforced by the lecturers. Regarding the information available on the KDI website, most respondents (46.2%) considered that the information on the website was of **sufficient** help in the various administrative procedures. When asked about the extent to which KDI faculty and staff helped with academic and administrative matters during the semester, the following responses were received. 38.5% said that KDI faculty and staff helped them to a fair extent, and a further 30.8% said that they helped them a great deal with matters that arose during the semester. Finally, 77% of respondents said that the forms were either adequately or decisively used in the administration of student affairs.

## II. Evaluation of responses in category 1

According to the responding PhD students, KDI faculty and staff **clearly helped** them with their research career and administrative issues. The next question asked to what extent the KDI faculty and staff helped the doctoral students to pass the complex examination. Most respondents indicated a fair degree (7 - 46.7%). Seven doctoral students (40%) said that KDI faculty and staff had decisively helped them to pass the complex examination. Two doctoral students considered that the KDI contributed only slightly to their successful completion of the complex examination. Our question about the KDI website was also rated **significantly positively** by the doctoral students who responded. Nine (60%) doctoral students consider that the information on the KDI website has been of decisive help in dealing with their cases. In addition, 2 (13.3%) doctoral students consider that the information available on the KDI website helped them to a certain extent in answering their academic and administrative questions, and 4 doctoral students consider that it helped them only slightly. There was no response that the information on the KDI website did not help doctoral students at all in their administrative tasks. Of all the questions, the forms on the KDI website were the **most satisfactory** for the responding doctoral students. The majority of respondents (10 - 66.7%) considered the forms available to be largely usable. The other responses also show that the forms available on the KDI website are either fair (3 - 20%) or poor (2 - 13.3%) in terms of usability.

## III. Evaluation of responses in category 1

54.5% of the responding doctoral students believe that the KDI courses and lecturers contributed significantly to the development of their scientific habitus and research skills in the semester under review, while another 18.2 to 18.2% believe that the KDI courses and lecturers contributed to a fair or a small extent to the development of their scientific habitus and skills. According to 54.5% of the doctoral students, they have gained a decisive insight into the scope and methodology of research in public administration and social sciences during the semester under review, while 4 respondents consider that they have gained a fair insight and 1 respondent considers that they have gained a slight insight. Furthermore, 54.5% of the responding doctoral students consider that the KDI courses and lecturers **have contributed decisively** to their research methodology toolbox, 36.4% consider that they have contributed adequately and one doctoral student considers that they have contributed only slightly. The next question asked to what extent the doctoral students had the opportunity to build professional contacts during the semester in question. According to 73% of the doctoral students who responded, they had adequate or decisive opportunities for professional networking during the semester. Three respondents said that they had had only a slight opportunity to do so.

Doctoral students were **very positive** about learning about publication strategies and methods. In total, **two types of opinions** were received; six (54.5%) doctoral students rated their knowledge of the various publication strategies and methods as adequate and five (45.5%) doctoral students rated their knowledge as decisive for the semester covered by the survey. All respondents considered that **there was an opportunity** to develop teaching methodology and presentation skills during the semester under study. Five (45.5%) doctoral students considered that there was a significant opportunity to develop these skills during the semester, four (36.4%) considered that there was a fair amount of opportunity, and two (18.2%) considered that there was a slight amount of opportunity to develop these skills during the semester. All respondents felt that the KDI course instructors **clearly defined** and **enforced the course requirements**. According to five (45.5%) doctoral students, the subject requirements were defined and enforced by the instructors to a decisive extent, four (36.4%) doctoral students to a sufficient extent, and two (18.2%) doctoral students to a slight extent. In the next question, we asked to what extent the information on the KDI website helped doctoral students to answer academic and administrative questions that arose during the semester. **All respondents indicated that** the information on the KDI website **helped** them to answer academic and administrative questions they had during the semester under review. **All respondents also indicated that** KDI faculty and staff **were helpful** in resolving academic and administrative issues that arose during the semester. Six (54.5%) doctoral students said that they received a significant amount of help from KDI faculty and staff, three (27.3%) said that they received a fair amount of help, and two (18.2%) said that they received a small amount of help from KDI faculty and staff. Finally, ten (90.9%) doctoral students considered the forms on the KDI website to be of good use. Only one doctoral student (9.1%) considers that the forms are only marginally useful.

#### **IV. Evaluation of responses in category 1**

Question 1 in category 1 asked to what extent the doctoral students were assisted by KDI faculty and staff in resolving their research career and administrative issues during the semester. While responses were mixed across the scale, the majority of respondents felt that they had received some level of adequate assistance from KDI faculty and staff in dealing with their issues during the semester. 75% of the responding doctoral students felt that KDI faculty and staff had provided adequate or decisive help in preparing for the complex examination. Two respondents reported negative experiences. The next question asked to what extent the information on the KDI website helped doctoral students to deal with academic and administrative issues during the semester. **The majority of the** doctoral students who responded **said that** the information on the KDI website **helped** them to answer academic and administrative questions they had during the semester. This can be seen from the following distribution; while three to three (37.5-37.5%) doctoral students considered that the information on the KDI website had helped them to a sufficient or decisive extent, a further one (12.5-12.5%) doctoral student considered that the information on the KDI website had helped them to a minor extent or not at all. Finally, the last question in this category asked to what extent the doctoral students considered the forms on the KDI website to be useful. Most of the respondents - 2 (25%) and 4 (50%) - considered the forms on the website to be fairly or mostly usable.

## 1.6. Effectiveness

Quality objectives define effectiveness as the proportion of PhD graduates in a given year compared to the number of students enrolled in the course in that year. The higher the ratio, the more effective the work. The ratio may be influenced by a number of coefficients, but it is the responsibility of the KDI to ensure that the degree is obtained within the timeframe allowed by law, that the ratio between the input (intake) and output numbers is consciously planned and that the drop-out rate is reduced.

Year	Newly enrolled	All students	Terminated legal relationship	Getting a degree	Efficiency rate	Attrition
2017	33	102	3	6	0,18	0,03
2018	27	102	10	4	0,14	0,1
2019	33	89	12	11	0,33	0,13
2020 (Covid)	37	94	12	2	0,05	0,13
2021	29	89	10	8	0,28	0,11
2022	23	96	16	11	0,47	0,16
2023	28	85	16	11	0,39	0,19
2024	43	108	4	6	0,13	0,04

13. Table 1: Performance and drop-out rates

Performance: ratio of PhD degree holders (P) to new enrolments (n)  $[P/n<]$  Attrition: ratio of total students (T) to terminated students (T)  $(T/T)$

## 1.7. Efficiency

*- an increase in the number of KDI graduates in higher education or research jobs*

To evaluate the functioning of the Doctoral School of Public Administration (KDI), a career development questionnaire was prepared. The questionnaire was filled in by **KDI doctoral graduates**, who provided important feedback on the usefulness of the **KDI** doctoral programme and degree in public administration in the labour market.

The theoretical part of the evaluation of the questionnaire focuses on the analysis and interpretation of the data, with the **aim of** determining the extent to which respondents use the knowledge and skills acquired during their doctoral training in their professional life, particularly in relation to the type and field of their work.

The results of the questionnaire can provide a comprehensive picture of post-doctoral **career development**. Analysing the responses according to different aspects, such as the field of work and the effectiveness of the training, can help to determine the extent to which the doctoral degree has contributed to the **professional progress of** the respondents and has influenced their performance in the workplace and the development of their career.

Graduate doctors completed the questionnaire in two separate **forms**, broken down by the following categories.

**I.** The first form was filled in by doctors who had obtained a degree in Hungarian.

**II.** The second form was filled in by doctors who had obtained a degree in English.

Of the 49 PhDs, a total of 22 responded to our questions (19 of the 41 had obtained their doctorate in Hungarian, and 3 of the 8 in English).

Below is a brief **assessment of** the doctoral students' responses according to each category.

We asked the doctors 6-6 questions on the forms. The first question consisted **of two parts**. All questions were multiple-choice questions for graduating doctors. For the first question, the doctors could also answer in a short, free-word form.

From a **methodological** point of view, the questionnaire was therefore mainly closed, but also partly open to doctors.

The questions were formulated **in the context** of **the** use of the doctoral degree in the labour market. The questionnaire survey was addressed to **all KDI graduate students**.

#### 1.7.1.1. What type of work do you currently do?

The first question asks whether respondents work in higher education, research and development (R&D) or other sectors. An analysis of this can help to understand **the effectiveness of doctoral training** in different sectors. For example, if the majority of respondents with a doctoral degree work in higher education, it indicates that the training has led to a career primarily in academia.

##### 1.1. Milyen típusú munkát végez jelenleg?

19 válasz



3. Figure 3: Types of work

Respondents selected three of the four possible answers in the following breakdown. 47.5% of respondents (9) work **in higher education**. 26.3-26.3% of respondents (5-5) work in the public or competitive sector. No respondent indicated the field of R&D (more on this later). This shows that the majority of respondents work in higher education, suggesting that the questionnaire responses indicate that typically a doctorate has led to **an academic career**.

Of the respondents with a degree in English, **one** works in higher education, **one** in the R&D sector and **one** as a volunteer at *Isha Health Solutions*.

#### 1.7.1.2. If you are not currently working in higher education or R&D, have you worked in such an institution before? If yes, for how long?

Six respondents indicated that they are not currently working in higher education, but have worked in higher education in the past (e.g. at the National University of Public Service or the University of Debrecen). So the free-word responses also tip the scales **towards higher education** in a similar way to the multiple-choice question above.

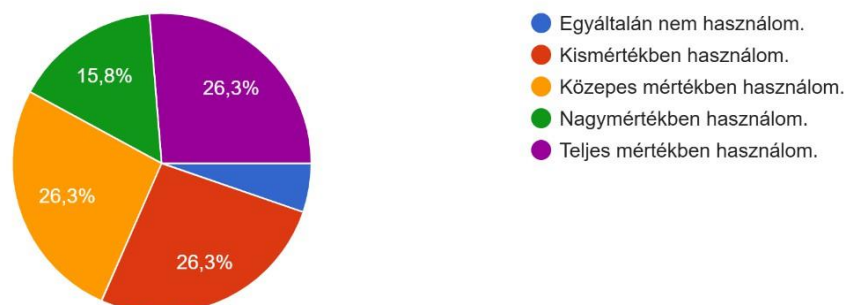
#### 1.7.2. To what extent do you use the knowledge gained during your doctoral studies in your current work?

The second question asks to what extent respondents apply the knowledge they have acquired during their doctoral studies in their work. Evaluating this can help to understand the **practical benefits of** doctoral studies and whether research and analytical skills, critical thinking or other knowledge are useful in the respondent's workplace.

The results can be assessed by a distribution on a scale. If the majority of respondents rate the application of their knowledge at a higher level, this may indicate that the doctoral degree has a significant **impact on** their role in the world of work.

2. Milyen mértékben használja a doktori képzés során szerzett tudást a jelenlegi munkájában?

19 válasz



4. Figure 3: Using knowledge acquired during doctoral training in the workplace

Both 26.3% of respondents (5-5-5) marked "I use it a little" and "I use it to a medium extent." and "I use it a lot." answers. 15.8% of respondents (3 people) selected "I use it a lot." option. Only one person ticked the box

"I don't use it at all." answer option. This shows that obtaining a doctoral degree has had some impact on the current **work of** all respondents (with the exception of the one person mentioned above). If only the two highest scores are taken into account, **42.1% of** respondents fall into these categories, i.e. they use to a large extent or completely the knowledge acquired in their doctoral studies in their work.

Of the respondents who have a degree in English, **one** uses the knowledge acquired in their training to a small extent, **one** to a medium extent and one **to** a large extent. There were no responses to the English questionnaire indicating that the doctor does not use the knowledge acquired here at all.

### 1.7.3. If you work in higher education, what type of job do you have?

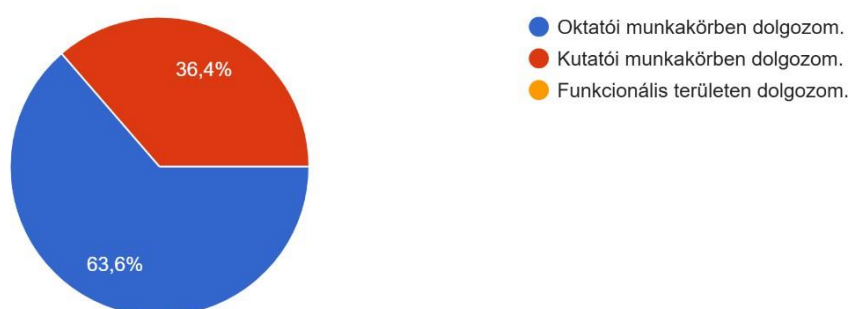
The third question concerns the job **title** of respondents in higher education. This will provide an answer to the question of exactly what type of work KDI graduates use the knowledge they have acquired in their doctoral studies. The predominance of **teaching jobs** may certainly indicate that they are more practical, while the predominance of **research jobs** may indicate that they are more theoretical.

The figure below clearly shows that the majority of doctors are working in **teaching** positions (63.6% of respondents, which represents 7 people). 36.4% of respondents are working in research positions (which represents 4 people). This leads us to conclude that the doctors who responded are using their knowledge acquired in doctoral training in a **more practical dimension**, as teachers in higher education.

The proportion of respondents with a degree in English is reversed, with **two** working as researchers and **one** as a doctoral lecturer.

3. Ha felsőoktatásban dolgozik, milyen típusú munkakört tölt be?

11 válasz



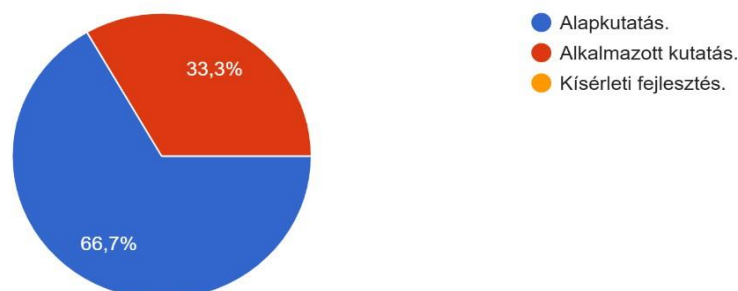
5. Figure 1: Distribution of jobs in higher education

### 1.7.4. If you work in R&D, which sector do you work in?

The fourth question is also specific to respondents who work specifically in **R&D**. For this question, the terminology used in Act LXXVI of 2014 on Scientific Research, Development and Innovation was used, so respondents could choose between **basic research**, **applied research** and **experimental development**.

4. Ha K+F területen dolgozik, melyik ágazatban tevékenykedik?

3 válasz



6. Figure 1: Sectoral distribution of R&D area

For this question, the answers are contradictory, since the option of whether respondents work in R&D was already mentioned above, and no one indicated the field. Here, however, **two of** the main ones are "Basic research." and **one** person selected "Applied research." "Applied research". In all likelihood, these three respondents work for **a** company **in** the competitive sector or for **an institution** in the public sector that also carries out research.

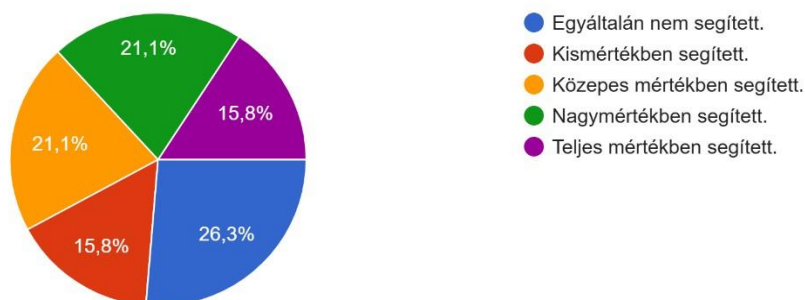
Of the respondents with a degree in English, **one doctor** is **in the applied research sector** and **another in the experimental development sector**.

**1.7.5. To what extent has the knowledge you gained in your doctoral studies helped you to progress in your current job?**

In the fifth question, we wanted to know to what extent doctoral training helped respondents to progress in their careers. The answers to this question measure how the experiences, skills and knowledge gained during the research **supported the** careers **of** the doctoral graduates. In the analysis, "Greatly helped" with a high response rate. or "It helped me a lot." responses may indicate that the training provided a real advantage in professional life.

5. Milyen mértékben segítette a doktori képzésen megszerzett tudás a szakmai előrehaladását a jelenlegi munkájában?

19 válasz



7. Figure 3: Impact of doctoral knowledge on career progression at work

For this question, there **was a mixed** response. **For the majority of** respondents (14), the knowledge they had acquired in their doctoral training **helped them** in their current work in terms of career progression. Of these, if only the highest scores are taken into account, **36.9%** of respondents consider that their doctoral education has helped their career progression to a large extent or completely. Doctors working in **higher education** are most likely to consider that completing a doctoral programme has helped their career progression.

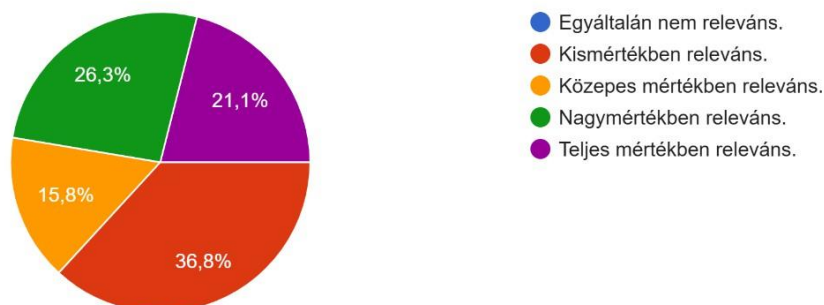
Respondents with a degree in English also **tended to** give **more positive responses**. **One** doctor said that the knowledge gained in his doctoral training had helped his career to a small extent, **another to** a medium extent and a **third to** a large extent.

#### 1.7.6. How relevant are the skills acquired during your doctoral studies (e.g. research, analytical, presentation, etc.) to your current work?

In the sixth question, we asked graduates to what extent the skills they had acquired during their doctoral training - for example, research, analysis or presentation - were relevant to their current work. In this question, we asked not about the knowledge acquired, but specifically **about the usefulness of the skills acquired**.

6. Mennyire relevánsak a doktori képzés során szerzett készségek (pl. kutatási, elemzési, prezentációs stb.) a jelenlegi munkájában?

19 válasz



8. Figure 3: Using skills acquired in doctoral training in the workplace

The last question also received a **mixed** response, with an otherwise **positive bias**. According to 36.8% of respondents, the skills acquired in doctoral training are slightly **relevant** to their current job, 26.3% think they are highly **relevant**, 21.1% think they are fully **relevant** and 15.8% think they are moderately **relevant**. **There were no** responses indicating that the skills acquired during doctoral training **would not be relevant** at all.

Respondents with a degree in English education gave a **clearly positive response**. All three respondents considered the skills they had acquired in their doctoral studies to be **highly** relevant to their work.

## 1.8. International attractiveness

- an increase in the number of foreign applicants and foreign doctoral students and candidates

<b>Year</b>	<b>Number of doctoral students</b>	<b>Number of foreign students and doctoral candidates</b>	<b><i>Foreign number of applicants</i></b>
<b>2019</b>	89	29	*
<b>2020</b>	94	38	*
<b>2021</b>	89	38	*
<b>2022</b>	96	41	*
<b>2023</b>	85	34	*
<b>2024</b>	108	38	*

14. Table 1: Number of foreign applicants, students and doctoral candidates as a percentage of total students

## 2. SWOT analysis

Strengths
<ul style="list-style-type: none"> <li>• strong multidisciplinary, interdisciplinary flexibility in research areas</li> <li>• the scientific diversity of the topics within MTA IX, strong Hungarian relevance</li> <li>• the strength and potential of staff, subject leaders and teachers</li> <li>• strong operational symbiosis with the Faculty of Political Science and International Studies, cooperation with other NKE faculties and research institutes</li> <li>• increasing international attractiveness</li> <li>• the English-language content of the training and tutorials</li> <li>• international openness</li> <li>• the curiosity of public administration, domestic attractiveness, high application rate</li> </ul>
Weaknesses
<ul style="list-style-type: none"> <li>• the limited integration of quality management in the NKE</li> <li>• varying levels of professional attendance at debates and workshops</li> <li>• active liaison between research area leaders and topic leaders</li> <li>• the administrative workload of the KDI secretariat</li> <li>• motivation of students in KDI decision-making and development processes</li> <li>• the effectiveness of the tracking process</li> <li>• cooperation with other doctoral schools</li> <li>• coordination of multi-directional internal communication</li> </ul>
Options
<ul style="list-style-type: none"> <li>• the integration and increasing activity of doctoral students and doctoral candidates in the teaching and research organisations of the NUAS</li> <li>• reducing the administrative burden for doctoral students, complex management of training-research-administration support</li> <li>• joint research and publications of KDI lecturers and supervisors with doctoral students</li> <li>• customer-friendly communication of regulations</li> <li>• new Social Sciences Doctor School development (ongoing) from NKE, strengthening the focus on public administration</li> <li>• NKE TDK and OTDK students' research career orientation towards KDI</li> <li>• high number of foreign students, international diversity</li> </ul>
Dangers
<ul style="list-style-type: none"> <li>• the politicisation of social sciences, including public administration, their social prestige and the marginalisation of funding</li> <li>• increased pressure to publish - quality control</li> <li>• the publication value of journals not recognised by the MTA</li> <li>• the shrinking publication opportunities for doctoral students due to increasing competition for journal publications</li> <li>• Science ethics offences related to the use of Generative AI chatbots (LLM)</li> <li>• inappropriate internationalisation of specific foreign issues</li> </ul>

## 1. Annex No.

### Analysis of student evaluations

#### General characteristics of the questionnaire

The evaluation of the Doctoral School of Public Administration (KDI) is based on a satisfaction questionnaire. The questionnaire is filled in by the doctoral students of the KDI, who greatly contribute to the review of the KDI's processes and contribute with their opinions and insights to the effective implementation of the development processes. The four separate **forms** are presented in the following categories.

**I.** The first form was filled in by doctoral students in the training and research phase who were about to take the complex examination (not including students who were in a passive status in the autumn semester).

**II.** The second form was filled in by doctoral students (active and passive status in the research and dissertation phase) who had passed the complex examination and were about to obtain their diploma.

**III.** The third form was filled in by foreign doctoral students in the training and research phase who were about to take the complex examination (not including students in passive status in the autumn semester). The form was prepared in English.

**IV.** Finally, the fourth form was filled in by foreign doctoral students (active and passive status in the research and dissertation phase) who had passed the complex examination and were about to obtain their diploma. The form was prepared in English.

Out of 93 PhD students, a total of 47 responded to the questions we asked.

Below is a brief **assessment of** the doctoral students' responses according to each category.

Forms I and III asked doctoral students 10-10 questions. In Forms II and IV, we asked 4 to 4 questions. In all cases, our questions were structured **in two parts**.

In the first part of the questions, doctoral students were asked to answer questions on **a scale of 1 to 4**. The doctoral students could choose from the following answer options: 1=not at all, 2=slightly, 3=to a certain extent, 4=decidedly. In the second part of the questionnaire, doctoral students were given the opportunity to provide **their comments and suggestions** on the questions. The questionnaire therefore methodologically asked doctoral students for their views in both an open and a closed way.

The questions were formulated **around the themes of** learning support, education and quality of services. The survey covers the first (autumn) semester of the academic year 2024-2025.

## 1. Evaluation of category I responses

### 1.1.1. To what extent did the courses and lecturers at the Doctoral School of Public Administration (KDI) contribute to the development of your academic habits and research skills during the semester?

In question 1, we wanted to know to what extent the KDI courses and lecturers contributed to the development of the doctoral students' scientific habitus and research skills. 13 doctoral students indicated the scale scores as follows.



1. Figure

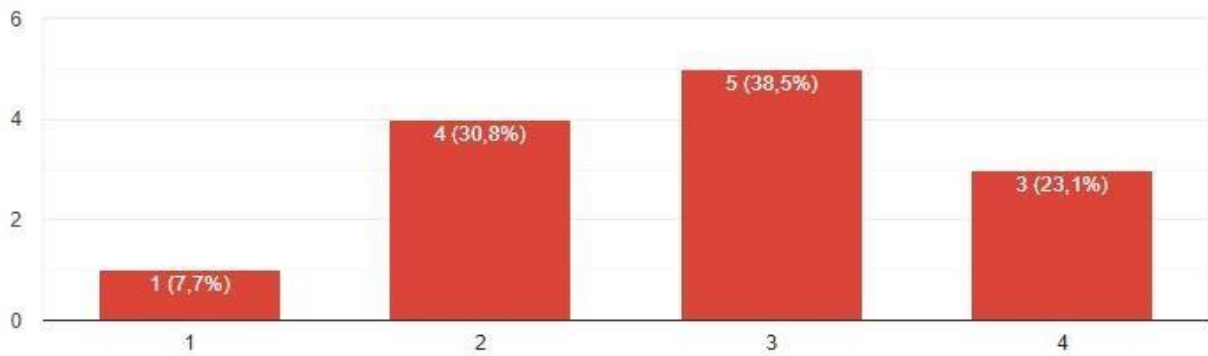
According to the responding doctoral students, the KDI courses and teachers **have contributed to the** development of their scientific habits and research skills. Most of the respondents (38.5%) believe that KDI courses have contributed **significantly** to the development of their skills. The remaining half of the respondents (30.8%-30.8%) think that KDI courses and teachers have contributed to a fair or small extent to the development of their skills. There was no response that KDI subjects and teachers did not contribute at all to the development of the skills mentioned above.

### 1.1.2. Related comments, suggestions

Eight PhD students also made comments and suggestions on question 1. From these responses, we can now see more concrete suggestions. The responses suggest that KDI tutors are basically **helpful**, flexible and open to questions from doctoral students. However, the responding doctoral students also point out that more emphasis should be placed on personal mentoring and consultation. They also comment on the content and delivery of **the curriculum**. For example, one doctoral student respondent believes that more quantitative-empirical knowledge is needed in the KDI. Other respondents consider that the knowledge is delivered in an overly "legalistic" way and not always using modern teaching methods.

### 1.2.1. To what extent did you gain insight into the scope and methodology of research in public administration and social sciences during the semester?

In question 2, we wanted to know to what extent doctoral students had gained insight into the scope and methodology of the research studied in the KDI.



2. Figure

The responses to this question were slightly more restrained than the previous one, but the vast majority of the responding doctoral students still considered that they had gained a **fair** (38.5%) or **significant** (23.1%) insight into the scope and methodology of research in public administration and social sciences. A smaller proportion of doctoral students said that they had only a little (30.8%) and 1 said not at all.

### 1.2.2. Related comments, suggestions

Seven PhD students also made comments and suggestions on question 2. From these responses, we can now see more concrete suggestions. These brief comments point to possible reasons for the more cautious approach to the question. Indeed, the responses show that the previous curriculum did little to help doctoral students to deepen their understanding of the research areas mentioned, whereas the **new curriculum** provides much more scope for this. The doctoral students therefore see the new curriculum as a clear positive change compared to the previous one. For example: "I have not yet encountered this in many subjects, but the curriculum will be fine."

### 1.3.1. To what extent have KDI courses and instructors contributed to your research methodology toolkit during the semester (e.g., learning about research databases, empirical research methods, or developing your scientific writing skills)?

In question 3, we asked to what extent the KDI courses and lecturers contributed to the doctoral students' research methodology toolkit during the semester. 13 doctoral students indicated the scale values as follows.



3. Figure

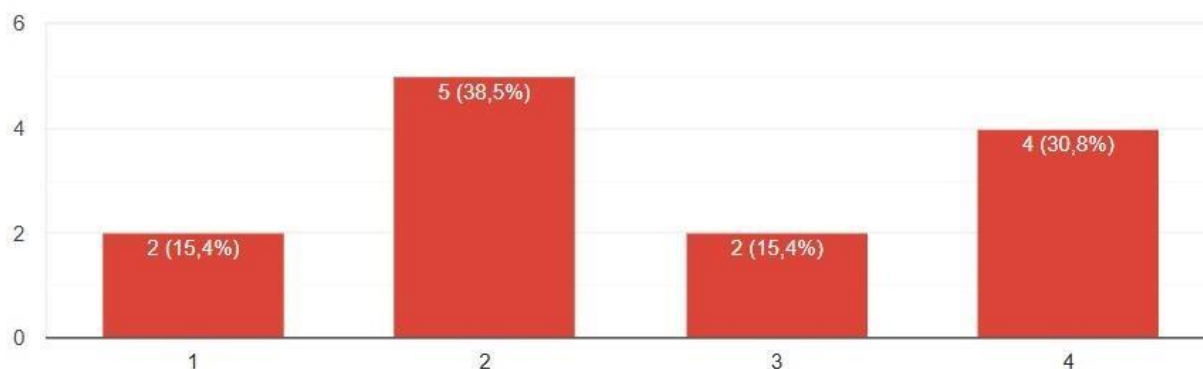
According to the responding doctoral students, the KDI courses and lecturers **have contributed** significantly to the development of their research methodology skills. Most of the respondents (38.5%) believe that KDI courses and teachers have contributed **significantly** to the development of these skills. The remaining half of the respondents (30.8%-30.8%) think that KDI courses and teachers have contributed to a fair or small extent to the development of these skills. However, there was no response that KDI courses and teachers do not contribute at all to the development of research methodology tools.

### 1.3.2. Related comments, suggestions

Four PhD students also made comments on question 3. These suggested that more emphasis could be placed on the provision of **teaching aids** and **teaching materials** to doctoral students via an electronic interface (e.g. Moodle).

#### 1.4.1. To what extent have you had the opportunity to build professional contacts during the semester (e.g. to learn about the work of faculty departments, lecturers, researchers; to consult with lecturers, researchers in groups and/or individually; to publish with lecturers and researchers)?

In question 4, we asked to what extent doctoral students had the opportunity to build professional contacts during the semester in question. 13 doctoral students indicated the following values for the scale.



4. Figure

According to the majority of the responding doctoral students (11), **there were opportunities for** professional networking during the semester. Two respondents thought that they had not had the opportunity to build professional contacts at all during the semester.

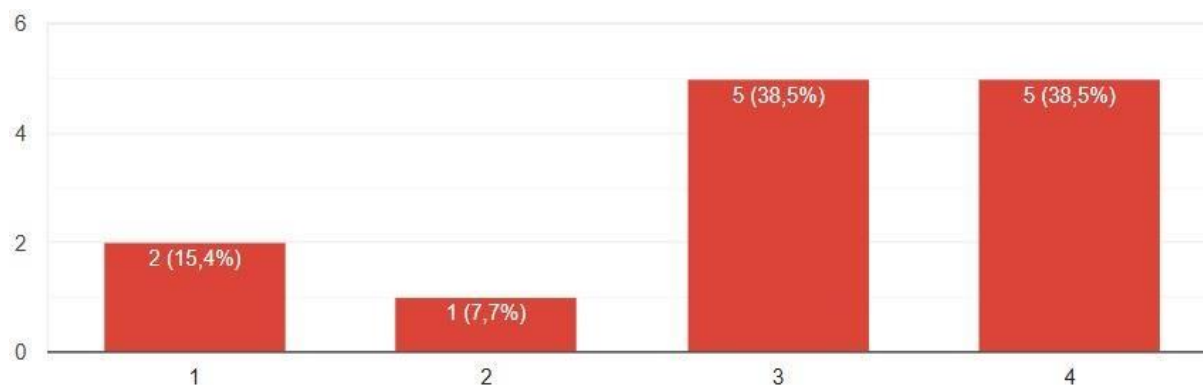
### 1.4.2. Related comments, suggestions

The evaluation of the results obtained for this question is explained in the accompanying comments and suggestions. The clear conclusion from the responses is that doctoral students are most likely to have the most opportunities for professional collaboration with **their own supervisor**. At the same time, professional networking with other KDI lecturers is mostly limited to working together in class. Based on the responses, it may be worth considering a greater role for individual consultations focused on **the** doctoral student's **research topic** rather than face-to-face teaching in the classroom. This would certainly

would also provide an opportunity for doctoral students to deepen their professional contacts more effectively.

### 1.5.1. To what extent did you learn about different publishing strategies and methods during the semester?

In question 5, we wanted to know to what extent the doctoral students had become familiar with different publication strategies and methods during the semester under review.



5. Figure

The majority of the doctoral students who responded said that they had acquired **a sufficient or decisive** understanding of the relevant strategies and methods. One respondent indicated that they had only to a small extent, and two respondents indicated that they had not managed to learn the relevant strategies and methods.

### 1.5.2. Related comments, suggestions

According to respondents, it was not primarily through the KDI that they learned about the different publication strategies, but rather from **their** subject **leaders**. The fact that the KDI has a separate course on the different publication strategies and methods (certainly the respondents did not complete this course in the semester covered by the survey) is a nuance for the responding doctoral students.

### 1.6.1. To what extent have you had the opportunity to develop your teaching methodology and presentation skills during the semester?

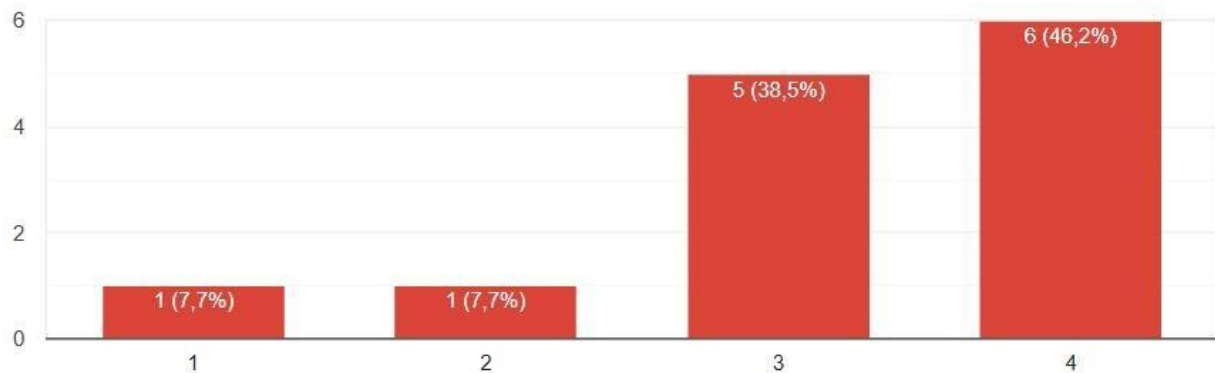
The skills development subject was introduced in the 2024/2025 school year in a progressive system, so 60% of respondents still lacked adequate development, while 40% said that there was an opportunity to develop relevant skills.

### 1.6.2. Related comments, suggestions

According to **one** respondent, there was a course on this subject during the semester, but it did not contribute much to the development of the skills involved. **The other** respondent said that the course benefited from the instructor's feedback, which he believes helped him to make progress.

### 1.7.1. Have the KDI subject teachers clearly defined and enforced the subject requirements?

In question 7, we wanted to know whether the instructors of the KDI subjects had defined and enforced the requirements of the subjects during the semester under review. The scale scores were indicated by 13 doctoral students as follows.



6. Figure

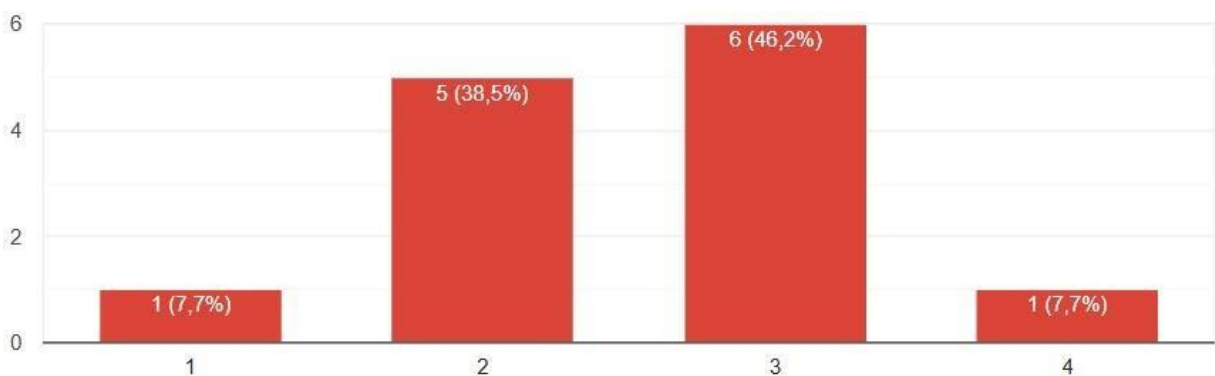
As can be seen from Figure 6, the responding doctoral students have a **strongly positive** opinion of the KDI lecturers on this question. Most respondents (46.2%) **overwhelmingly** believe that the course requirements were clearly defined and enforced by the lecturers. A further 5 (38.5%) believe that this was done adequately during the semester under review. Only one doctoral student responded that there were few or no opportunities (7.7-7.7%).

### 1.7.2. Related comments, suggestions

**One** view is that there is no problem with consistency in the KDI. **Another** respondent said that the Moodle **system** should be used more frequently to publish subject requirements and that some lecturers should put more emphasis on feedback.

### 1.8.1. To what extent did the information on the KDI website help you with your academic and administrative questions during the semester?

In question 8, we asked to what extent the information on the KDI website helped doctoral students to answer academic and administrative questions that they had during the semester. 13 doctoral students indicated the scale scores as follows.

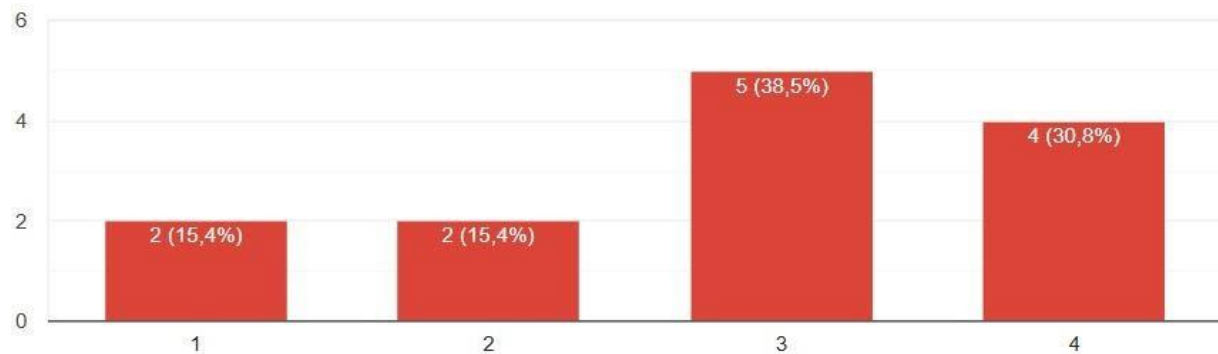


7. Figure

The majority of respondents (46.2%) consider that the information on the website provides a **sufficient** level of assistance in various administrative tasks. The second highest number of respondents (38.5%) said that the information on the website is of little help. At the two extremes, there was only one response each (7.7%-7.7%).

### 1.9.1 To what extent did KDI faculty and staff assist you with your academic and administrative matters during the semester?

In question 9, we asked to what extent KDI faculty and staff helped doctoral students with their academic and administrative needs during the semester.

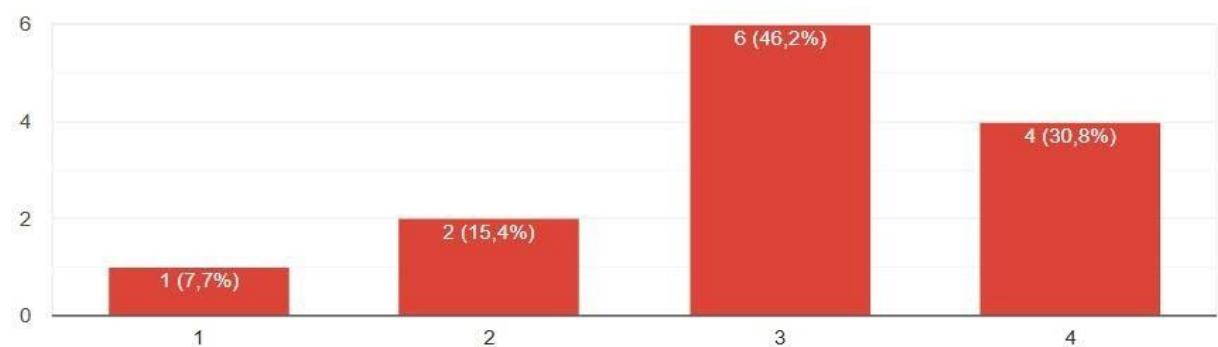


8. Figure

38.5% said that they were helped to a fair extent, and a further 30.8% said that they were helped a lot by KDI teachers and staff in dealing with their issues during the semester. Two or two respondents indicated that they received little or no help from KDI faculty or staff in managing their affairs.

### 1.10.1. To what extent do you find the forms on the KDI website (sample documents for applications, declarations, research plans, etc.) usable?

Question 10 asked to what extent the doctoral students consider the forms on the KDI website to be usable.



9. Figure

77% of the respondents consider that the use of the forms is sufficient or decisive for student administration. Two respondents consider that these forms are only slightly used. One person thinks that the forms are not used at all.

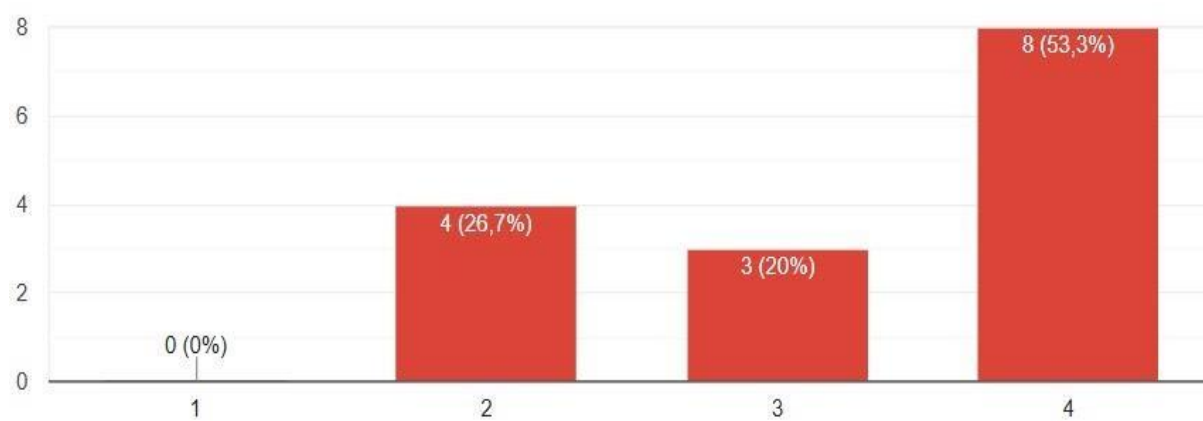
### 1.10.2. Related comments, suggestions

For this question, 3 free text comments were received, most of which **were positive** and highlight the usefulness of the forms.

## 2. Evaluation of category II responses

### 2.1.1. To what extent did KDI faculty and staff assist you in resolving research promotion and administrative issues that arose during the semester?

Within this category, question 1 asked to what extent KDI faculty and staff assisted doctoral students in resolving research progress and administrative issues that arose during the semester.



10. Figure

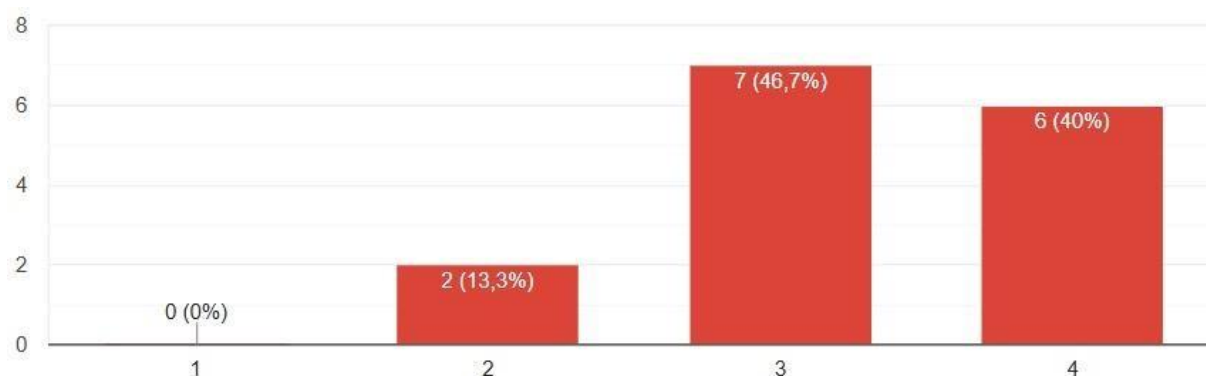
According to the responding PhD students, KDI faculty and staff **clearly helped** them with their research career and administrative issues. The majority of respondents (8 - 53.3%) chose the decisive option. 3 respondents (20%) chose the adequate option. Only 2 respondents (26.7%) selected the option to a lesser extent. No respondent selected the option not at all.

### 2.1.2. Related comments, suggestions

2 free text responses were received to this question. According to **one** respondent, e-mails reminding them of deadlines and tasks are very useful for the efficient management of their career and administrative affairs. **Another** respondent considers that consultations with the subject leader are more important at this stage of the study. However, he stresses that he has received all the necessary information on administrative matters during the semester under review.

### 2.2.1. To what extent did KDI teachers and staff help you to pass the complex exam?

Question 2 asked to what extent the KDI faculty and staff helped the doctoral students to successfully participate in the complex examination. 15 doctoral students indicated the scale scores as follows.



11. Figure

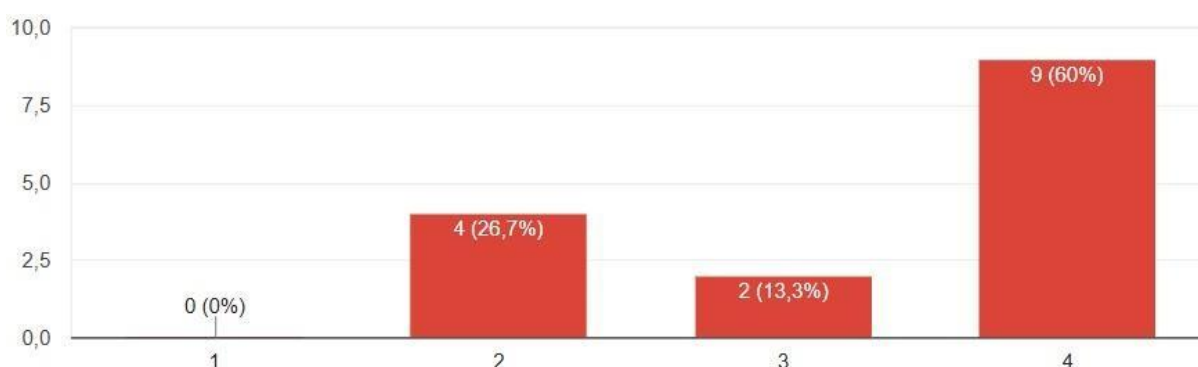
The majority of respondents (7 - 46.7%) indicated that they would do so. Seven doctoral students (40%) said that KDI faculty and staff were instrumental in helping them to pass the complex examination. Two doctoral students considered that the KDI contributed only slightly to their successful completion of the complex examination. There were no respondents who felt that the KDI did not contribute to their successful participation in the complex examination.

### 2.2.2. Related comments, suggestions

The question received 3 related textual comments, all of them **positive**. While **some of the** responses highlight the cooperative and helpful attitude of the KDI staff (managers, trainers and staff), **others** emphasise the usefulness of the preparation sessions for the complex examination.

### 2.3.1. To what extent did the information on the KDI website help you with your academic and administrative questions during the semester?

In question 3, we asked to what extent the information on the KDI website helped doctoral students to answer academic and administrative questions that they had during the semester. 15 doctoral students indicated the scale scores as follows.



12. Figure

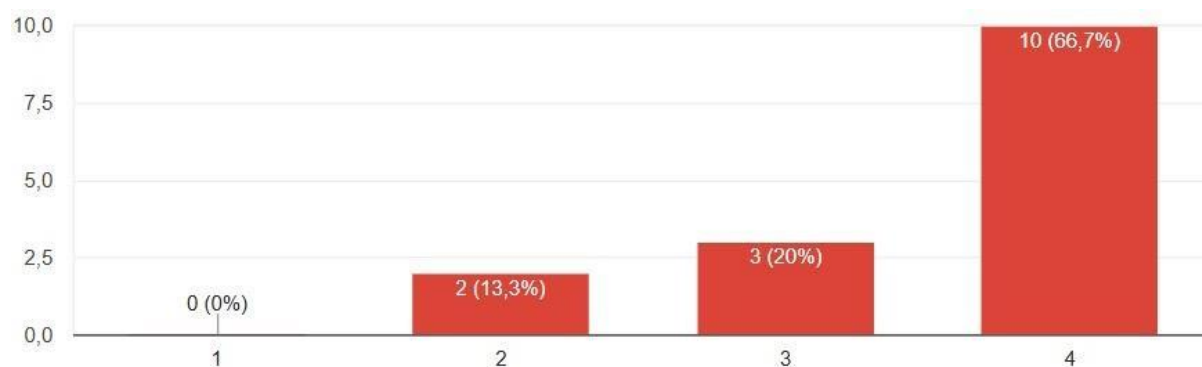
In this category, this question was also rated **significantly positively** by the responding doctoral students. Nine (60%) doctoral students consider that the information on the KDI website has been of decisive help in dealing with their cases. In addition, 2 (13.3%) doctoral students consider that the information available on the KDI website helped them to a certain extent in answering their academic and administrative questions, and 4 doctoral students consider that it helped them only slightly. There was no response that the information on the KDI website did not help doctoral students at all in their administrative tasks.

### 2.3.2. Related comments, suggestions

There was only one related textual comment on this issue, which is not primarily a comment on the website, but rather on the **speed and efficiency of** administration and **communication between** the administrations.

#### 2.4.1. To what extent do you find the forms on the KDI website (sample documents for applications, declarations, research plans, etc.) usable?

Finally, in question 4, we asked to what extent doctoral students consider the forms on the KDI website to be usable. 15 doctoral students indicated the scale scores as follows.



13. Figure

Of all the questions, this was the one in which the responding doctoral students expressed **the greatest satisfaction**. A large majority of respondents (10 - 66.7%) considered the available forms to be largely usable. The other responses also show that the forms available on the KDI website are either fairly (3 - 20%) or slightly (2 - 13.3%) usable. There was no response in this category to this question that the required forms were unusable.

### 2.4.2. Related comments, suggestions

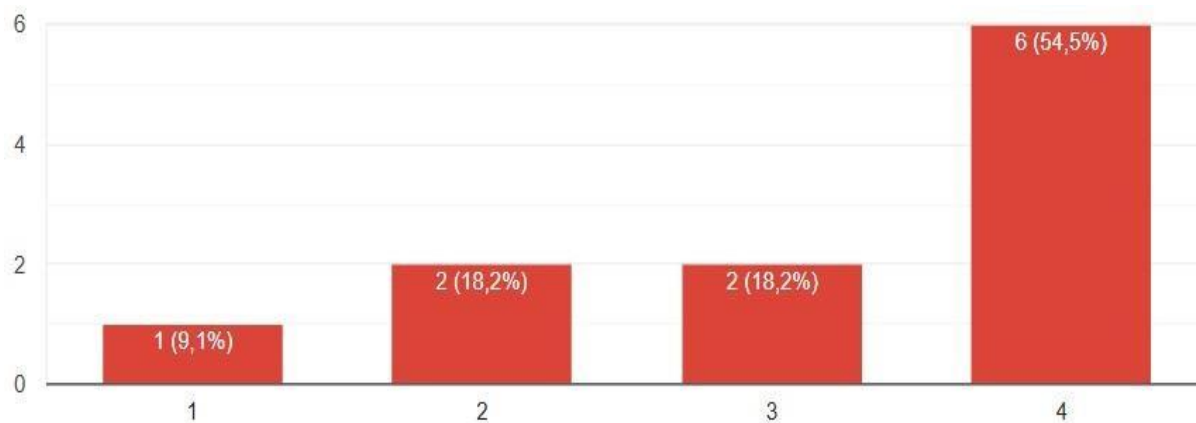
There were 3 text comments on this question. Comments from doctoral students that were specifically satisfied are:

- "The document samples are correct, it is the new Neptun interface that is more of a problem (listings, lesson book data, etc.)."
- "The forms make the work of students much easier. In my opinion, it would be much harder without them."
- "They are very helpful, especially in defining the criteria for the works to be submitted."

### 3. Evaluation of category III responses

#### 3.1.1. To what extent did the courses and lecturers at the Doctoral School of Public Administration (KDI) contribute to the development of your academic habits and research skills during the semester?

Concerning this category, in question 1 we asked to what extent the KDI's courses and lecturers contributed to the development of the doctoral students' scientific habitus and research skills.



14. Figure

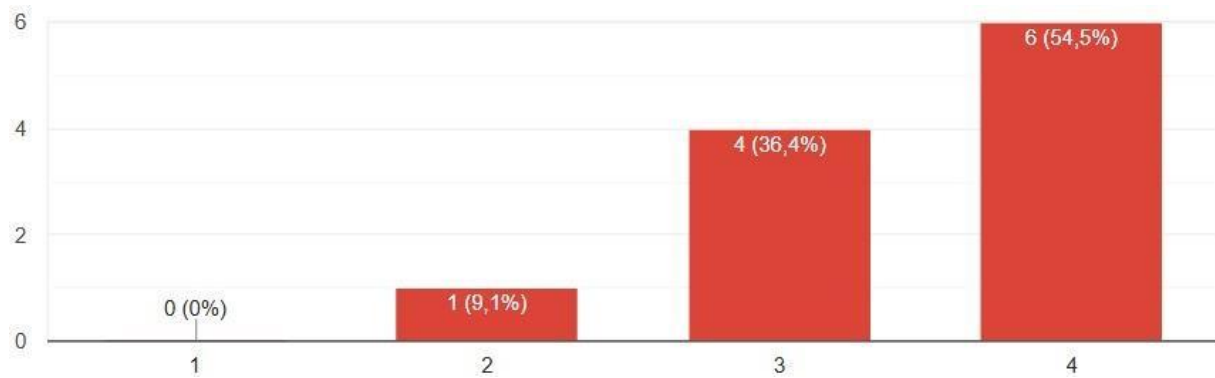
According to 54.5% of the responding doctoral students, the KDI courses and lecturers contributed significantly to the development of their scientific habitus and research skills in the semester under review, while another 18.2 to 18.2% also considered that the KDI courses and lecturers contributed to a fair or a small extent to the development of their scientific habitus and skills. One person said that KDI courses and instructors did not contribute to the development of their relevant skills.

#### 3.1.2. Related comments, suggestions

There were 3 related text comments on this question. **One** respondent suggested that there should be more courses focusing on research and publication skills. **Another** respondent suggested that the teaching was clear and practical in terms of the research topic.

#### 3.2.1. To what extent did you gain insight into the scope and methodology of research in public administration and social sciences during the semester?

In question 2, we wanted to know to what extent doctoral students had gained insight into the scope and methodology of the research studied in the KDI. The scale scores were indicated by 11 doctoral students as follows.



15. Figure

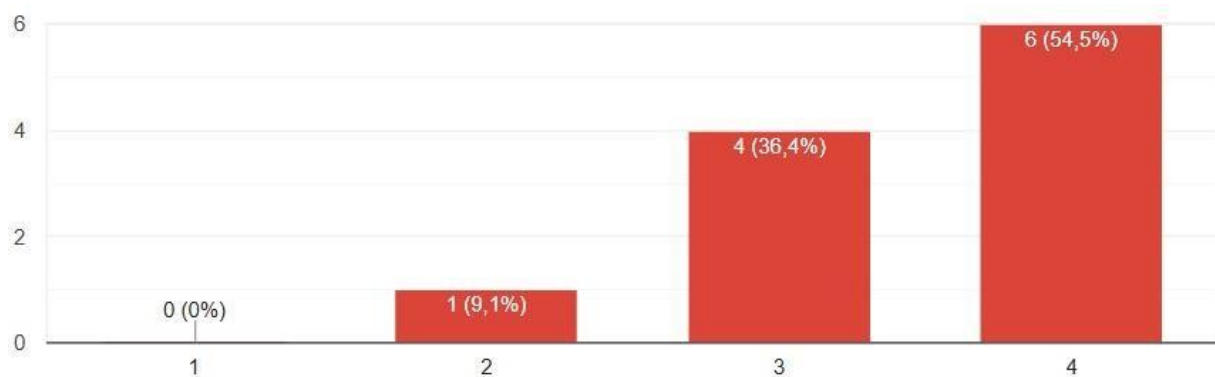
According to 54.5% of the responding doctoral students, they had gained a decisive insight into the scope and methodology of research in public administration and social sciences during the semester, while 4 respondents said they had gained a fair insight and one said they had gained a little insight.

### 3.2.2. Related comments, suggestions

This question received 2 related textual comments. **One of the** comments was that the lecturers present well the subjects and methodologies of public administration and social sciences. **Another** respondent recommends the involvement of more practitioners.

### 3.3.1. To what extent have KDI courses and instructors contributed to your research methodology toolkit during the semester (e.g., learning about research databases, empirical research methods, or developing your scientific writing skills)?

In question 3, we asked to what extent the KDI courses and lecturers contributed to the doctoral students' research methodology toolkit during the semester. 11 doctoral students indicated the scale values as follows.



16. Figure

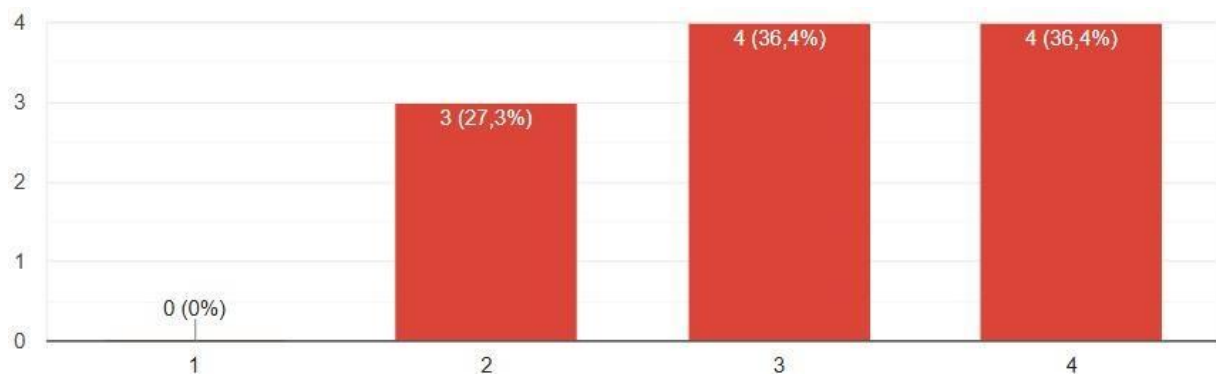
54.5% of the responding doctoral students said that the KDI's courses and lecturers **had contributed significantly to** their research methodology toolbox, 36.4% said they had contributed adequately, while one doctoral student said they had contributed only slightly.

### 3.3.2. Related comments, suggestions

This question received 3 related textual comments, two of which can be highlighted (the third is difficult to understand and is therefore not shown here). **One** respondent highlighted that the instructor demonstrated the use of databases for ease of understanding. The **other** respondent suggests the promotion of further courses on this topic, such as additional research tools like PRISMA and the use of digital tools in quantitative and qualitative research.

### 3.4.1. To what extent have you had the opportunity to build professional contacts during the semester (e.g. to learn about the work of faculty departments, lecturers, researchers; to consult with lecturers, researchers in groups and/or individually; to publish with lecturers and researchers)?

In question 4, we asked to what extent doctoral students had the opportunity to build professional contacts during the semester in question. 11 doctoral students indicated the following scale scores.



17. Figure

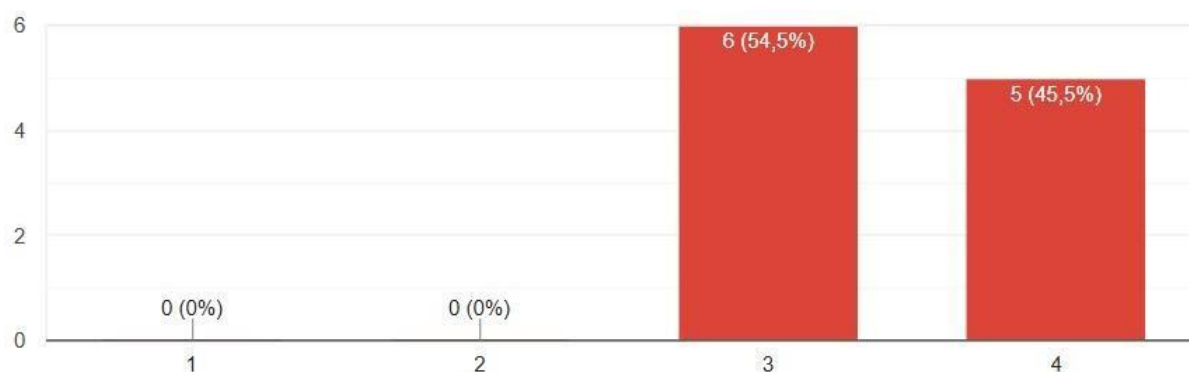
According to 73% of the doctoral students who responded, they had sufficient or decisive opportunities for professional networking during the semester. Three respondents said that they had little opportunity to do so.

### 3.4.2. Related comments, suggestions

Only one text comment was received on this question. This is **positive**, as it indicates that professional networking was already underway at the time of the response.

### 3.5.1. To what extent did you learn about different publishing strategies and methods during the semester?

In question 5, we wanted to know to what extent the doctoral students had become familiar with different publication strategies and methods during the semester under review. The scale scores were indicated by 11 doctoral students as follows.



18. Figure

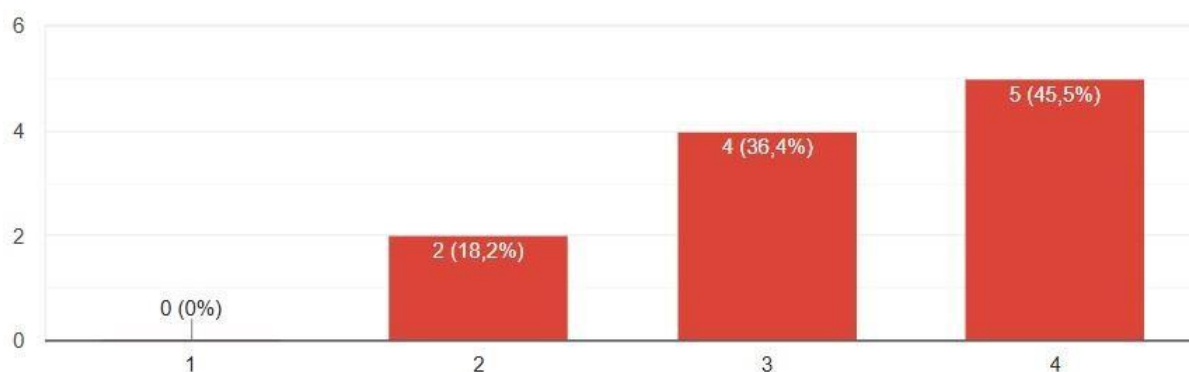
Doctoral students were **very positive** about learning about publication strategies and methods. In total, **two types of opinions** were received; six (54.5%) doctoral students rated their knowledge of the different publication strategies and methods as adequate, and five (45.5%) doctoral students rated their knowledge of the different publication strategies and methods as decisive for the semester covered by the survey.

### 3.5.2. Related comments, suggestions

One text comment was also received on this question. This is **positive**, as was the case with the previous question, as it also indicates that learning about publication strategies and methods was already underway at the time of answering.

### 3.6.1. To what extent have you had the opportunity to develop your teaching methodology and presentation skills during the semester?

In question 6, we wanted to know to what extent the doctoral students had the opportunity to develop their teaching methodology and presentation skills during the semester covered by the questionnaire. The scale scores were indicated by 11 doctoral students as follows.



19. Figure

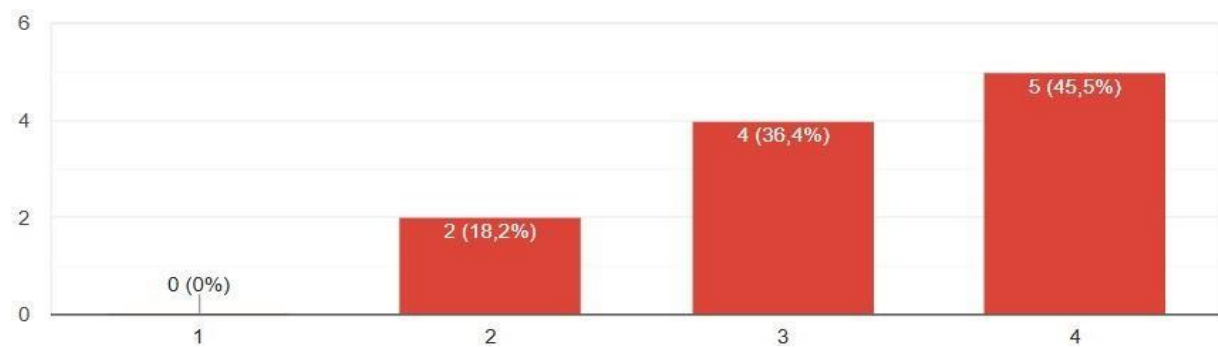
All respondents said that **they had had the opportunity to** develop their teaching methodology and presentation skills during the semester. According to five (45.5%) doctoral students, the opportunity to develop these skills was given to a large extent, four (36.4%) doctoral students to a fair extent, while two (18.2%) doctoral students thought that the opportunity to develop these skills was given to a small extent during the semester.

### 3.6.2. Related comments, suggestions

One text comment was also received on this question. This comment was that it would be good to attend **research conferences** where these skills can be developed and learn from other researchers.

### 3.7.1. Have the KDI subject teachers clearly defined and enforced the subject requirements?

In question 7, we wanted to know whether the instructors of the KDI subjects had defined and enforced the requirements of the subjects during the semester under review. The scale scores were indicated by 11 doctoral students as follows.



20. Figure

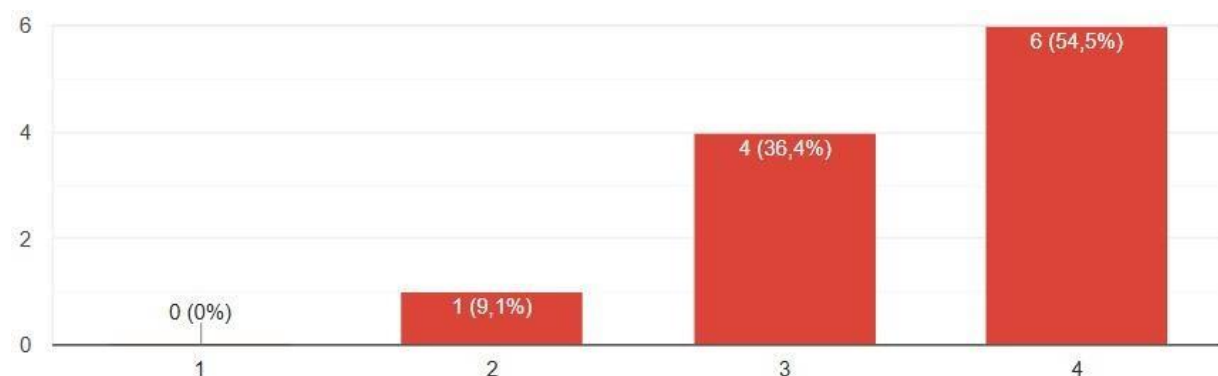
All respondents felt that the KDI subject teachers **clearly defined** and **enforced the subject requirements**. According to five (45.5%) doctoral students, the subject requirements were defined and enforced by the instructors to a large extent, four (36.4%) doctoral students to a fair extent, and two (18.2%) doctoral students to a small extent.

### 3.7.2. Related comments, suggestions

This question also received one textual comment, stating that the definition and enforcement of subject requirements in the KDI **is excellent**.

### 3.8.1. To what extent did the information on the KDI website help you with your academic and administrative questions during the semester?

In question 8, we asked to what extent the information on the KDI website helped doctoral students to answer academic and administrative questions that they had during the semester. 11 doctoral students indicated the scale scores as follows.



21. Figure

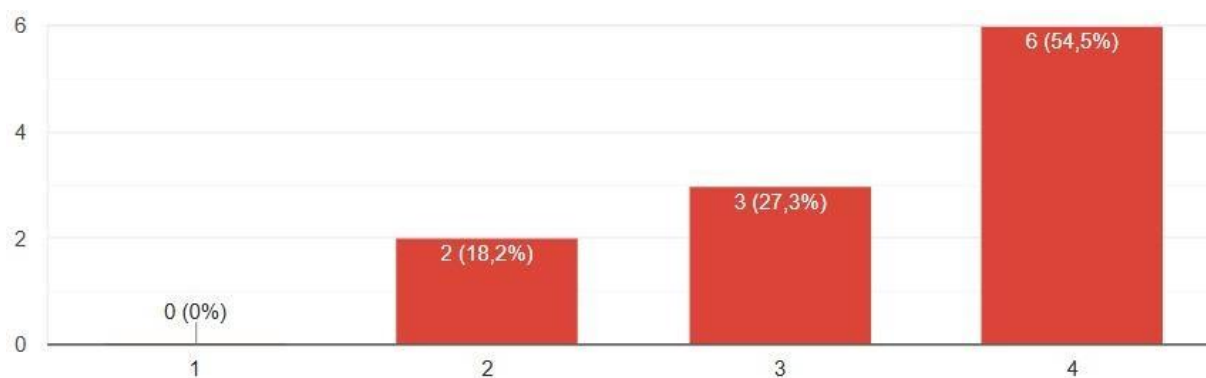
**All respondents said that** the information on the KDI website **helped** them to answer academic and administrative questions they had during the semester. Six (54.5%) doctoral students said that the information on the KDI website was of decisive help, four (36.4%) doctoral students said that it was of some help and one (9.1%) doctoral student said that it was of little help.

### 3.8.2. Related comments, suggestions

One text comment was also received on this question. The respondent states that "for ease of understanding, the course timetable should be translated into English." This comment certainly points to the **need to improve the** KDI website in terms of expanding the information available in English.

### 3.9.1. To what extent did KDI faculty and staff help you with your academic and administrative matters during the semester?

Question 9 asked to what extent the doctoral students were assisted by KDI faculty and staff in dealing with their academic and administrative matters during the semester. 11 doctoral students indicated the following scale scores.

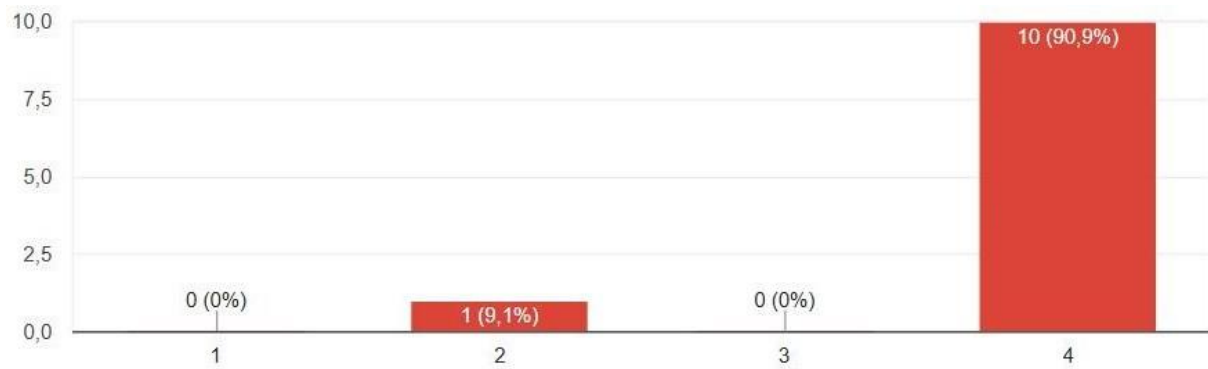


22. Figure

**All respondents said that** KDI faculty and staff **helped** them with their academic and administrative needs during the semester. Six (54.5%) doctoral students said that the KDI tutors and staff helped them a great deal, three (27.3%) said that they helped to a certain extent, and two (18.2%) said that they helped to a small extent, but only to a minor extent.

### 3.10.1. To what extent do you find the forms on the KDI website (sample documents for applications, declarations, research plans, etc.) usable?

Question 10 asked to what extent the doctoral students consider the forms on the KDI website to be usable. 11 doctoral students indicated the following scale scores.



23. Figure

The last question in this category received a **clearly positive** response from doctoral students. Ten (90.9%) doctoral students considered that the forms on the KDI website were largely usable. Only one doctoral student (9.1%) considers that the forms are only marginally useful.

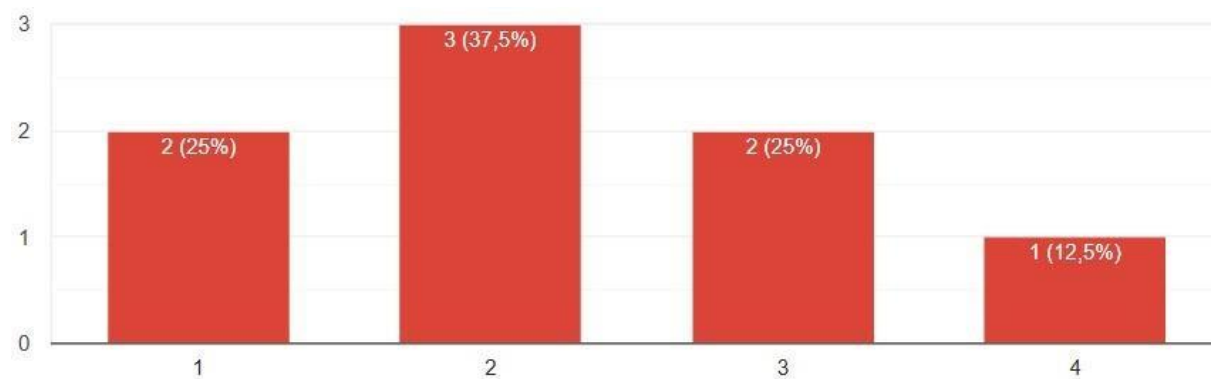
### 3.10.2. Related comments, suggestions

A more nuanced picture compared to the responses to the scale is obtained after reviewing the textual comments. The following suggestions were made by the students who responded. According to **one** respondent, the use of forms is excellent. **Another** respondent suggested that it would be good to update the list on the website of journals that are accepted as publications in the KDI.

#### 4. Evaluation of category IV responses

##### 4.1.1 To what extent were you assisted by KDI faculty and staff in resolving research promotion and administrative issues that arose during the semester?

Within this category, question 1 asked to what extent KDI faculty and staff assisted doctoral students in resolving research progress and administrative issues that arose during the semester. 8 doctoral students indicated the scale scores as follows.

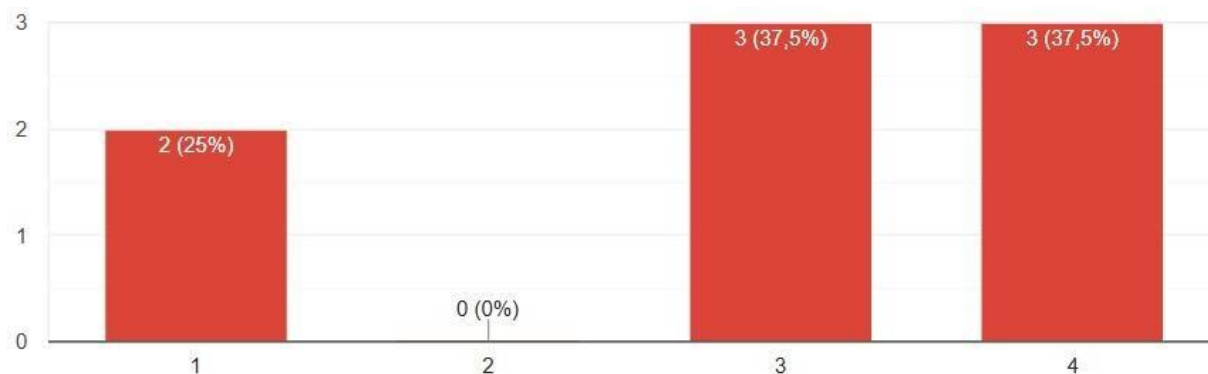


24. Figure

According to **one** respondent, the second language requirement is a barrier for many students. The required level (B1) is challenging, requires good preparation and a lot of time to improve. The respondent reported that they had applied for a reduction in the level of the language requirement (to A1), but their application was rejected. According to this respondent, removing the language requirement for foreign students would allow them to concentrate on their studies, complete them within the timeframe and produce high quality research. **The second** (and **third**) respondent said that the lecturers were very helpful during the study training phase, which enhanced their research. Respondents reported that communication was difficult when it came to administrative problems. Finally, the **fourth** respondent felt basically isolated during his studies, receiving information about his study results mainly when he inquired about them.

##### 4.2.1. To what extent did KDI teachers and staff help you to pass the complex exam?

Question 2 asked to what extent the KDI faculty and staff helped the doctoral students to successfully participate in the complex examination. 8 doctoral students indicated the scale scores as follows.



25. Figure

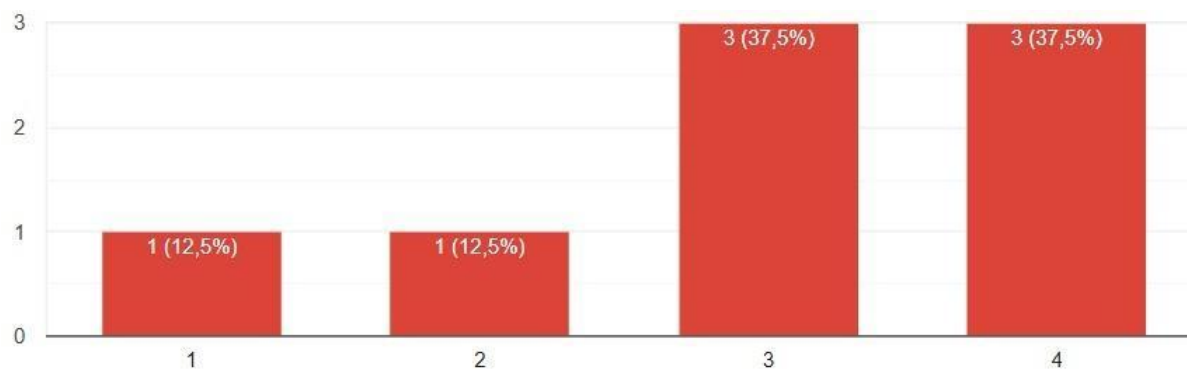
According to 75% of the responding doctoral students, the KDI faculty and staff helped them adequately or decisively in preparing for the complex examination. Two respondents reported negative experiences.

#### 4.2.2. Related comments, suggestions

Some of the respondents emphasise the role of **KDI trainers** and **staff in** preparing and informing about the preparation for the complex exam. The other part of the respondents emphasise the role of **their own** subject **leader** in preparing for the complex examination.

#### 4.3.1. To what extent did the information on the KDI website help you with your academic and administrative questions during the semester?

In question 3, we asked to what extent the information on the KDI website helped doctoral students to answer academic and administrative questions that they had during the semester. The scale was rated by 8 doctoral students as follows.



26. Figure

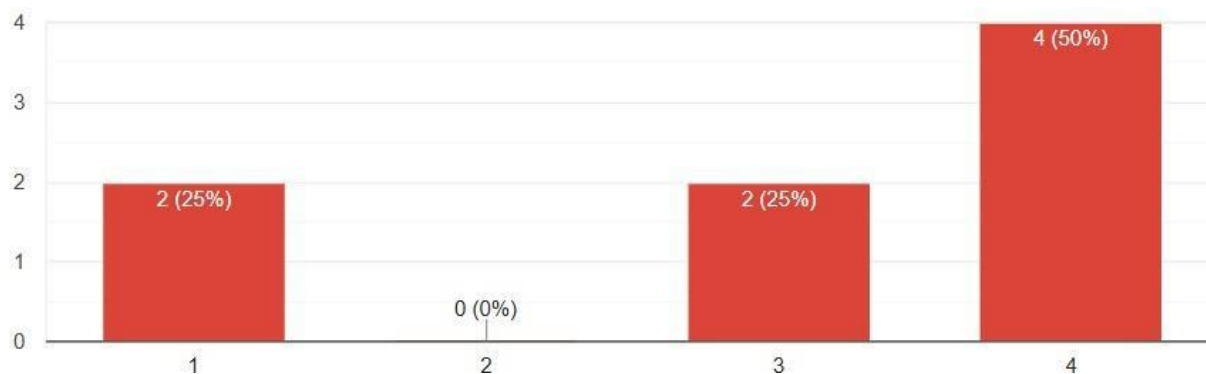
**According to the majority of the** responding doctoral students, the information on the KDI website **was helpful** in answering academic and administrative questions that arose during the semester. This can be seen from the following distribution; while three to three (37.5 - 37.5%) doctoral students said that the information on the KDI website had helped them to a sufficient or decisive extent, a further one (12.5 - 12.5%) doctoral student said that the information on the KDI website had helped them to a minor extent or not at all.

#### 4.3.2. Related comments, suggestions

Two related text comments were received on this question. **Both** respondents felt that the KDI website in English needed to be updated.

#### 4.4.1. To what extent do you find the forms on the KDI website (sample documents for applications, declarations, research plans, etc.) usable?

Finally, in question 4, we asked to what extent doctoral students consider the forms on the KDI website to be usable. The scale was rated by 8 doctoral students as follows.



27. Figure

No related textual comments were received on this question.

#### Annex 2/a: Assignment of topic leaders to research area leaders

RESEARCH AREA	TOPIC LEADER
1. History of state and public administration	1. Dr. Attila Horváth 2. Dr. Márton Kálnoki-Gyöngyössy 3. Dr. Zsuzsanna Peres
2. Law	1. Dr. Simonné Dr. Gombos Katalin 2. Dr. Norbert Kis 3. Dr. András Koltay 4. Dr. Balázs Bartóki-Gönczy and Dr. Péter Vári
3. Public Administration and Sociology	1. Dr. Csaba Makó 2. Dr. Balázs Budai 3. Dr. László Berényi 4. Dr. Mária Bordás and Dr. Árpád Rab 5. Dr. István Tózsza 6. Dr. Péter Zachar
4. Economics	1. Dr. Tamás Szemlér 2. Dr. Annamária Artner
	3. Dr. Etelka Gregóczki
5. Political science and governance	1. Dr. Mária Bordás

	2. Dr. Gergely Deli 3. Dr. András Téglási 4. Dr. Tamás Nyirkos 5. Dr Zsolt Szabó and Dr Attila Horváth 6. Dr. Bernát Török 7. Dr Cs. Lajos Kiss and Dr. István Strumpf 8. Dr. Norbert Kis and Dr. János Zlinszky 9. Dr. Zsolt Zödi
6. International and European Studies	10. Dr. Viktor Marsai 11. Dr. Tibor Ördögh 12. Dr. Anna Molnár 13. Dr. László Szegedi and Dr. András Hettyey 14. Nagyné Dr. Rózsa Erzsébet 15. Dr. Balázs Vizi 16. Mrs Jakusné Dr. Éva Harnos and Dr. Katalin Jancsó 17. Dr. Emese Belényesi 18. Dr. Péter Smuk 19. Dr. László Vértesy 20. Dr. Iván Halász 21. Dr. Viktor Marsai 22. Dr. Norbert Tóth 23. Novoszáth Péter 24. Dr. Éva Jakusné Dr. Harnos and Dr. Mónika Szente-Varga 25. Dr. Tamás Szemlér and Dr. Ágnes Orosz 26. Dr. Boglárka Koller 27.
7. Personnel of the public administration  Led by:	1. Dr. Norbert Kis 2. Dr. Zoltán Hazafi 3. Dr. Péter Klotz

#### **Annex 2/b: Subject leaders' assessment of research area leaders by doctoral students**

See attached Excel file: *Subject Leader Research Area Leaders' assessment by doctoral students.xls*