

NATIONAL UNIVERSITY OF PUBLIC SERVICE

**INSITUTIONAL DEVELOPMENT PLAN
2015 – 2020**

Approved by the University Sustaining Board through its Resolution 112/2015 (X.15.) on the basis of Senate Resolution and proposal 59/2015 (X.14.)

The objectives and contents of the Institutional Development Plan (IDP)

The IDP is the collection of strategic public service objectives and of the development of the university supporting them identified by the Sustaining Board.

Pursuant to Act CXXXII on the National University of Public Service and on higher education in public administration, law enforcement, and military (NUPS Act) the University Senate makes a proposal to the Sustaining Board (SB) on the approval of the Institutional development plan and the SB makes a decision on the IDP (by approving it). Pursuant to Para (5) Sect 115 of Act CCIV of 2011 on the National higher education the SB approved a four-year institutional development plan for the period of time between 2012 and 2015 through its Resolution 28/2012 (05 July). The next planning period (2015-2020) follows the timeframe of the European Union and that of the national strategy and development policy, identifying objectives and plans to 2020.

In the spirit of Article 10 of the Basic Law of Hungary NUPS is the institution of the freedom of scientific research, learning and teaching. Through their approving the IDP the supervisors consider and respect the directions of training, research, and development.

The University regards training and research as a service aimed at contributing to the common objectives of the European integration and to the case of international peace, security, and solidarity through the development of the Hungarian public service.

The goal of the IDP is to identify:

- The vision of the University and the milestones of its implementation;
- The links between public service interests, requirements, and training, research and development;
- The connections among the research needs relating to the missions, structure, and operation of state and the scientific capacities of the University;
- The strategy of domestic and international development of the University;
- The basic principles of measurable quality and the directions of pre-planned quality-development;
- The means and methodology of development.

The contents of the IDP:

- A. The vision of NUPS**
- B. The strategic results of IDP 2012-2015**
- C. Strategic base 2015-2020**
- D. The mission of NUPS**
- E. The strategic environment of and challenges to NUPS**
- F. The fundamental values of NUPS development**
- G. The strategic directions and objectives of NUPS development**
- H. The NUPS development processes (2015) – IDP monitoring**
- I. Asset management plan**

A. THE VISION OF NUPS

NUPS is the University of cooperation, the model of efficient collaboration between societal requirements, national-strategic governmental objectives, and university-level autonomy.

The mid-term vision of the IDP is to make NUPS:

- **one of the best and most attractive universities of Hungary;**
- **a solid training and research base of the development of Hungarian public service and of public service career model;**
- **a committed supporter of domestic and foreign higher education in Hungarian language; and**
- **an active participant of international relations in higher education and science in alliance with leading universities of Europe and the World.**

NUPS is a model of efficient cooperation among societal requirements, customers' expectations and university autonomy. Cooperation is a value, provided that the joint work creates "added value" for the University and through it for public service.

University freedom is not a per se phenomenon but a responsibility aimed at promoting common social and economic strategic objectives in today's Europe. Public goals and public interests are embodied by the Sustaining Board and public-service stakeholders of NUPS, that is by the community of state institutions, public service agencies, students, teachers, and researchers.

NUPS is **part of the vision of Hungarian higher education:** *"In the future every university and college must focus on its own, clearly identifiable, and significant field of training, that is the institutions must have clear-cut training profiles and provide high-quality training in their fields of expertise. This will contribute to the elimination of useless rivalry among institutions, replacing that with a healthy competition of training programs, enabling the institutions of higher education in Hungary – collectively – to be able to cover all fields and levels of knowledge."*¹

**In this vision NUPS must become
"one of the best and most attractive universities of Hungary."**

The road to the best is a two-way street:

- The best institution is the one with achievements indicating the relative strength of training and research capacities. NUPS is a "contender" in higher education that provides proportionately one of the largest contributions to the development of state-public service institutions from its constitutional freedom (autonomy). In the field of education and further training the University has "additional missions" due to which its own "autonomous interests" always lag behind the requirements of public interests and public service. The fact that the University has to participate in a scientific competition while having an increasing amount of additional missions of non-higher-education nature delivered for public service is not a disadvantage but an advantage and strength: this means the operation of a career system training and career examination system for civil servants, officers and leaders. This cooperation leads to acquiring domestic and community resources, thereby to acquiring the best positions in developing training and research resources.
- The success of the institution in cooperation is more important than output-based competition. The future success will belong to universities which are the most efficient at cooperation.

¹ Fokozatváltás a felsőoktatásban" című stratégia (Emberi Erőforrások Minisztériuma, 2015.) [Changing Gear in Higher Education – Ministry of Human Capacities, 2015]

NUPS must be the best in domestic and international training and research cooperation

Cooperation must serve public interest and common good. The strategy of the European University Association (EUA) highlights three dimensions of the “university of the future”: People, Partnership, and Policy. The Organisation of Economic Cooperation and Development and the European Union expect the strategy of the “innovation of public service” from institutes of higher education. It is not in the strategic interest of Hungary to have state universities “defeat” each other, but to win(!) together in the competition. Finding the points of cooperation, synergic resources, and common interests in higher education is just as important as competition.

The mission of NUPS: to show an example in cooperation, to be the best in partnership!

The cooperation model of NUPS



B. THE STRATEGIC RESULTS OF THE 2012-2015 IDP

The planning process should be based on the results achieved and progress made since the foundation of NUPS in 2012.

The most important **strategic-level results** are:

1. The interests of the supervising authorities are formulated in the decisions and their implementation as coordinated, unified and comprehensive public-service requirements.

2. A culture of mutual respect and efficient cooperation between the University's Sustaining Board and the public institutions emerged.
3. The management, the organisation of teaching and research are characterised by the identification of common university interests, common objectives and mentality. Management and economic issues are based on transparent and properly regulated procedures.
4. After the integration, the training profile was refined , renewed, and the development and launch of new training programs were initiated.
5. The University became the central institution of the new system of public servant further training and leadership training.
6. The Doctoral School of Public Administration Sciences was founded and the accreditation of the Doctoral School of Law Enforcement is in progress.
7. The integration process established "common" institutions: the Faculty of International and European Studies and the Institute of Political sciences. The latter serves as the fundament of the structural framework in the single university research management.
8. The internal cooperation initiated "common" programs: common training module, common public service practice, unified internationalisation, implementation of the State Reform Operative program, and planning of the Public Service Development Operative Program.
9. The University plays a leading role in managing Hungarian talents in its fields of science, as it is clearly proved by the two successful National Scientific Student Association sections organised by NUPS.
10. The building blocks of a single university culture were created: symbols, image, and joint events.

Overall: the integration of the predecessor institutions was completed parallel with preserving their fundamental professional values. The integrated operation requires significant further development in the lower and medium level processes. At all levels of the University, both in training and administrative units, there must be an equal level of commitment to and awareness of integrated operation, common values, and achievements. The fundamental value of the University is the "Community" while individual objectives and autonomy are only on the second place.

Salus Universitatis Suprema Lex Esto! – May the good of the University be the supreme law.

C. STRATEGIC BASE 2015-2020

The social and economic crises of our era, the increasing security challenges, and the uncertainties of our future make the state and government face extraordinary tasks all over the world. Public service enforcing public interests, good and stable governance must be built on modern scientific knowledge and higher education.

The task of the National University of Public Service is to build a state capable of meeting the challenges of the 21st century, providing good and efficient governance, and a committed public service with the instruments of education and science.

The accelerating and complex changes in our world can be understood only through an open and comprehensive approach. Similarly to the human body which can manage troubles only as an organic unit, public service can only be efficient as a unified resource. The role of the state must be regarded in its complexity and our world must be considered as a whole, in a holistic way. In the past the philosophy of “universitas” used to reflect an approach striving to universality but by the present our knowledge has disintegrated. However, the changes restructuring the system of sciences demand a synthesis, the reunification of our knowledge. Similarly, innovative ideas are needed in public affairs as well.

The National University of Public Service is one of the innovative areas of large-scale transformation of science and public service. A new framework of knowledge is political sciences. It is capable of maintaining those diverse and complex structures which intertwine our communities and common issues.

In this spirit the **training task of the University** is to provide public-service-oriented training for the youth, in combination with modern and comprehensive knowledge based on solid moral and values. Another task of the University is to participate in the further training of civil servants and public administration leaders. The University also is also the scene of professional community building, a catalyser of a closer connection between public service and higher education.

The **research task of the University** is to achieve results supporting the capabilities of the state, efficiency of governance, and values of public service, building on international scientific cooperation as well. Within the new frameworks of political sciences the research of defence (law enforcement, national defence, disaster management), public order and security, (national security), law and public administration, and of other common issues provide our nation and the international scientific life with new methodology and innovative results.

The clash of interests of universities in Hungarian higher education cripples the culture of cooperation. The task of the University is to **set an example for inter-university cooperation serving public interests, on the basis of international partnership models**, in Hungary. The atmosphere of mutual trust and respect, the culture of collaboration must be appropriately represented in the academic partnerships of the University.

NUPS, a member of the **European University Association (EUA) and of the International Association of Universities (IAU)**, is an initiator and active participant of the common strives and value-creating work of leading universities in the world, serving entire societies. The University follows and strengthens the fundamental principles of *Magna Charta Universitatum* thus it creates, evaluates, and transfers the values of culture in both scientific research and education in an autonomous way. In the spirit of the Charta the research and education activities of the University are independent from political or economic powers both in moral and intellectual aspects. **As a university rejecting intolerance and always open for dialogue NUPS is a forum of the cooperation between teachers and students.** The teachers who are able to transfer their knowledge and possess all means necessary for the further development of their knowledge through research and innovation, and the students who are entitled, able, and ready to improve their knowledge.

Together with the universities in countries of the **European Higher Education Area (EHEA)** the University – also considering various political, cultural, and academic traditions–

conducts an open dialogue, and follows common values and objectives. The **Yerevan Communiqué (2015)**, marking the foundations of **common European planning** up to 2020 aimed at strengthening common university visions, urges the underpinning of interuniversity trust-building, the mutual recognition of studies and qualifications, and the freedom of European mobility of students and teachers. The strategy of the University is based on common European university objectives like the significance of high-quality and efficient teaching and learning, the links between the world of labour and university training, institutional culture with open and inclusive spirit.

The University is committed to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Bergen, 2005. The validity and credibility of the activities conducted and diplomas issued by the University are **accredited (verified)** at five different levels. The first is the accreditation “abroad”, performed by international partners and professional organisations. The second is ourselves: the University’s bodies of quality assurance (Council of Training Development, Doctoral Council, Habilitation Committee, Scientific Council, and Committee of Quality Matters). The third stage is comprised of domestic partner institutions (including the Hungarian Academy of Sciences). The fourth is the **labour market** (primarily the customers), which is an organised and relatively well definable “market” in our case. Nevertheless, similarly to the past and present, our alumni will also appear on the standard labour market in the future as well, which will evaluate the degrees issued by our University. Finally, the fifth accreditation is the official one, conducted with competence and legal effect by the **Educational Office** relying on the expertise of the Hungarian Accreditation Commission (HAC). These spheres of qualification are neither equal nor interchangeable yet mutually influence and suppose each other. The official accreditation focuses on the system of internal quality assurance, the operation of these evaluation and qualification bodies, the international acceptance, employment opportunities in the labour market, while customers prefer to trust in trainings “accredited” by the HAC. In essence, the acceptance by partner institutions has an impact on every sphere of “accreditation”.

As part of Hungarian higher education system the **University shares and follows the domestic legal regulations and higher education policy objectives**. The rules of operation of the University are determined by the provisions of Act CCIV of 2011 on National Higher Education. The University also achieves **special objectives and additional tasks** provided for by separate legal act(s). The special tasks of NUPS are provided for by Act CXXXII of 2011 on the National University of Public Service and on public administration, law enforcement, and military higher education. Accordingly, the objective of the National University of Public Service – responsible for public administration, law enforcement, and military training – is to prepare experts for public service, national defence, and law enforcement, to ensure the new generations of officers of national defence and law enforcement, and also to create interoperability for the unifying public service careers. In the field of officer training the University must also consider the tasks, special service and existence of the Hungarian Defence Forces and law enforcement bodies, as well as their skills previously obtained in the education and training systems of various agencies. On the legal status of leaders, teachers, and students, necessary for conducting such training, on the supervisory rights, funding, and regulation of the guidance, structure, and operation the University the law has provisions different from the Act on National Higher Education.

The legal regulation provides the framework for research and training, which primarily means **value-creation**. **Common values, public interest, and community** are the bedrocks of the strategy and the development of the University. The objectives of common value-creation are

the strengthening of public sector and the public trust in governance, building a training- and knowledge-based career in public service, and shaping the approach serving good governance.

One of the desired results of training and research activities is the **concentration of coordinated institutional public service knowledge**. It is the process and also the state of producing, managing, and presenting the knowledge (teaching material and methodology) with the use of scientific methods and with the involvement of public service, which matches the real conditions (level of knowledge and competency) of Hungarian public service (governance and public administration).

This is not a simple or general research and development program but the coordinated and objective-guided production of **training material and methodology (“knowledge”) serving as basis, background, and means of governance**. To this end good governance is identified not merely as an idea but also as the value-centred element, the unified target-framework of the system of public service activities. The activities of NUPS stem from the triple values of **good governance – good public administration – good state** but as these are also its objectives to achieve the University moves in this direction (target values). Good governance and good public administration are also outlined and articulated in international and European documents therefore they also support the identification of European common values (European common good) and that of the values and objectives of the international community (international common good).

All state activities are conducted by people and for people. The foundation of state activities is comprised by the knowledge of the people who do them, which means: 1) the knowledge of social and economic environment, in which they work; 2) the knowledge of their own set and system of instruments; 3) the knowledge of the objective to achieve and its influence; 4) the knowledge of modern procedures and methodology elaborated and proven in other countries or international organisations; and 5) the integration of these instruments into the system of own means. However, the state public service agencies focus on their fundamental functions, their personnel and instruments are designed and fit for these purposes therefore they are not capable of improving and concentration of knowledge independently.

The most important and fundamental objective of NUPS is to organise and support research necessary for obtaining knowledge to establish and improve the activities of public service agencies through organised cooperation.

The capacities of NUPS completely serve the support of the activities of public service agencies. Besides NUPS a number of other institutions also deal with research aimed at good governance, good public administration, and other research and production of teaching material serving as a basis of state activities. One of the objectives is therefore to connect the capacities of institutions through a network of cooperation, that is **to establish a network of research and knowledge** thus to summarise the findings of systematised and controlled scientific research serving state activities (governance in particular) and to make them accessible. In science spontaneous and autonomous cooperation is typical with its tempo and productivity hard to estimate. On the other hand, an organised, target-oriented, and coordinated knowledge network and cooperation result in manageable and controllable improvement of knowledge.

NUPS must operate as a university in accordance with both domestic and international paradigms as this is the only way to issue university (MA, MSc) degrees, to award doctoral

titles, to be a participant of scientific discourses and discussions. The correct way of development is to have the capabilities and attributes characteristic for military officer schools and military academies appear as an added value of NUPS, supporting and complementing and not of decreasing the impact of the attributes of university life.

Operation as a **university** requires and involves **three fields of simultaneous activities** in close interconnection and everything else is either connected to them or supports them. Being a university also necessitates these activities to be conducted “in collocation”, within the University, that is in close interconnection.

The **first field is research**, that is basic or applied research activities aimed at producing new scientific research, focusing on various scientific issues.

This activity lays the ground for the **second field: the production of structured knowledge**, that is the development of knowledge serving as a fundament of the teaching material. Naturally, a teaching material must support the objectives identified in the qualification requirements, however, the knowledge is produced by the University.

Finally, the **third field of activities** is the transfer of knowledge, in short **the education**. No university can exist **without any of these three activities**. If there is no independent research activity just a production of teaching material, it only indicates a college level. If the production of teaching material is conducted in other institutions, there is a commander’s academy or secondary education, while an establishment without education is a research centre.

The specialty of NUPS cannot be the lack of any of the three fields of activities. **The only specialty can be the circumstances in which particular activities are conducted**. Research must be done at **departments** (or institutes consisting of departments), where teaching material is developed and teaching is conducted as well. However, research activities must be centrally organised, supported, and directed. This means syllabi and resources must be distributed in a planned and organised way. The other scene of research is the **doctoral school**, operating autonomously, where every PhD student and their supervisor comprises a so called **core workshop**. A doctoral school, in contrast to its name, is (or should be) a research centre with forums, events, discussions, themes, experts, research findings, and permanent inspiration.

Teaching material development has a dual basis in the case of our University and neither should be made dominant. The themes and fields of knowledge of teaching material are identified by the Sustaining Board on the basis of particular careers. In this field at least mid-term planning may be necessary. The knowledge (materials) linked to themes, fields of knowledge is produced and validated by the University on the basis of scientific results (the findings of its own or of other workshops). Keeping the knowledge (material) up-to-date and checking it are based on three pillars: scientific forums, feedbacks from educators and students, and the comments of “customers”.

In the centre of **education** the triad of lectures, seminars, and consultations is. If these three factors are conducted appropriately, that is a result in itself. In order to have capacities and skills created and primarily **character shaping** incorporated in the process beside the transfer of knowledge the specific rules of the operation of the University and the involvement of the training establishments of fellow agencies are needed. A basic solution can be high-intensity

practice but real **public service socialisation** requires organised solutions, such as Ludovika Battalion, or the Law Enforcement Unit which is currently being established.

The impact of international influences, necessary, moreover, paramount in the world of higher education, is different and is modified in accordance with the basic activities. **International character is essential for research:** participation in international programs, events, publishing in foreign press, receiving foreign studies for publication, internationalisation of research themes, methods, and research groups. The situation is different in the case of teaching material design where the domestic requirements and influences are much more intense. Nevertheless, the integration of strong international influences is necessary here as well. It must be seen and known what knowledge is produced by top-ranking foreign institutions and what methodology is applied. Finally, **teaching, education, and training** need international relations also because of **methodological** experience. All these international relations are necessary to make our training programs and degrees widely accepted and acknowledged.

D. THE MISSION OF NUPS

The mission of NUPS is reasonable to interpret in **national, regional, European, and global dimensions**.

1. National dimension

The **national dimension** of the NUPS' mission comprises **the strengthening of the Hungarian State and the education- and research-based establishment of public service as a cross of the cultivation of the science and public service as a profession**. The State must give appropriate responses to the fast changing challenges of our era, e.g. globalisation, migration, economic, natural, and security crises, or energy security. For this reason governance and the state structure must have organisational and operational capabilities in the competition of national, regional, and global interests, which are able to enforce public interest. With its training and further training programs NUPS provides support to the development of well trained and efficient personal and more importantly management capacities in the fields of public administration, law enforcement, national defence, and other areas of public service.

The “science of state”, that is the research of state based on the comprehensive, multidisciplinary, comparative, and applied approach to state and public service **comprise the centrepiece of the scientific mission of NUPS**. It teaches and researches the themes relating to the existence, operation, and governance of the state, which can be examined with a combined application of state-relating research findings of various social sciences. The methodology and results of state research are characterised by **complexity and transdisciplinarity**. Education is also dominated by comprehensive approach – an approach managing the common problems of public service and their common solutions.

The training and research resources must be pragmatically and innovatively subordinated to the most important social and security challenges facing Hungary. For example, illegal migration presents a tremendous challenge to our country; therefore the University has a strategic task to **provide comprehensive and fact-based responses**. The comprehensive, applied, and interdisciplinary approach with regard to other internal and

external security issues and to **environmental and social sustainability** is also the fundamental principle of planning and executing scientific tasks.

The faculties and institutes of the University comprise the development resources of various areas of public service, they are experts of their branches of sciences, and participants of innovative and comprehensive interdisciplinary research projects.

The University research coordination (project) organisation evolving from the **Institute of political sciences** are responsible for the complex political science research and scientific work based on comprehensive, transdisciplinary work.

The objective of the **Faculty of Public Administration** is to build a simple and good public administration serving the people, through providing training to the professionals of public service. Its motto is: **A közjóért, Pro Publico Bono!**, that is For Public Good!

The **Faculty of Military Science and Officer Training** represents both the centuries-long Hungarian military science traditions and the development of 21st century military. The Faculty builds modern national defence for service to international peace and security. Its motto is: **A hazáért mindhalálíg!**, that is **For the Country until Death!**

The **Faculty of Law Enforcement** is the resource of strengthening the efficient law enforcement, modern policing, and legal certainty. Its motto is: **Sub lege libertas! Szabadság a törvény által!**, that is **Liberty under Law.**

The **Faculty of International and European Studies** is the main actor of the international profile of the University, responsible for research and training serving the comprehensive approach to global challenges, regional relations, and new diplomacy. Its motto is: **Nyitott szemmel a világra!**, that is **Open Eyes at the World.**

The **Institute of Disaster Management** and the **Institute of National Security** comprise important centres of research and training in the field of their special areas (disaster management and counter-terrorism).

The institute of **Executive Training and Continuing Education** is responsible for conducting public service career courses, it is the basic institution of mobility within the public service and the unified, knowledge-based public service career.

The fundamental values of public service – **the ethos of public interest, the demand for integrity and efficient operation** – overarch countries and cultures. The objective of NUPS is to improve the **value-system of public service** through research and education thus strengthening the confidence of the **actors of society and economy** towards public sector and public service through setting a good example. In the international discourse of public service and the science of state the University should efficiently **support the share of knowledge and the promotion of good practices.** The career training and retraining of civil servants should be served both at domestic and cross-border levels. Another mission is the representation of international – primarily of European – public service traditions and models, including those of competitiveness and innovation. Finally, the University should share the **social burdens** of its immediate and wider environment and take part in the lessening of these burdens in order to build more humane and responsible society.

2. Regional dimension

Public service mission identifies two directions for **East-Central European regional tasks**:

- a) The **nation-policy** mission of the University comprises the establishment of cross-border relations with Hungarian higher education abroad, providing support to Hungarian higher education abroad, and networking with Hungarian workshops. Seamless enlargement of the strategic cooperation with Hungarian institutes in Upper Hungary (Slovakia), Transcarpathia (Ukraine), Transylvania (Romania) and Voivodina (Serbia) is a priority for the University. Our partners include Philosopher Constantin University in Nitra, Sapientia Hungarian University of Transylvania, Selye János University, Babes-Bolyai University, Partium Christian University, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ungvár National University and the University of Novi Sad.
- b) The other segment of the mission of NUPS is to strengthen the **scientific dimensions of Central European political and economic integrations** in the public service higher education. The geographic framework of this activity should be enlarged in the direction of the Baltic States, the Western Balkans, and Ukraine.

In the field of military science and officer training the International Military Academy Forum (IMAF), incorporating regional partners, represents the shaping and developing of “European security and defence culture”. The close association of the military higher education institutes of the Visegrad countries will assist joint teaching material development, instructor and student mobility in the future. The tradition of regional cooperation appears in International Logistic Training FOURLOG, conducted with the participation of four countries. Plans to involve international partners into the University Joint Public Service Exercise also indicate this direction.

The series of conferences and network *Central-Eastern European e-Governance (CEE e-GOV)*, hosted by NUPS, is becoming one of the most important scientific platforms of public service innovations. The University is an influential member of the *Network of Institutes and Schools of Public Administration in Eastern and Central Europe (NISPACEE)*. *Global Minority Rights Summer School (GHMRSS)*, the only summer university for minority rights launched upon Hungarian initiative in 2013, needs to be continued.

In the field of law enforcement training there is a significant potential in the cooperation with the countries of the Eastern Partnership and the University is one of the founders of the Consortium “*Eastern Partnership cooperation in the fight against irregular migration*”, which embraces the EU and Eastern Partnership training institutions conducting border police education and training. The cooperation with Balkan states and law enforcement capacity-building are a priority in the field of regional mission (Kosovo, Serbia, Montenegro).

Public service further training includes the continuous advanced training of leaders, officers, and civil servants of public administration, law enforcement, and national defence. Its regional level is developing, as it is illustrated by the regional university participation in IMAF, the *Network of European Public Administration Institutes and Schools (DISPA)* but the exchange of experience should be made more intensive and built on Hungarian-Hungarian relations and Visegrad cooperation.

3. European dimension

The University has to **strengthen the ethos of public service through the instruments of science in the European integrations and transatlantic relations as well**. Europe is a value-community of higher education, of university traditions, and a common space of higher education. The **Europe 2020 strategy** expects sustainable development mostly from the innovative research activities of universities, it is also the common strategy of the European universities, and a participation and wide range of research cooperation should also be achieved within it. The opportunities of **student, training and research mobility** need further advancement and the institutional relations have to be strengthened through common training and research programs. The lessons learned from European integration should be transferred to candidate countries and the European good practices should be shared with third countries thus supporting them with building modern state capacities.

As a member of the *European University Association* (EUA) the University is responsible for **representing the interests of the Hungarian higher education** and for shaping the **common interests and strategies of the European universities** alongside with the Hungarian ones in relation to the *European Higher Education Area*, (EHEA). At the same time, the European universities are also competitors of each other. The comparison of university output and the evaluation and tracking of competitiveness demand that the quality assurance system of the University should be compatible with the vital European quality assurance processes, such as the new *University Multirank*, which determines the common quality standards of the European universities being currently shaped.

The most successful program of the European integration is Erasmus program. Efforts have to be made for both qualitative and quantitative development of the institutional partnership network in the fields of public administration, military, law enforcement, and international public service education. In the framework of the new ERASMUS+ program of the University relations need to be built alongside with serious qualitative selection.

In providing the European security with training and science support, practices like common training by the European Security and Defence College (ESDC) should be followed. Another practice to follow is the common university-level trainings conducted under the aegis of the *European Police College* (CEPOL) and the participation in the first European so called “joint” Master training. Strategic cooperation is established with the George C. Marshall Center and the member organisations of the *Association of European Police Colleges* (AEPC).

The reforms of public administration, the development of national public services, and the science of public administration go hand in hand in Europe. The University participates in these projects through the programs of the *European Group of Public Administration* (EGPA), in the operation of the *European Institute of Public Administration* (EIPA), or in the cooperation projects of the *European Institutes and Schools of Public Administration* (DISPA) and of the *European Decision Science Institute* (EDSI).

4. Global dimension

The University has to shape its international involvement representing both national and European values. Universities are searching for scientifically founded responses to the common problems of the world, for solidarity and relations to bridge ideological and political

conflicts. The University has to define its **global vision and objectives**. It has to align the **“Euro-Atlantic” orientation with the values of the eastern and southern European partnership**. The common issues of higher education include the autonomy of universities, ethics of science, the role of public service and state building in the establishment of peace and security. As a member of the *International Association of Universities* (IAU) the University has to play an active role in the international dialogue of universities. The University has to find its position in the political and scientific cooperation focusing on the issue of “sustainable development”. This process may be fostered by practices like participation in the activities of the *Global Network of Schools of Governance* (GNSG), initiated under the egis of the OECD, or by the further development of the activities of the *Transatlantic Policy Consortium* (TPC), the *International Association of Schools and Institutes of Administration* (IASIA), and the *International Institute of Administrative Sciences* (IIAS). The existing knowledge transfers need to be built on, including the involvement of Chinese, Israeli, American and Russian universities. The establishment of relations with African universities need further support and the enlargement of cooperation with Egypt, Kenya, Nigeria, and Ethiopia has to be increased gradually. The growing support system of global mobility – Erasmus+ and Stipendium Hungaricum – needs to be fully exploited.

E. THE STRATEGIC ENVIRONMENT AND CHALLENGES OF NUPS

The strategic environment and challenges of NUPS can be interpreted in the **space of the domestic higher education and research, of the domestic public service, of the international higher education and research, and of the international public service relations**.

1. Domestic higher education and research space

The IDP is linked to the objectives of Hungarian higher education-policy with special goals. Within special legal frameworks NUPS is part of the institutional system of the higher education. NUPS has to consequently represent two objectives of the higher education strategy²: *(1) development of a special and clear-cut training and research profile and (2) a complementary and cooperative positioning of this profile in the entire national resource system*. In accordance with the 2030 vision of the higher education strategy *“the institutions will be highly specialised and have clear training profiles [...] In the future each university and college will have to focus on its own well defined and highlighted area of training, which means the institutions will have to have their own clear training profiles and provide high-level training in the area cultivated by them. [...] Each institution is of global standards in their chosen fields of expertise and at national level the institutions of higher education of the country collectively cover all fields and levels of knowledge [...] by 2030 educational specialisation will have been completed parallel with the concentration of research and development activities. As a result resources will be concentrated at high level and certain areas will be able to attract the most excellent international experts to Hungarian institutions.”* These objectives set the course for NUPS at the level of its IDP as well.

An increasing challenge by the domestic higher education environment stems from the difficulty to understand and accept the special legal, operational, and funding conditions generated by the mission of NUPS. Efforts have to be made to allow the partner institutions to

² Fokozatváltás a felsőoktatásban” című stratégia (Emberi Erőforrások Minisztériuma, 2015.)

realise the common interests and cooperation with NUPS instead of seeking the opportunities of rivalry. NUPS must **build the culture of cooperation in Hungarian higher education** because of its significant national strategic mission. In this aspect the maintenance of the university cooperation network, created in the national system of public service further training in 2013 is a good practice. It can promote the **understanding of the special profiles of NUPS, assist the spread of the model of Sustaining Board of NUPS and promote the culture of mutual respect in higher education.**

NUPS is interested in the close cooperation with **law schools** in the field of cultivating political sciences, in the development of political sciences elements in tertiary training and further training. The development of political sciences Masters training is in the **training focus** of NUPS, which puts the emphasis on the complex training in governance, public administration, and public management for young people preparing for public service career, and also for in-service civil servants. In public service further training the law schools are to be regarded as top partners of NUPS in the future too.

NUPS has a nation-wide mission with its premises of training located mainly Budapest. The complete and proportionate **nation-wide presence** needs to be underpinned through strengthening research and training cooperation with government offices, regional authorities, universities in country, and local governments.

The government, the Hungarian Academy of Sciences, and the Office of National Research and Development and Innovation shape science policy together. Complexity and interdisciplinarity comprise a fundamental element of successful and supported research projects, that is a joint project, network of several institutions. **A fundamental pre-condition of the NUPS participation is the openness of research and the quest for wide cooperation.** Building a complete research capacity in a particular field is not reasonable anymore nowadays and it should be replaced with mutually supporting and strengthening successful cooperation. Good practices of joint research projects with the HAS and several universities have been established but the research management capacities of the University should be guided towards a more intensive partnership management.

2. Domestic public service space

The basic activity of NUPS serves and provides a **direct support to the implementation of the state reforms, the development of public service, and the civil servant career strategies.** The reform of the Hungarian public service human resource (Government decree 1602/2014 (4th Sept.)) determines the development trends of NUPS.

NUPS is **directly involved in the execution of several governmental missions**, in particular:

- State reform program II;
- Governmental strategy of the development of public service and public administration between 2014 and 2020;
- Career model strategies in public service, including the military and law enforcement professionals;
- Anticorruption strategy;
- Information security and cyber defence missions in the public sector; and
- Disaster management missions.

These are **multi-level missions**:

- At the level of reform programs and strategies NUPS is involved in basic research of professional concepts (e.g. the Good Governance Report 2015) and this is the reason of operating the Centre of State Reform;
- Missions determined by legal acts;
- Missions determined by the ministries in their scope of direction and supervision (e.g. public service further training);
- Missions determined by the Sustaining Board.

3. International higher education and research space

In international higher education the **delicate balance between competition and cooperation** works: there is a competition for students and research resources. However, the latter cannot be completely successful without cooperation: more and more it is the case that only joint higher education research projects can be successful (EU Horizon 2020). **International higher education competition became the competition of good cooperation**, which means it is institutional cooperation that can be really successful.

In competition our strength is to be demonstrated through the output of NUPS measured in an internationally compatible fashion while our weaknesses are to be disclosed and minimised. **For NUPS international cooperation is the key to evolve and become one of the best in international higher education. Research-aimed networks** provide a fundamental framework for cooperation. Major practice and partnership are present in the field of training cooperation, therefore it is reasonable to actively initiate research cooperation, consortiums, joint applications is reasonable on such basis. Making the institutions presenting models and impulse for NUPS interested in joint programs and projects is the first step of partnership. A “soft” area of cooperation is the enlargement of mobility, thus increasing the training and cultural diversity. The already launched cooperation programs with the internationally highly qualified institutions of Great Britain, China, or Israel and with the international scientific organisations, networks and foreign institutions has to be aimed at research activities. Foreign universities seek receptive partners advocating intercultural understanding and tolerance. To this end NUPS must **appear as an open, inclusive, and mobility-friendly institution with international curriculum and credit transfer capacities.**

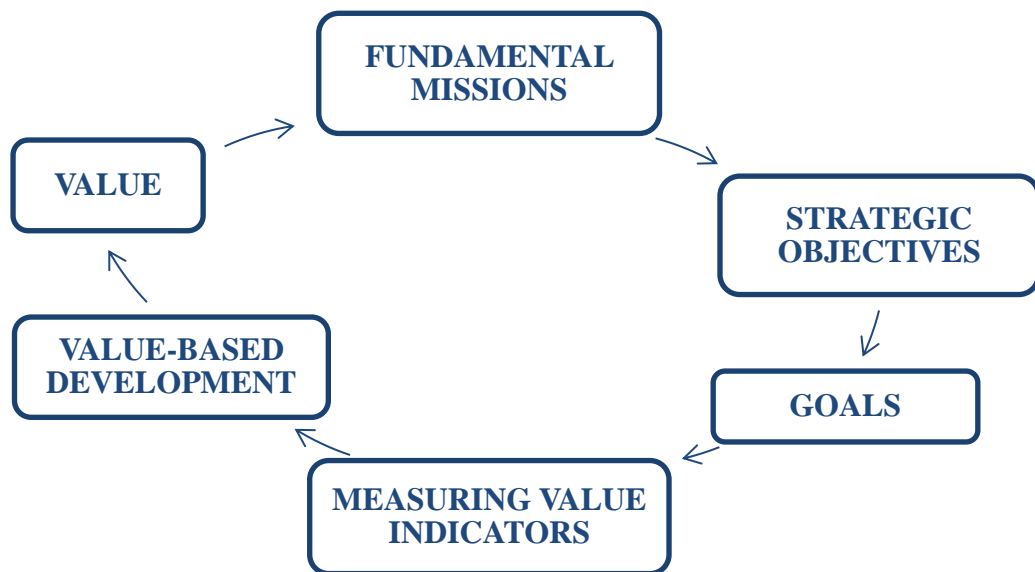
4. International public service relations

International public service relations present a comparative advantage for NUPS over other higher education institutions and this fact needs to be utilised. International public service relations are primarily determined by Hungarian governmental and public service relations. The relations are built on the basic missions of NUPS but they are different from higher education and scientific relations. The cooperation with the EU institutions needs to be enlarged in the field of internship, while with the embassies accredited to Hungary it should be focused on international public service knowledge management, conferences, and professional programs. The OECD and the European Public Administration Network (EUPAN) conduct analytical activities for political and governmental work and organise development platforms in which NUPS actively participates. The training capacity of the European Institute of Public Administration (Maastricht) – in whose management Hungary is represented by NUPS – should be maximally utilised in the interest of Hungarian civil

servants. NATO and the professional allied military organisations with the relating networks (ESDC) are relevant relations in the field of Staff Officer training and research in the field of military science. CEPOL is a major partner in the field of law enforcement.

F. FUNDAMENTAL VALUES OF NUPS DEVELOPMENT

The fundamental question of the development planning of the University is what changes of which elements of its fundamental activities may be regarded as progress. **Excellence, high standards, and quality** may have their relevance if their **basic values** are clear and well founded. Values can have attached **objectives** and their value-based **measurability** may indicate real development and progress.



Fundamental missions:

The notion and quantitative parameters of value bases have to be determined in the field of the efficiency of **education, research, teaching-material development (K+O correlation), institutional operation, and cooperation.**

Value – Indicator
<p>EFFICIENCY OF COOPERATION:</p> <ol style="list-style-type: none"> 1. Increasing the number of scientific programs organised in cooperation with Hungarian institutions (universities, public institutions), and that of publications 2. Increasing the number of scientific programs organised in cooperation with international institutions (universities, public institutions), and that of publications 3. Increasing R & D resources obtained in the framework of cooperation with Hungarian institutions (universities, public institutions) 4. Increasing R & D resources obtained in the framework of cooperation with international institutions (universities, public institutions)

EDUCATION:

1. Increasing proportion of primary applicants to BA/MA training (relative to the enrolled students)
2. Increasing number of foreign students
3. Increasing number of credits obtained by NUPS students in foreign training on the basis of inter-institutional cooperation
4. Increasing number of foreign NUPS PhD-holders
5. Increasing number of academic subjects taught in foreign language
6. Increasing number of (single, joint, double) degree programs conducted in foreign language
7. Improving satisfaction index of the students (training)
8. Improving satisfaction index of public service employers
9. Decreasing unemployment rate of the alumni
10. Decreasing number of employees leaving public service
11. Increasing number of winners of Scientific Student Association Conferences and Pro Scientia award winners
12. Increasing number of students of Colleges for Advance Studies
13. Increasing number of BA/MA pre-degree certificate holders (relative to the graduate and post-graduate students)
14. Improving ratio of PhD degree holders and PhD students
15. Increasing public service further training options
16. Improving public service further training satisfaction index

RESEARCH CAPACITY

1. Increasing number of newly habilitated teachers, and teachers with new DSc degree
2. Improving proportion of teachers with PhD or DSc degrees, relative to the total number of teachers
3. Increasing independent quotations of teachers/researchers (average per one teacher/researcher)
4. Increasing total number of publications by teachers/researchers (average per one teacher/researcher)
5. Increasing number of monographs and special literature by teachers/researchers (average per one teacher/researcher)
6. Increasing number of scientific articles by our teachers/researchers published abroad (average per one teacher/researcher)
7. Articles by our teachers/researchers published in foreign language in Hungary (average per one teacher/researcher)
8. Increasing proportion of R & D application resources in research spending

TEACHING MATERIAL DEVELOPMENT

Teaching material development is the index and result of correlation between research and training (research-based training)

1. The number of new teaching materials

OPERATION OF THE INSTITUTION

1. Increasing ratio of teachers and students to 1 administrative worker
2. Increasing proportion of University income in relation to state sponsorship
3. Improving satisfaction index with the provided services (IT, learning environment)

G. STRATEGIC DIRECTIONS AND OBJECTIVES OF NUPS' DEVELOPMENT

Since its establishment the University has presented a clear governmental response to the mission of the state and the new challenges to public service. **We are a purposefully developed university.** This purposeful mentality and activity also characterise the everyday life of the University. **The mission of NUPS is to assist building a state able to meet challenges, to establish good and efficient governance and committed public service with the means of science and education.** Besides their fundamental missions the state and government face new challenges: growing security risks, influence of complex series of global crises, and the uncertainties of planning. Similarly to human body which can combat diseases only as an organic whole **public service can only be efficient as a single resource.**

NUPS regards the role of the state comprehensively, and the world as a single entity striving to unity. NUPS is a new interpretation framework of the complex and sophisticated network of our common issues and communities. The centrepiece of the scientific mission of NUPS consists of **research based on innovative, comprehensive, multidisciplinary, comparative, and applied approach to the state and to the public service.**

For the medium-term **vision** of NUPS the **goals** need to be identified in accordance with **strategic objectives.** The goals should be outlined alongside with the values and measurability identified in point F.

Visions	Strategic objectives
<ul style="list-style-type: none">• One of the best and most attractive universities of Hungary;• A solid education and research base of the development of Hungarian public service and of public service career model• A committed supporter of Hungarian-language higher education abroad• Active participant of international and scientific relations in association with the leading universities of Europe	<ul style="list-style-type: none">I. Efficient cooperation programsII. Higher education institution of political sciencesIII. Public-service development 2020IV. Excellent training and further trainingV. Successful research programsVI. International standardsVII. Modern infrastructure and servicesVIII. Reasonable institutional operation and “good governance”IX. Culture of quality and excellence

I. EFFICIENT COOPERATION PROGRAMS

NUPS is the “**university of cooperation**”. This means it regards the increase of the numbers of scientific programs, and publications in the framework of international (university, public institutional) cooperation and the R & D resources won in cooperation as the measure of excellence. Cooperation is regarded as the best way of operation which serves public interest and supports scientific objectives. Cooperation is a value, a culture in which NUPS needs to set example in public sphere.

National strategy governmental objectives

The preamble to the *NUPS Act* determines the fundamental objective of the establishment and prospective development of NUPS. The **Government** identifies the particular objectives relating to NUPS primarily in legal acts and decrees. For the implementation of tasks set by the **State Reform Commission** NUPS mobilises its teaching and research resources.

Ministers, represented by the **Sustaining Board**, determine the tasks for NUPS, stemming from the governmental objectives. Since its establishment NUPS has been proactively preparing and following the directions identified by the Sustaining Board. NUPS has to make efforts to maintain the delicate balance between the Sustaining Board’s interests and the autonomy of the University. This is best supported by the creative and innovative utilisation of teaching and research capacities in strategic decision-preparation.

Students

Students, student culture, and self-governance play a fundamental role in the implementation of NUPS visions. **The University is for its students, the responsibility is based on the principle of mutuality.** By 2015 the Student Unions of NUPS have recognised that different professional identities can also be enforced within unity. The Student Unions became stronger and increasingly mature communities. Based on mutual respect, this development trend has to be maintained in a critical and cooperative relation with the NUPS leadership, its teaching and technical staff.

Public service, law enforcement, and military institutions

In the system of public service further training the objective is the wide-scale participation of senior civil servants, of regional public administration, and of the teachers-experts of partner universities in further training programs. To this end the **establishment of regional (county) centres of public service further training** – as a development objective – can be completed in the framework of Public Administration Development Operational Programs (KÖFOP).

In 2015 the cooperation system, growing since the establishment of the University, embraces the entire range of state administration. The active and successful implementation of agreements, their tracking and evaluation, and the development of good cooperation practices are justified. The “**mentors’ panel**”, founded in 2015, is one of the basic pillars of the public service partnership, whose active support by the implementation of IDP requires the open and active involvement of the University leadership.

Partner universities and the Hungarian Academy of Sciences

NUPS regards Hungarian partner universities as its real partners. Cooperation has to work **in the win-win areas**. In Hungarian higher education the philosophy of NUPS is not rivalry and “defeating” others but the association of institutions capable of jointly serving public objectives. The Hungarian Academy of Sciences is the fundament of Hungarian science, which has not found the place of NUPS in the structure of its own science policy yet. The mutual understanding between the Academy and NUPS is a national interest: military science, certain fields of political sciences, and law enforcement science all have a special position within the social sciences taking shape now. The tasks, designated by the state as the owner of the University, can be executed by NUPS in cooperation with the Academy; the support of all fields of sciences is the responsibility of the Academy.

Foreign universities

In international environment NUPS has to position itself not as a “lone warrior” but as a representative of national interests and values, an attractive institutional partner seeking common objectives and scientific quality. In the framework of bilateral cooperation and in minor “associations” with “NUPS-like profile” lasting and multifaceted relations have to be developed, and joint strategy and interests have to be identified with them.

International organisations

International higher education and scientific organisations and networks comprise the instruments of building international relations and evolving scientific output. Building outstanding partnership is a primary objective within such networks. Another objective, however, is to make the University an active participant of higher education diplomacy and of the leading echelon of science diplomacy. To this end the ambitions and careers of NUPS representatives have to be supported and the necessary partnership in Hungary have to serve such approach as the strengthening of Hungarian academic presence in the world is a national interest.

II. HIGHER EDUCATION INSTITUTION OF POLITICAL SCIENCES

The common framework of cooperation, training-development, and research is comprised by the objective to **turn NUPS into a university of political sciences** (Government decree Kormány 1602/2014. (XI.4.) on the establishment of a State Reform Commission). The independence of political sciences can be underpinned scientifically, its embedding and inclusion into Hungarian and international scientific life is the strategic mission of NUPS. The need for it is justified by the changing conditions of the modern state and the proper special knowledge meeting the demand of the government for expert. Cultivating the sciences of the state as an applied science also provides the research background of state reform process.

The NUPS Act identifies the areas of political sciences and of public administration higher education and it entitles NUPS to develop academic subjects and to award degrees in political sciences.

In cooperation with other Hungarian and international scientific organisations NUPS has to re-articulate the place of political sciences within the structure of social sciences. In accordance with the definition elaborated by NUPS *political sciences are a social science*

which researches the existence, functioning, and governance of state, which can be researched exclusively with a joint application of state-relating research of various social studies. The subject, methodology, and results of its research are characterised by the complexity and transdisciplinarity of social sciences therefore political sciences comprises an independent and characteristic framework of state research. Social sciences have gone through rapid transformation and interdisciplinary progress (regional studies, leadership, etc.) in the past decades. As a result of a longer process (definition and argumentation of the science, identification of potential synergies, and shaping professional consensus) it can also be integrated into the committee structure of the Academy of Sciences. Political sciences have to be made clear and interesting at international level as well.

The development stages of becoming a university of political sciences:

- **Organisation development, transformation of nomenclature of notions and names**
 - **Development of training and teaching material**
 - **Postgraduate training programs integrated into public service career**
 - **Development of doctoral schools/trainings**
 - **Identification of research priorities**
1. **Structure development, transformation of nomenclature of notions and names**

Research strategy – State reform –Institute of political sciences

The strengthening of political sciences necessitates a **unified and coordinated research-management** for each unit of NUPS. This is the framework in which the **comprehensive research strategy of the University** has to be prepared, inter-faculty (inter-institute) research generated, and the research programs need to be supported with concentrated resource management. In organisation development there is a need for a **central unit** (Institute of political sciences) which coordinates the research objectives of faculties and institutes, enforce research strategy, and is capable of centralised R & D resource management and project-based operation. On the basis of the **unity of teaching and research** both researchers and research units work at the faculties.

It is important that the research-management unit maintained close connections with the **governmental bodies and agencies (State Reform Commission) coordinating State Reform II**. The Good Governance Research Workshop, launched in 2013, and the direction of comprehensive research on the measurability of good governance are a useable model and proven practice to support State Reform II research. The unit organising and communicating analyses and measuring laying the ground for State Reform II should work within the framework of research-management.

Higher education in political sciences and in economics – faculty structure

In 2015 the NUPS Act placed the public administration higher education on a new development course through enlarging it with “political sciences and public administration”. Consequently, the name of the Faculty of Public Administration has to follow the legal implications (e.g. Faculty of Political Sciences and Public Administration). After the reorganisation following the establishment of NUPS the structure of the Faculty well supported the renewal of BA and MA training in public administration and the augmentation

of the teaching staff. However, the new training and research mission in the field of political sciences necessitates the **reconsideration of the faculty structure** and its adjustment to the new training programs in a more focused way.

In the framework of Project “**Public Service Centre of Excellence**” KÖFOP 2020 provides resources for the organisation development. Its objective is to establish an internationally renowned centre of excellence within NUPS.

2. Training and teaching material development

Political sciences **Master program** provided for by the NUPS Act offers PhD degree to graduate students in the framework of a five-year-long training program. The accreditation of the training program and the conduct of the training have to be launched in 2015 and 2017 respectively. **Political sciences Master training is the foundation of a public service career.** It has to prove a real alternative of the very popular law training for young people with public service ambitions. **The training has to be based on comprehensive state research programs:** experts have to be prepared who will be able to manage the tasks of the state with broad approach, and the state human resources with systematic vision. These experts will have to apply strategic planning through branch, policy, and budget-economic approach, moreover, they should know various models and techniques of governance, basic public law and public administration legal frameworks, understand the social, political, economic, and human factors determining and influencing the functioning of a state.

The knowledge, incorporated in the teaching material, ensures that research results lay the ground for teaching and are transferred to students as it is worthy for universities. The building of political sciences training is primarily **high-quality teaching material development based on the findings of research in political sciences.** In the most modern types of knowledge transfer e-books and e-learning materials – besides printed books – have to serve both students and quest for knowledge of the entire public service.

3. Postgraduate training programs integrated into public service career

The knowledge-base of public service career and promotion is supported by the public service further training system, the law enforcement and military leadership and further training, and the promotion examinations. The development of NUPS into a university of political sciences and the reform plans of the state human resources necessitate a **postgraduate training development** which integrates the findings of new and comprehensive research of state, the comprehensive state-organisation approach, and modern public service knowledge of international standards into particular stages of career.

To this end NUPS has to develop:

- postgraduate Masters-level career training which may become a **promotion precondition for public service leaders** (MA development of governance studies is in progress);
- a postgraduate program which will **increase the current level of knowledge and competency of public administration examination** within the civil servant promotion system;
- the results of the research strategy of political sciences have to be integrated into the programs of public service further training and leadership training programs.

4. Development of doctoral schools/training

In accordance with the political sciences' **concept**, proposed among others by the NUPS leadership, political sciences are not the umbrella notion for social science state research programs that is state research is not "separated" from other social sciences (military science, law enforcement science, etc.) State research of social sciences can be regarded as political sciences as long as it is based on a comprehensive approach applying the aspects of other social sciences. The research fields of **military sciences or those of law enforcement sciences** (e.g. criminology, or paramilitary forces) go beyond the boundaries of the issue of the state therefore their specific frameworks have to be maintained. Political sciences do not "take over" the research contents of military sciences or law enforcement sciences but it exceeds them in its complexity.

Political sciences have to be involved into doctoral training with an emphasis on research-methodology complexity, and on transdisciplinary and comprehensive aspect.

The **Public Administration Doctoral School**, launched in 2013, established the integration of political sciences into doctoral training. It is worth considering whether the science of public administration can be provided with independent science taxonomy character besides the "political sciences": the introduction of political sciences indicates a state and public administration science doctoral school. The independence of public administration science would indicate a public administration centre of gravity in the field of state research. The decision on this development has to be made by the scientific bodies and the Senate of the University. The development means a **significant research-methodology development and thematic enlargement of the current Public Administration Science Doctoral School.**

5. Identification of research priorities

The wide-ranging research activities of the University have to be made more focused through **identifying strategic-level research priorities** thus making them more efficient for achieving the University visions and objectives (excellence, state reform, development of public service, internationalisation). Research priorities should be identified with regard to the launched developments, to the requirements of the Sustaining Board, and to the Hungarian and international higher education and public service strategic environment. The development of the training in the field of political sciences provides research with new focal points. Training development and the development of doctoral schools can be successful only on the basis of a research strategy presenting research excellence. Research priorities express the **diversity of social sciences at NUPS**, however, at the same time they outline the **complexity of research methodology** and interdisciplinarity, comprising the essence of political sciences.

IDP promotes the following research programs:

- i. The "good governance" research, elaborating the way of **measuring and evaluating governance efficiency** in various fields provides a model to follow in the strategic approach, methodology, and efficiency of research. Linked to certain relevant areas of the state reform process (e.g. military forces, public security, justice, company competitiveness, tax administration) and on the basis of the Report on Good State branch-specific research has to be conducted.

- ii. **An indicator system has to be elaborated at the FOMSOT laying the ground for the regular and comprehensive evaluation and measuring of the capacities of the defence sector.**
- iii. In the field of **public security and law enforcement, justice, company competitiveness, and the decreasing of tax administration the measurability of state capacities** has to be researched (FoLE). The **research-supported establishment of a system for measuring the efficiency of governance / public service, and branches** will be a significant NUPS contribution to the reconsideration of political sciences, international discourse, and state reform. In KÖFOP 2020 Program “Research-based and impact-analysis foundation of fact-based public service development, aimed at good governance” provides the research with resources.
- iv. In the field of state and governance NUPS is tasked with elaborating the **academic discipline of governance and comparative governance studies**.
- v. A nation-wide knowledge base of **self-governance**, local democracy, and efficient settlement structuring has to be established. KÖFOP 2020 in the framework of Project “Strengthening local self-government public service strategic-development capabilities” provides support to these objectives.
- vi. In the field of State and public administration emphasising the research programs connected to the **renewing public administration civil procedure and** to the reform of **public administration jurisdiction** has to be stressed.
- vii. **Increasing the efficiency of public administration** is a common issue of the reforms of the European public sector. Research is needed on the **reduction of administrative burdens**, the measurability of good and efficient public administration, and on the application of the international methodologies. NUPS has to make efforts for a leading role in these fields in its international relations.
- viii. **Public service human resource management**, human resource policy, personnel management and administration, public service law, research on and development of professional cultures, and the development of comparative and European aspects all comprise important fields.
- ix. The knowledge of **tax administration** and that of other fields has to be structured and the dynamics of reforms should be followed.
- x. In the relations between the state and legal system it is necessary to conduct research also reflecting upon constant **public law** changes, stemming from the Basic Law. Modern knowledge of **regulation-codification** needs structuring.
- xi. In university basic research **society-organisation** and sociology have been reduced to the background. The position of social sciences needs strengthening through theoretical / empirical studies.
- xii. In the relations of state and public service the newest schools of **leadership and organisation studies** have to be provided with comprehensive approach, integrated fashion, and more emphasis. Public service **output management**, structural and individual performance evaluation, and **integrity management** comprise developing and developable research areas.
- xiii. **Knowledge in the field of economics, public finances, and foreign economy** has to be given more emphasis than ever in establishing the public service career model and the research-based foundation of state reforms. The comprehensive research of the trends in economics, knowledge of macro- and microeconomy, economic policy and analysis, and public finances need strengthening.

- xiv. Research programs are needed to lay the ground for developments relating to **state asset management / state company management**, which should be applied as the fundamentals of all fields of training.
- xv. **Digital state and cyber defence:** A strategic direction of the development of the University is the strengthening of IT training and research capabilities. Priority areas have to provide outstanding output, deliver uniqueness, thus establishing good cooperation with the representatives of technical higher education. There are two strategic areas where developments covering the entire spectre of NUPS need to be carried out:
- In the development of the digital state NUPS has to continue **e-public service research** at international standards and to contribute to IT-based subsystems of public administration (partnership with the Central Office of Public Administration and Electronic Public Services). In regional public administration, in the development of “government windows” (public administration centres) in particular, the culture of administration and the reduction of bureaucracy have to be supported through training and research. In accordance with international trends NUPS has to strive to a leading role in the “**innovation of public services**” (OECD) both in Hungary and in the international space.
 - In the field of **cyber defence and information security** research is conducted by several NUPS faculties and institutes. Exploiting synergies the University has to become the hub of cyber defence-related research potential. The electronic information security training and research, launched in 2013, and the basic research conducted by the Faculty of International and European Studies and the defence technology training at the FOMSOT have already proved that this area may be the basis of wide-range cooperation with state and academic institutions.
- xvi. The **technical area of military sciences** continues to provide support to the technological profile of the University and to the defence capabilities.
- xvii. In research in military sciences sociological dimension, measuring, and experience has to be given more emphasis. Since the regime change the image of the **Hungarian Defence Forces and that of national defence** has changed significantly. Improving the **sociology and social psychology** of the relations between national defence and society, the youth in particular, is a top research objective.
- xviii. In the **science of law enforcement** the internationalisation of research was boosted by the cooperation with CEPOL. Areas which will be central for scientific efforts have to be identified in accordance with the requirements of Hungarian law enforcement.
- Strategic areas emerging as a result of new developments are:
- ❖ **criminalistics** (criminal technology, criminal tactics and methodology);
 - ❖ **criminal psychology;**
 - ❖ **penology;**
 - ❖ **measuring law enforcement capabilities;**
 - ❖ **sociology of public security;**
 - ❖ **private security;**
 - ❖ **law enforcement aspects of migration.**

Anticorruption research has to be synchronised with **integrity research** and it has to be interpreted in comprehensive organisation-sociological context and new approach

(cooperation between the National Defence Service and International Anti-Corruption Academy - IACA).

It is important to establish a nationally and internationally acknowledged centre of **behavioural research** and education connected to law enforcement activities serving the security perception of society.

National security awareness has to be developed for each branch of services in the field of training and education.

- xix. By now **migration** has become a phenomenon fundamentally shaping the future of Europe and Hungary too. In migration research NUPS has to grow into a centre of excellence recognised both in Hungary and abroad. Migration is taught and researched in several dimensions by the faculties and institutes of the University and these activities need coordination as a strategic development area of the University.
- xx. The curriculum of the international and European studies, having evolved into faculty in 2015, was built around **security and defence policy, minority rights, and China studies**. A research curriculum with a wider-range but also in focused and unique way has to be elevated onto strategic level. The strategic priorities of this area have to be found among significant Hungarian higher education workshops.

The comprehensive research of global and regional processes of the international environment has to be conducted at a wider range. The research fields include **global economic and foreign economic relations, and European studies**. The standard of “strategic research” has to be maintained in all fields of research. Researchers and workshops specified in particular regions, cultures, and countries are needed so that NUPS was the Hungarian reference point of media-communication in most international themes.
- xxi. **Sustainable development** is a comprehensive and multidisciplinary area of current science. At NUPS research of water security and climate change has a serious history. Research capacity and international partnership have to be developed on which basis NUPS may become a **renowned Hungarian research centre of sustainable development**. This research has to include the majority of **vulnerable resources**: drinking water (supply security), natural environment and climate, food safety and energy security, social resources, culture of sustainable life, and awareness raising.
- xxii. Training and research tasks have to be influenced by the **respect to European values**, which is possible only through knowing our own values as there is no tolerance towards other nations’ identity without a healthy national identity. When shaping and maintaining a healthy national identity we can only build on mainly historic studies, the values of our history, literature, and values. Therefore the research of **professional traditions** and their integration into the education of students is a primary task.

III. PUBLIC SERVICE DEVELOPMENT 2020

In the planning period of 2014-2020 the **strategic development framework of the University and its primary resources** are provided by the Public Administration Development Operational Program (KÖFOP) approved by the government. The building of Ludovika campus is an exception as it is funded by the government (Gov-t. decree 1512/2015. (VII.23.)).

The frameworks of the mission of the University are outlined by Government decree 1561/2015. (VIII. 12.) on the 2015 development framework of KÖFOP.

The development plans of the University support the priorities of KÖFOP. Priority axis 1 of KÖFOP is aimed at the **reduction of administrative burden**, of the lead time of public administration processes, and of the relating expenses of private persons and firms. To achieve this goal public administration processes need optimising and electronising, and the introduction of e-administration and the improvement of the organisation-level of public administration are necessary. Priority axis 2 is aimed at strengthening the **service providing approach and ethical operation** in public service, which can be achieved through the development of human resource management in the public administration and the improvement of the level of providing public service. To this end competency development, a career model, the increase of process transparency, the integration of information data bases and their transformation into client-centred systems are in progress.

KÖFOP 2014-2020 comprise the **horizontal element of the IDP** which means it is an important factor of planning and implementing of any development at the University.

The full management of KÖFOPs requires significant **structural development** and the further development of the **administrative capacities** that evolved in the State Reform Operational Programs (ÁROPs). In the centre of operation development there have to be leadership, personnel, and structural capacities prepared for meeting challenges posed by high-volume developments. The **strengthening of development policy and management capacities** is a mission for NUPS not only in its own structure but also in the institutional system of the governmental and public service institutions. The objective of one of the sub-projects of KÖFOP is to have NUPS support for knowledge and competency development of officials working in central or regional public administration. This process has to involve, completely review strategic, planning, development, tendering, controlling, and other procedures linked to EU structural and investment funds (ESIF, 2014-2020).

KÖFOPs necessitate **tight funding discipline and serious liquidity risk management**. In accordance with the plan the efficient utilisation of HUF 27.7 bn has to be planned in 2015-16 and the most efficient resource utilisation is to be organised in the timeframe to 2020. In the budget planning of the University and its state support the significant pre-financing need of KÖFOP has to be taken into consideration, particularly in the starting period and in the refinancing periods over the advancement. All this necessitates an extremely astute and precise financial planning and efficient financial management.

In the framework of KÖFOP the University plans to implement **two comprehensive projects** with the primary goal to establish and maintain a **service-providing state**, regarded as a priority by the Operational Program:

- Project **“A development of public service in the field of complex competency, model career, and teaching technology”**: its strategic objective is to provide modern learning tools and environment through the complex development of public service further training system. A more efficient operation of public administration presumes a continuously learning and adaptive structure which strives to increasing quality in order to reduce bureaucracy and to increase the efficiency of work with officials who consciously develop their working capacities and improve professional skills.

- Project “**Public-service development to establish good governance**”: in the framework of good governance and notion system it is aimed at the effect-analysis and research of public-service development, at the support of international competency requirements, at the development of public service knowledge-management, and at the strategic-development of public service capacities of the local municipalities.

IV. EXCELLENT TRAINING AND FURTHER TRAINING

The mission of NUPS in training development: to provide a stable and excellent training and further training base for the Hungarian public service development and public service career. **Excellence is both the goal and indicator of training development.**

1. Objectives and indicators of excellence

- increasing the attractiveness of education in Hungary (proportion of primary applicants for BA/MA training in relation to admitted students);
- increasing the attractiveness of Hungarian education abroad (number of foreign students);
- increasing the international openness and compatibility of training programs (number of academic subjects taught in foreign language, number of degree programs in foreign language, accepting credits obtained in the framework of training abroad on the basis of inter-institutional agreements);
- improving the satisfaction and motivation of students;
- scientific successes of students, number of awardees of Pro Scientia and/or National Scientific Student Association conferences;
- the efficiency of training (number of students having passed their university-leaving examinations within the timeframe of training);
- increasing the capacity and volume of public service further training and the satisfaction of trainees (learning efficiency);
- development of teachers’ resources:

Development assets need consequent utilisation: requiring regular publication, support to acquiring international experience, scientific promotion, pedagogical and methodological development, student-friendly culture, and the incentive systems of excellence. The Chairship program, launched in 2014, has to be continued. Its goal is to acknowledge and further encourage the activities of Hungarian and foreign university teachers and research fellows working in the interests of the University (Magyary Chair, Hunyadi Chair, Andrassy Chair, International Chair).

2. Principles and instruments

- The excellence of training has to be based on the unity of education and research.** Education always needs to be based on the active and internationally measurable research of the teachers. Research has to lay the ground for good training programs, and teaching materials. The content of teaching, methodology, and the goal of efficient learning should be combined to result in excellent training.
- “Single public service” in training.** The Joint University Module (JUM) has been taught in the curriculum of BA/BSc training for two academic years. The lessons learned and student feedbacks need analysis and evaluation. The operation of JUM is

one of the greatest professional challenges within the teaching activities of the University. The departments and their heads need to take high-level responsibility and have high-level support of the University leadership. JUM cannot be operated on the basis of the principle “everyone gets the same and the same way”. Between the teachers of different faculties and institutes regular methodology and teaching-material development coordination is needed because a differentiated curricular focus and methodological adaptation are needed at each faculty and training program.

- c. **Enlargement of the inter-faculty mobility of teachers and students.** The education development of the faculties has to be approached from University-level aspects – the academic subjects have to be taught by departments and teachers specialised in them and redundancies have to be eliminated. Cross-faculty and cross-institute learning and teaching have to be supported, the course-material development based on interfaculty cooperation is a value which indicates the operation optimising synergies.
- d. **Foreign-language training.** It is an important element of public service preparation. The proportion of general and special language-training has to be gradually shifted towards the latter. This move will be supported by the increasing number of courses taught in foreign languages. There is little cooperation in the activities of the foreign language training centres of the three faculties. Their resources have to be concentrated inter alia for the development of language training at the FEIS and the IoETCE and for the development of teaching in foreign languages. Besides the priority of English the teaching of the languages of the neighbouring countries (small languages, minority languages) is also supported – with the involvement of visiting teachers – if necessary.
- e. **Internship.** It is part of the education, an important field of public service cooperation, and a tool of career management of students. The University has to ensure the high-quality link between education and practice, and through active “mentoring” practice-based commitment to public service career and career-planning based on internship have to be provided maximum support. Career support by NUPS requires active communication towards the institutions of public service for both the students and the public service: “the right person for the right job”.

Between 2013 and 2015 “Joint Public Service Practice” provided successful support to the shaping of single public service approach and the development of capacities for resolving complex professional problems. Options of experimental conduct of cross-border internship with the partner institutions of the allied states have to be examined.

3. Major directions of the training development

a. Higher education in political sciences and public administration

The development of political sciences masters training programs and the development of post-graduate training (governance studies) with the support structure and research strategy present one of the most serious challenges for the University.

The public administration BA and MA programs were launched with new curriculum, qualification and outcome requirements in 2014. It is important that the requirement system of

public service and the new job systems should be based on the graduate, post-graduate, and further training qualifications.

The development of **financial management qualification program** at BA, MA, and post-graduate levels represents a strategic direction which may be in harmony with the state reform, the government's intent to renew the Tax Office, and to further develop the financial public administration. Financial specialisation is also an area of development linked to law enforcement and military officer training.

b. Law enforcement higher education

The curriculum of law enforcement **BA training programs** has been renewed and has incorporated the BA module of home affairs. The development of law enforcement leadership MA training was based on the establishment of new specialisations. In the academic year 2015/16 a two-year-long **CEPOL MA training program** was launched, within which the University is responsible for teaching the 1st module. Act XLII of 2015 on the legal status of law enforcement personnel ensures the introduction of officer cadet status for participants in law enforcement training from 1st July 2016 on.

In the six-semester structure of BA and MA training the efficiency cannot be further increased at the Faculty of Law Enforcement. The transition to an **eight-semester-long BA training structure** and one-year MA training needs a comprehensive analysis. The necessity of the Bologna-type logic of "one major and several specialisations", and the maintenance of the name "administration" have to be reviewed.

On the basis of the research priority of criminalistics the development of MA in criminalistics and its international relations comprise a strategic mission. The development of research and teaching of **private security** may lay the ground for launching a program in private security which has to be on the agenda of the training development.

c. Disaster management higher education

The new **BSc training program in disaster management** was launched in the academic year 2013/14. For the graduates further training may be offered by a disaster management MSc program from academic year 2016/17.

d. Military higher education

In academic year 2013/14 new military BSc and MSc training programs, and military career courses were launched. The training profile of the military higher education was refined and the specialisations are based on real qualification requirements.

e. National security higher education

The renewal of **national security BA and MA training programs** supported by the Institute of National Security and conducted by the Faculty of Military Science and Officer Training, and the elaboration of independent civil national security BA and MA programs have begun. In 2015 the national security BA program was added a counter-terrorism specialisation.

f. International and European public service higher education

The goal of the training development of the FIES is to prepare and provide BA and MA training for prospective experts who will deal with international relations and diplomatic issues in public service. BA training programs in international administration have new goals and requirements in the academic year 2015/16.

BA training in security and defence policy will have to be made more attractive as a program with international orientation. Professional training courses conducted in foreign language have to be made optional.

MA in international public service relations will have to be open for the alumni of NUPS and its legal predecessors, and career training programs will have to be available for public service employees. *International Public Service Relations* as an independent MA training program will be launched in 2016 and become an important instrument of creating an international training environment. In the development of training the experience of the members of domestic diplomatic corps, the support of foreign affairs agencies and EU-related offices, and a significant number of foreign visiting lecturers has to be taken into consideration.

g. Public-service teacher training and pedagogy

In order to ensure the long-term preparation of a new generation of public service employees a concept is being prepared to establish secondary schools in which generating interest in public service knowledge and career would be a priority. Public service education means teaching material and education based on high-level pedagogical work with public affairs in the focus. It is training and education, necessitating qualified teaching staff specifically trained in public service. **The establishment of a workshop for the research and training of public service education and pedagogic** activities within NUPS may lay the ground for a new higher education profile. The goal in BA training should be social pedagogy while at MA level it is to be aimed at elaborating a new “public service” teacher training program. The qualification “public service teacher” presents a mission for NUPS, a development opportunity for the teaching staff, and very necessary teachers for the secondary schools.

4. Further training programs

Pursuant to Act on national higher education NUPS conducts professional qualification further trainings and further and leadership trainings in the framework of its further training programs.

a. Professional further training programs

Such training programs provide the trainees with higher education qualification acknowledged by the Act on higher education, potentially making them important instruments of public service specialisation and retraining. After 2013 the professional further training programs were integrated into the system of public service further training (pursuant to government decree 273/2012 (IX.28.) on the further training of public administration employees) allowing the civil servants to fulfil part of their further training obligations in the framework of professional further training programs. Some of the programs provide qualification for special positions (information security, integrity advisor), however, most of the programs have not been integrated into the qualification structure of public administration yet. In the field of law enforcement further training with a private investigator profile will be

launched in 2016 and the training of law enforcement economic experts will also continue if demand arises.

NUPS has to make efforts to develop and offer new training programs responding to the real requirements of the public service. This policy is reflected by several developments in 2015: public service protocol training, public service media-communication training, public service human resource management training, specialist journalist training will be launched, and regulation-codification will also be a further training program area. The results of research and development and the training development in the field of political sciences may inspire new dimensions of training (sustainability, migration) supporting strategic priorities.

b. Specialised further training programs

In the fields of **military and national security** the development of further training programs is in close connection with the general goals of the training development of the faculty/institute, and the objectives of the particular human resource management. The new area of leadership training, the “National Security Leadership Training Course” needs to be continued, and the lessons learned from the general staff training at the FOMSOT have to be utilised. In the field of law enforcement there is no further training conducted at institution level by NUPS.

The University will construct the most significant structure and conduct the most important development **in the field of public administration further training**. The increasingly efficient operation of the public administration presumes a permanently learning and adaptive organisation which makes efforts to strengthen quality serving the reduction of bureaucracy, to increase the efficiency of their work with public servants who determinedly develop their service capabilities and increase their professional knowledge. **It is the strategic goal of NUPS to provide programs, modern learning tools, and supporting environment for individual development.**

NUPS launched the system of public service further training in 2014. The training is conducted in the framework determined by government decree 273/2012 (IX. 28.), and it became one of the most significant elements of the transformation of public administration. Among senior civil servants and government employees training and education support of a reform has always been a critical element of the restructuring of public administration. Training programs have to support the appropriate management of changes and the improvement of efficiency can be achieved only through active and targeted learning. The mission of NUPS is to transform the public administration into an efficient “learning organisation”. The demand for and the culture of learning, and the ability of efficient self-development have to be maintained in the public administration. In the system of public administration further training officials can do their jobs more easily in a new and more inspiring learning environment. The goal is to make further training a continuous intrinsic professional need and not a burden. In 2014 the first four-year-long further training cycle was launched in accordance with the legal regulations, with the participation of nearly 70 thousand officials in the first year. 2015 saw the consolidation of public service further training and the continuation of shaping one of the most innovative learning systems of Hungarian adult education. 70 thousand officials take part in the training annually. In 2014 the participants marked the e-learning training programs 5.40, leadership training programs 5.85, and other contact-based training programs 5.62 on the satisfaction scale (a seven grade scale was used where 1 was the lowest and 7 was the highest score). Further training IT system PROBONO

provides complete service in the field of the planning, organisation, and management of training for public administration employees, public administration agencies, and program owners. It is an important goal to have the development requirements of officials in line with the goals of the state reform, the changes in the legal and structural environment, the individual career plans, the individual achievement evaluation, and with the real development requirements of individual competencies. All this requires the systemic measuring of input competencies and the tracking of development results (output competency measuring).

Development plans for further training to be completed in the framework of KÖFOP 2014-2020

- In the system of public service further training the goal is to have the senior officials of regional administration and the teachers of the partner universities participate in further training programs. To this end the establishment of the regional (county-based) centres of public service further training can be completed in the framework of KÖFOPs.
- The development of a learning environment supporting the learning of public service employees in a more efficient way.
- The introduction of on-line education technology, on-line consultation platforms, on-line consultant network, and the adaptation of e-learning programs into the system of on-line training.
- Competency assessment to identify the development needs of officials.
- Competency-based planning of individual training.
- A combined competency map of the training development and of the human resource systems of the public service.
- A comprehensive content and methodology review of the public service testing system on the basis of the competency development and assessment needs.
- Retraining programs and training support for career changes of public service employees.
- Introduction of assessment systems for the evaluation of learning efficiency.
- Establishment of a virtual library for making the current knowledge management (e.g. teaching process) more efficient.
- A further training offer catering for a wider sphere of local governments' training and development needs.

Management training is given a new direction by the development of the postgraduate program in governance studies, launched in the framework of political sciences. In the development of management competency modern training tools and methodologies (e.g. action learning) have to be applied. The offer of integrated programs also serving the retraining programs supporting the transit between different public service careers (law enforcement, national security, military, public administration) needs to be increased. If public service career strategies continue and develop the system of human resource management and that of further training we can evolve into one of the innovative and exemplary public services of Europe.

V. SUCCESSFUL RESEARCH PROGRAMS

The elaboration of a **research strategy**, its **research management system** and research priorities need to be managed in the framework of the notion of **development of NUPS into a university of political sciences** (see point II/2).

1. The research strategy is determined by **its result objectives and its parameters**:

- Improvement of the ratio of teachers with PhD or DSc degrees in relation to the total number of teachers (capacity);
- Increase of the number of independent citations of teachers/researchers;
- Increase of total number of scientific papers by teachers/researchers;
- Increase of the number of monographs and textbooks written by teachers/researchers;
- Increase of the number of scientific papers by teachers/researchers, published abroad;
- Increase of the number of foreign-language publications by teachers/researchers, published in Hungary;
- Increase of the proportion of R & D resources in the research spending.

The individual and organisational (department, institute, faculty) scientific output evaluation needs to be incorporated into the management system. The incentive system and the distribution of resources have to be operated in harmony with that.

2. Research management and publication

In accordance with the fundamental idea of the University the freedom of research has to be respected, however, research programs may be successful only through the identification of common, university-level priorities, through the tracking of results, and through an appropriate coordination of both the research management and the resource management. The organisational development needs a **central unit** which coordinates the research objectives of the faculties and institutes, enforces the **political sciences' research strategy**, is capable of central R & D resource management and project-based operation. On the basis of the unity of teaching and research at the faculties, the researchers and research units work at the faculties. The staff of the research management unit has professional international fund-raising, financial, and application-writing capacities.

The University has to support the completion of **scientific databases**. The offline and on-line NUPS journals, publishing activities, and repository comprise the means of **publication** of scientific results. The publication opportunities in the University's own English-language journal need increasing. The further development of electronic publications is needed with appropriate connection to scientific web search engines. The classification of the University papers need further improvement within the HAS-approved and -used qualification system. On the basis of a comprehensive bibliometrics strategy the publications and NUPS scientific output need to be made visible systematically in the relevant international databases.

3. Talent management

NUPS students comprise an important source of the next generation of research fellows therefore talent management needs to be dealt with in close connection with research management. The number of winners of scientific student association competitions, Pro Scientia award holders, students of special seminars, "Republican Scholarship" holders, students of "National Talent Program" and young researchers is the indicator of the excellence of the University, therefore appropriate opportunities and resources have to be allocated for its increase.

Special seminars and Scientific Student Associations are the scenes of talent management. The success of the events of the National Scientific Student Conference organised by NUPS (Legal Section, Military and Law Enforcement Section) has to provide a solid base for further progress. The development plans and qualification of special seminars need support. The scholarship system, excellence applications, and the means of mentoring have to be based on scientific ambitions, and encouragement towards university career. Under the aegis of cooperation special attention has to be paid to the efficient cooperation with the umbrella organisations of student talent management, such as the National Scientific Student Council, and the National Association of Doctoral Students, which is the key to young research fellow training.

4. Doctoral schools

The advancement of doctoral schools is determined by the **concept of development of NUPS into a university of political sciences** (see: II/2). At NUPS PhD degrees can be obtained in fields of science in which no other universities provide doctoral training programs. Therefore the responsibility of NUPS is special, particularly in the field of strengthening international scientific relations in these areas.

The doctoral-level cultivation of **law enforcement science** is a continuous objective. The strengthening of Hungarian law enforcement science is a priority national strategy mission of NUPS.

With regard to the **PhD School of Military Sciences, PhD School of Military Technical Sciences, and Public Administration Doctoral School**, their internationalisation is an urgent issue. The pre-conditions of training and consultation in English have to be created in each doctoral school. These factors include the translation of the regulations, the preparation of the administrative staff, and the involvement in the training and consultation of teachers and researchers capable of teaching in a foreign language. The attractiveness and prestige of the doctoral schools of public administration science need strengthening; a significant research-methodology development has to be made which includes the enlargement of curriculum too.

VI. INTERNATIONAL QUALITY

The strengths of NUPS need to be demonstrated and weaknesses eliminated through the measuring of the **NUPS' output at an internationally compatible scale** its. The dimension of the **international cooperation** provides a chance to rise and become one of the best institutions in international higher education. **Three dimensions of internationalisation are:** regional (Eastern-Central European) higher education, European Higher Education Space, and global university relations.

The bilateral relations established in the **region** – particularly with institutions teaching in Hungarian – need to be developed as the existing frameworks allow further mobility and joint applications. On the basis of good practices developed in regional multilateral relations (NISPACEE, CEEGOV projekt, IMAF, FOURLOG, V4) a leading role has to be achieved and high application activity (*Erasmus+*, *EuropeAid*, *Twinning*) conducted, particularly in the capacity-building projects and the strengthening of scientific dimensions of the political and economic integration of the developing countries of the Western Balkans, Eastern Europe, and Eurasia.

In **Europe** the Erasmus partnership and the scientific relations (e.g. EGPA) have to be developed towards joint degrees and joint research programs (Horizon 2020).

In **global dimension** we have to demonstrate our strength and uniqueness through global themes (security, sustainability, governance). The results and success of networking (OECD, *Transatlantic Policy Consortium*, IIAS, IASIA, IAU) and those of bilateral relations (Erasmus+ with Chinese, Israeli, American and Russian universities) stem from active mobility, joint degree, and joint research programs.

NUPS has to appear as an internationally open, mobility-friendly, equally **Hungarian, Central European, European and international university** which is capable of presenting its unique strengths.

1. The **international qualities** of the University are measured by the objectives (and indicators) below:
 - increasing number of scientific programs and publications resulting from international institutional (university or public institution) cooperation;
 - increasing amount of R & D resources raised through international institutional (university or public institution) cooperation;
 - increasing number of the number of foreign students;
 - increasing number of the number of credits obtained by NUPS students in training abroad pursuant to inter-institution agreements;
 - increasing number of the number of foreign students having obtained their PhD degree at NUPS;
 - increasing number of academic subjects taught in a foreign language (involvement of foreign guest teachers);
 - increasing number of *degree (single, joint, double)* programs in foreign language;
 - scientific papers by teachers/researchers published abroad;
 - scientific papers by teachers/researchers published in a foreign language in Hungary.

2. International education development

a. Graduate training program development

The development of the double or joint degree programs is the foremost direction of the training programs' internationalisation. Such programs increase not only the student quality but – in accordance with national and international excellence rules – they have positive impacts on qualification as well. The frameworks of Erasmus+ have to be fully exploited for developing, launching, and supporting the mobility.

MA program *International Relations in Public Service* has to be made suitable for making various specialisations available – in accordance with foreign requirements and similarly to the Hungarian MA program – in the field of law enforcement, security policy, and public management.

Joint masters program *Policing in Europe* and teaching materials elaborated in the framework of other joint training programs under the aegis of CEPOL provide good basis for the further internationalisation of graduate training.

Existing **international training developments** at NUPS, which should be continued:

- Minority policy area: British-Hungarian cooperation on the basis of the exemplary *Global Minority Rights Summers School*;
- *E-public service and cyber defence* area: German-Austrian-Slovenian-Hungarian cooperation;
- *Public policy – public Management area*: German-Lithuanian-American cooperation;
- *Regional security* area: on the basis of the partnerships of the Strategic Defence Research Centre;
- *International security* area: a dual Israeli-Hungarian degree program in preparation (Haifa University);
- *Public law* area: Italian-German-Hungarian cooperation preliminaries;
- *Criminalistics and law enforcement* area: (CEPOL and AEPC relations, and strategic cooperation with Marymount University (USA)).

b. Development of studies in another HEI – development of courses conducted in foreign languages

In order to **increase the number of visiting foreign students at the University, training modules taught in a foreign language** need to be advanced. Such a measure will open internal mobility for Hungarian students too and utilise inter-faculty training synergies. In the teachers' personal development programs (promotion) the command of teaching-level knowledge of English has to be encouraged. In the case of existing young teaching staff their existing command of foreign languages has to be assessed and learning English for specific purposes has to be encouraged. The language training units of the University may launch English language courses for the University teachers in case the framework number of classes of the language institutes allows that. The leaders are to provide a model for working as visiting teachers abroad and they are also to require their subordinates to regularly teach abroad as visiting teachers.

c. International mobility

In European **Erasmus** mobility the tempo of **quantitative enlargement** in the field of mobility in studies, practice, and teaching is hampered by the “gradual approach” to Erasmus support: the support is proportionate with the number of students, and the annual increase is not to exceed 30%. The annual increase needs to be maintained at the top level (NUPS achieved 30% increase for academic year 2015/16 relative to 2014.)

In the new Erasmus framework programs (strategic partnership, *capacity-building* applications) the so called knowledge transfer programs have to be developed towards the Western Balkans and Eastern European countries.

In the field of partnerships the objective is to enlarge the **partnership network of the FoIES** and to establish a portfolio consisting of institutions providing training in security policy and international public service. **Erasmus internship** opportunities also need enlarging. The list of such opportunities includes the foreign representations of Hungary, foreign institutes of public administration science, agencies of public administration and law enforcement, and international organisations. Outbound student mobility has to be increased primarily at the Faculty of Law Enforcement.

Teachers' and staff mobility needs increasing too. With regard to inbound mobility the increase of the number of visiting professors and the efficient integration of their courses into the students' credit-based training programs comprise top priority. The University launched its International Chair program and the „*visiting scholar*” and „*visiting professor*” programs. In the framework of the above constructions the University has to become an attractive target institute for foreign teachers and researchers representing international quality.

The Erasmus+ international mobility is the extension of Erasmus program to non-European partner countries. Since 2015 NUPS has been managing 70 mobility statuses related to Chinese, Israeli, Kazakh, and other non-European partners. Through further applications students' and teachers' mobility needs increasing.

In the framework of scholarship program **Stipendium Hungaricum**, launched by the government, an increasing number of foreign students are to be received for *International Public Service Relations* MA and PhD training programs conducted in English. The training conducted in Hungarian is also open in the program but for the foreign students' participation the preconditions of their Hungarian language training have to be created.

For the development of the international capacities and quality significant resources are provided by **operative program KÖFOP 2014-2020**, whose objective is to develop and publish knowledge-contents for providing the widest possible access and opportunity of studies for in-service and prospective public service officials in the field of modern international public administration, law enforcement, military, and economic knowledge.

VII. MODERN INFRASTRUCTURE AND SERVICES

1. Ludovika Campus represents the **21st century infrastructure of the University**, its **intellectual foundation and physical environment**, the combination of **tradition and modernity**.

The **stages** of the state investment are determined in Government decree 1512/2015 (VII.23.) on the measures and resources for realisation of program elements of the location of the National University of Public Service on Ludovika campus:

- a. Elements to be constructed between 2015-2018 (in accordance with the government resolution) in stage 1:
 - * New training facility;
 - * Sporting facilities, swimming pool, shooting range, students centre;
 - * Student Hostel of the Faculty of Law Enforcement and other special training buildings;
 - * Renovation of Orczy park, reconstruction of the riding hall, stable, and other equestrian facilities, including the establishing of the opportunity of a connection to Népliget Park;
 - * In the Ludovika wing training functions, and organisation and execution facilities for management training and further training are to be positioned;
 - * In the fencing hall adjacent to the Ludovika wing: training, cultural, sports, and other functions,

- b. in stage 2, between 2017-2020, (in dependence on a government decision)

- * Special boarding training centre for the Faculty of Military Science and Officer Training, with the contents determined by the minister of defence;
- * The necessary facilities of the disaster management special training centre may be built with contents determined by the minister responsible for disaster management issues.

2. The development and distribution of intellectual property

The property of NUPS is knowledge: those intellectual properties which are created by the colleagues of the University for training and research purposes. This intellectual property needs to be made accessible for the widest possible community with the maximum use of modern IT opportunities (open access). The students have to be served and the knowledge at the University has to be made accessible for public service officials and academic communities as well. In the framework of **KÖFOP 2020** the purpose of the Project **“The development of public service intellectual property and the promotion of access to knowledge”** is to establish the national network of knowledge transfer and competency development. In this mission the **Central University Library** plays an important role. The objective is to operate a *smart library* with a mission to disseminate the knowledge generated in the University and library workshops during the training and research in the full spectrum of international scientific life and that of the Hungarian public service. The stock of digitalised publications needs enlargement, the involvement in national digitalisation processes and joining international service providers (pl. *WorldCat, Scopus, webscience*) are necessary.

The repository of the university publications has to be improved. The utilisation of open-access opportunities with the use of the most up-to-date mobile technologies is important. The goal is to establish and operate the special archives of the University, to establish collections, e.g. a Regime Change Collection, then digitalise, archive, and structure them into repositories. The links between the Repository of Hungarian Scientific Works (MTMT) and NUPS’ systems have to be developed, bearing in mind science-taxonomy tasks. The physical relocation of the Library into Ludovika campus has already begun and the relocation of the faculty stocks has to be managed simultaneously with the relocation of the faculties.

3. Digital services

The significant transformation of the physical infrastructure of NUPS and the rapid development of the services present permanent challenges **for the development of IT capacities and that of the services.** The approach preferring the development of our own server capacities to purchasing “cloud services” must be maintained. Thanks to founding **Apertus Ltd.** a competitive development resource is owned by the University. The goal is to have the strategic systems and applications of the University work in a stable way and with appropriate data security, matching the demands and the existing resources. Security, sustainability, and economic viability have to play an important role in considering the purchase of external IT services.

On Ludovika Campus an up-to-date info-communication system has to be established which meets the university requirements, includes an independent IT centre, telephone exchange, and a single and structured network of sites. The IT system of the main building, opened in the first stage, was built on the basis of such principles.

NUPS systems operating the national network of IT support of public service further training have to maintain appropriate connections with the governmental IT networks in order to enable the correct IT backup of the training programs. The **development of an ICT-based learning environment** has to be supported in the framework of **KÖFOP 2020**.

One of the fundamentals of the development of our University and of the efforts aimed at the increase of the level of training is a **modern IT system which efficiently meets the requirements, can be operated safely, flexibly and in a stable way. Its support and development comprise the intrinsic interest of the University.** The IT strategy has to be enforced in harmony with the ever increasing demand and within a rapidly developing and changing university environment. The level of services has to be maintained in a continuously changing environment, moreover, to be increased through the existing resources. However, it should be remembered that the establishment of a developed IT infrastructure is not a goal to achieve but merely one of the means to achieve the strategic objectives of the University.

On the new campus under construction an **IP-based IT system is being built with two servers comprising a redundant pair.** Each centre will have the capacity to fulfil all major functions, to run all strategically important applications in autonomous mode, which means they may operate as redundant counterparts of each other with partial data and service redundancy. As a result, the strategic systems and applications of the University may operate with stability, high accessibility, and appropriate data security, aligning the demands with the existing resources.

On Ludovika campus a modern IT system is being developed which meets the university requirements. It includes an **independent IT centre, telephone exchange, and a single and structured site LAN.** The IT system of the main building, opened at the first stage, was made in accordance with these principles.

4. Developing further student services

The high-level services for students, a **university with service providing character,** are expected in Hungarian higher education. There is a need for building and developing a service providing structure at the University, which improves the quality of services for students – particularly **student counselling, individual career advising, university competition and free-time sports activities** – enhances the coordination of cooperation between the University and its former students through the **Alumni Association,** and that of the Student Union with employers and the University. This objective may be supported by a prospective central career office at the University.

With opening the **sports centre** to be built in the framework of Ludovika Campus Project the university sports may be boosted. The University has to provide support to its students successfully representing NUPS at national and international competitions. The talent management system has to be strengthened also in the field of sports, and programs augmenting students' sports activities have to be continued.

VIII. REASONABLE INSTITUTIONAL OPERATION AND “GOOD GOVERNANCE”

Since its establishment NUPS has been operating in the framework of a management and structural environment provided by special legal regulations. The responsibilities of the Sustaining Board, the system of state funding, and the legal regulation differ from those of other state universities. The introduction of the chancellor system, the elimination of the positions of the finance director or secretary general does not apply to NUPS.

NUPS comprises a unique management model which **has to be developed into the model of efficiency** within the system of state administration. This development is primarily the responsibility of the rector’s office **as the institution has to be transparent, pre-planned, efficient, economical, correct, ethical, and accountable**. These are the **requirements of “good governance” for the University**.

The indicators of the efficient operation (inter alia) are:

- increase of the ratio of administrative staff and teacher staff;
- increase of the ratio of administrative staff and students;
- increase in the proportion of university income relative to state funding;
- improvement of personal and institutional output indicators;
- increase of the satisfaction level of university colleagues.

Finances have to be characterised by task-funding, strive to financial balance, and a development orientated approach simultaneously. The operation-oriented utilisation of development resources has to be maximised in the operation of NUPS. Tight measures relating to the use of state support have to be applied to the development resources as well. Accordingly, the expenditures connected to the use of resources needs to be as low as possible while ensuring the quality provided for by legal regulations or expected generally. The value of or the income from provided services, manufactured products, or tasks conducted have to exceed the relating expenditures as much as possible. All documents, data, and analyses relating to the economic management have to be made transparent and accessible.

Man is the most important resource of the University. **The University may achieve its goals as a community of motivated workers, teachers, and researchers committed to the common objectives and willing to develop themselves and the environment**. Its HR policy has to be based on the **principle of achievement**. Its enforcement is dependent primarily on serious and consequent leader’s decisions and not on normative standards.

Leaders have to present examples in the field of perseverance, diligence, ethical and professional work. The University – **as a “learning organisation”** – has to operate in an open and self-critical fashion, which is able to work with a leader’s philosophy validating and supporting this approach. The leaders themselves also have to learn (management training) and to use their leadership skills knowingly.

A **motivating environment** has to be established which encourages good achievement. Colleagues have to be provided with opportunities for public experience. The University has to incorporate the targeted further training of its own workers and teachers into its own further training programs. Individual development requirements have to be based on regular **individual evaluation**. An evaluation system for the **structural units** (e.g. departments) has to be operated too. A system for measuring and evaluating the **workers’ satisfaction** has to

be elaborated. Open and two-way communication has to be established between the management and their subordinates. The management has to provide the workers with services for checking their **mental and physical health** – the culture of mutual attention and care has to be maintained.

Managing KÖFOPs requires a significant **structural development** and the **further development of administrative capacities** having evolved during State Reform Operative Programs (ÁROPs). In the centre of operations development there need to be management, personnel, and structural capacities prepared for meeting the challenges presented by large-scale development programs necessitating significant financial discipline and liquidity risk management. In the budget planning and the state support of the University the significant pre-funding of KÖFOPs – particularly in the first phase – has to be taken into consideration. All these issues necessitate a precise and far-seeing financial planning.

Two non-profit companies of NUPS have to provide services at competitive prices, in high quality, and with transparent and exemplary operation. In all, the measuring and development of the (students', workers', public service partners', project participants') satisfaction index have to be the most important indicator of the quality of services.

IX. CULTURE OF QUALITY AND EXCELLENCE

Strive to quality and excellence has to be continuously present in the **organisational culture, management philosophy, and individual habits**. Their necessary but not sufficient precondition is the quality assurance and control of administrative processes and procedures. The double challenge of quality culture is: **to meet the quality criteria of both national and international higher education (science) and public service**.

The basis of quality in higher education is the appropriate institutional **self-evaluation** and **self-correction** system and culture. The Hungarian Accreditation Commission (MAB) is the basic institution of **quality control in Hungarian higher education**, with which correct working relations have to be established. A presence in the **quality processes of the European and international higher education organisations** is also necessary. By 2020 the institution evaluation of *European University Association* and that of *International Association of Universities* should be applied for. As an experiment, a program accreditation process has to be conducted by an internationally acknowledged European accreditation organisation (*European Association for Quality Assurance in Higher Education*, an ENQA member). A NUPS presence is also necessary in the quality discourse of the European higher education organisations (*European Quality Forum*).

At NUPS a comprehensive and coherent system of **quality regulations** has to function. The quality development program, the basic document of quality assurance, contains the long-term, quality-centred principles of operation (quality policy) including the development notions for achieving them. The structure of quality assurance has been established. In 2015 the Senate reorganised the **Quality Assurance Commission of the University**, which is a body directing and supervising the quality assurance system of the University. The **establishment of the quality analysis and evaluation system of the University (EMIÉR)** and the unification and integration of the university data bases (NEPTUN, AVIR, and library) are in progress. In the framework of the EMIÉR the regular opinion surveys have to be continued. Each faculty at least three trained and qualified internal auditors and each central body has a minimum of one.

The preparation for the accreditation of the University is going on continuously. The creation of the IT system supporting the annual self-evaluation has begun. The University has to have a quality management system consisting of three sub-systems: education and training, research and development, and operation.

The University has to prove itself both in the Hungarian and the European accreditation systems. Providing a positive example for the Hungarian public institutions NUPS is obliged to cultivate the culture of quality and excellence.

H) NUPS development processes (2015) – monitoring the IDP

The table below presents the **major development processes** relating to strategic directions (G. I.-IX.)

The significance of monitoring: on the basis of milestones marked in the IDP the progress and efficiency of developments have to be updated regularly.

Strategic objective	Development process	Milestone for monitoring
EFFICIENT COOPERATION	Establishment of county centres of public service further training, in cooperation with government offices, counties, and partner universities	2016
	Extension of the training cooperation with National Tax and Customs Office to the full spectrum of finance education	2017
	Programs “Everyman’s university” NUPS, HTV, MHR, SZU, PPCU	2016
	Joint employment of foreign professors (HAS, TKK)	2016
HIGHER EDUCATION INSTITUTE OF POLITICAL SCIENCES	Central research planning and management through the development of the Institute of Political sciences	2015
	Evaluation of the operation of the State Reform Centre	2016
	Structural development of the Faculty of Public Administration	2015
	Self-government Centre of Excellence	2016
	Single-cycle MA training in political sciences (5 years, output with doctoral degree)	accreditation in 2016 launch in 2017
	Post graduate training in governance studies	launch in 2016
	Development of PhD School of Public Administration towards political sciences	2016
	Establishment of a Law Enforcement PhD School	accreditation in 2015-16 launch 2016
	Upgrading the Good Government Report	2016, on annual basis
	An indicator system laying the ground for the regular and comprehensive evaluation of the defence sector (FOMSOT)	2016

	Index of public security (FoLE)	2016
	Index of jurisdiction and legal security	2016
	State business competitiveness index	2016
	Administrative burden – Tax bureaucracy index	2016
	Research programs in sustainable development	2016
	Integrated research “Digital state and cyber security”	2016
	Migration research	2016
	Anticorruption-integrity research	2016
PUBLIC SERVICE DEVELOPMENT 2020	Elaboration of professional plans for KÖFOP 2.1.1.1. and 2.1.1.2.	2015
	Implementation of KÖFOPs	2016-2019
EXCELLENT TRAINING AND FURTHER TRAINING	Evaluation of the University Common Module	2015
	Establishment of structural and human frameworks of linguistic and international competency development of FIES	2016
	Concept of the public service teacher training, training development, and the establishment of experimental public service secondary schools	2017
	Law enforcement education: transforming the six-semester training into eight-semester one; transforming law enforcement leadership Masters into two-semester one	BSc training: 2016 for launching accreditation process; Academic year 2017/18 for launching new BSc training programs; 2016 for launching accreditation process of MSc training programs; launching new MSc training on the basis of the outcome of new BSc training.
	Launching MSc training in disaster management	program accreditation has begun; training program is scheduled for academic year 2016/17
	Launching MSc training in criminalistics	2015 for launching program accreditation; 2016 or 2017 for

		launching training - in dependence on OG licence
	Launching MSc training program in private security	2017 for launching program accreditation; academic year 2018/19 for launching training
	Establishing and launching higher-level financial-management training	2016 for launching program accreditation; academic year 2017/18 for launching training
	Launching finance officer training in military higher education	2016 for launching program accreditation; academic year 2017/18 for launching training
	Transformation of national security training programs; elaboration of the training and output requirements of civil national security training program and accreditation documents have begun	2016 for launching civil national security program accreditation; academic year 2017/18 for launching training
	Launching Masters training in <i>International Public Service Relations</i>	program accreditation has begun; academic year 2016/17 for launching training
	Launching further training for certified private investigators	program registration and accreditation have begun; academic year 2015/16 for launching training
	Development of new professional further training programs on the basis of the requirements of public service: codification and regulation financial specialist journalist law-enforcement specialist journalist law-enforcement spokesperson public procurement expert	2016
	development of further training of public administration officials	2019 in accordance with documentation of KÖFOP 2.1.1.1. project
SUCCESSFUL RESEARCH PROGRAMS	increasing the number of foreign-language publications in international journals	continuously
	PhD schools, programs and defences in foreign language	2017
	evaluation of NUPS strategy of bibliometrics	2016

	Evaluation of web-based international knowledge centres and of NUPS presence	2016
INTERNATIONAL QUALITY	Graduate program development – launching MA training in <i>International Public Service Relations</i>	2016: the first program
	Implementation of double and joint degree concepts	2016: coordination and elaboration of the fundamentals with strategic partners; 2017: accreditation, Erasmus extension; 2018: launching the first programs; 2019-20: maintenance of level, international accreditation / qualification
	Erasmus course development, development of short-term training in other institutes of higher education and of credit mobility	2016: launching the first full module-structured training program with the present choice of academic subjects, development of quality assurance in foreign language
	Development of students' training in other establishments and of internship mobility, development of partnership network	Continuously
	Increasing students' mobility in short-term training from other institutes of higher education	Continuously
	Increasing the number of students from other institutes of higher education, obtaining MA and PhD degree levels	Continuously
	Employing international chairs and visiting professors	2016: 2 Int. Chair and 2 visiting professors; 2017: 6 Int. Chair and 6 visiting professors; 2018: 10 Int. Chair and 12 visiting professors 2019-2020: maintaining the number of Int. Chair professors, and increasing the number of visiting professors
	Full quality assurance of work with foreign visiting teachers and chairs	2017

	Integrated IT service supporting mobility	2017
	Full quality assurance of training programs conducted in foreign language	2017
	International knowledge transfer projects	2017: consortium partnership in 2 projects; 2018: 1 consortium leading, 3 partnership
MODERN INFRASTRUCTURE AND SERVICES	Ludovika investment	Continuous since 2015, iaw government resolution
	NUPS integrated digital knowledge pool and library services	2017
	ICT development plan	2015
	Ludovika ICT centre	2017
	Evaluation of university student career services	2016
REASONABLE INSTITUTIONAL OPERATION AND “GOOD GOVERNANCE”	Evaluation of the efficiency of economic management	2016
	Regular further training and management training programs for NUPS workers	2016
	Introduction of organisational output evaluation	2016
	Results of workers’ output evaluation system	2016
CULTURE OF QUALITY AND EXCELLENCE	Evaluation of NUPS quality assurance system	2016
	Successful institution evaluation by HAC	2016-17
	Participation in an international higher education evaluation program (EUA/IAU or foreign institution)	2016-17

ASSET MANAGEMENT PLAN 2015-2020

1. The basic principles of the asset management of the University

Pursuant to Para. (4) Section 12 of Act CCIV of 2011 on higher education, considerations on the development, **utilisation, preservation, and alienation of the assets and properties** provided for the institute of higher education by the Sustaining Board, including the expected incomes and expenditures, have to be identified in the **Institutional Development Plan**.

Pursuant to Para (1) d) Section 7 of Act CXXXII of 2011 on the National University of Public Service and on public administration, law enforcement, and military higher education, **the asset management plan is approved by the Sustaining Board after the positive decision by the University Senate**.

The **National University of Public Service** (hereinafter, University) may use the assets at its disposal and utilise them pursuant to the provisions of the asset management agreement (Para (1) Sect. 86, Act on Higher education).

The University is obliged to properly and economically utilise the resources at its disposal, to provide protection to intellectual and other properties (Para (2) Sect. 86, Act on Higher education). If the University obtains any property, its ownership – excluding the company of the institution – belongs to the state, however, for an indefinite period an asset management agreement is to be signed on it (Para (4) Sect. 86, Act on Higher education).

The University may be the asset manager of the assets provided for it for fulfilling its mission (Para (1) Sect. 87, Act on Higher education).

The University is entitled to use its assets and the possessions – including intellectual property and other royalty-related rights – and real estates for carrying out the missions determined in the charter, taking into consideration the economical operation and other aspects of safeguarding (Para (2) Sect. 87, Act on Higher education). The University has the right to delegate the ownership of the state property at its disposal in the name of the Hungarian state under the conditions provided for by the Act (Para (2) Sect. 89, Act on Higher education).

The **national assets** at the disposal of a **state institute of higher education** are to be registered in the registry of state assets and the institute of higher education is obliged to provide data as established in a separate legal act (Para (5) Sect. 90, Act on Higher education).

With regard to the provisions in Para (1) b), Sect. 9 Gov't decree 368/2011 (31st Dec) on the implementation of the Act on public finances, within the structure of the University the Economic Office is the responsible unit which is to deal with the use and protection of assets at the disposal of the University.

The way and structure of the **exercising ownership rights** over **state-owned assets** and the management of such assets are regulated by Act CVI of 2007 while the implementation of state-owned assets is regulated by Gov't decree 254/2007 (X.4.).

The fundamental rules of management of University assets are determined by Sect. 17 of the Management Regulations of the University.

2. The objective and purpose of the Asset management plan

The scope of the **Asset management plan** embraces the **management, utilisation, and sale** of state-owned **real estates and moveable properties** at the disposal of the University, including the use, utilisation, maintenance, conservation, operation, and treatment of state assets. It is also extended to the exclusively state-owned **economic companies** managed by the University, to the **economic companies** fully owned by the University, and the **intellectual property accumulated by the University** and its legal predecessors.

The objective of the Asset management plan is to ensure the efficient, appropriate, and cost-effective use of state-owned real estates and moveable properties – including the intellectual property of the University – managed by the University.

3. Fundamental strategic strives in the field of asset management

The University has at its disposal assets and means which are necessary for the conduct of its fundamental institutional activities. The University has not purchased and is not going to purchase any assets or means which are not necessary for supporting the fundamental mission – teaching, training, further training, and education – of the University. Consequently, **the University does not intend to lease or lend any properties or assets for a longer period of time.**

In the years to come (2015-2020) **the University** may rely on **particularly significant development resources**, with the use of which the **assets and each of the elements of the University will significantly grow**. These resources are:

- Domestic budget funds provided by Government decree 1512/2015 (VII.23.) for the first stage of the Ludovika Campus investment project (real estates).
- European Union funds provided in the framework of KÖFOP (2015-2018) for intellectual property, IT, and other assets.
- Domestic development / investment resources for the implementation of stage 2 of the Ludovika Campus investment project (2017-2020).

In the next five years the University intends to **spend the budget support designated for accumulation expenditure appropriations** primarily for **maintenance investments**.

4. The assets of the University and their utilisation

The categories of the assets of the University are:

- Real estates and the related rights;
- Moveable properties (IT tools, education means, research infrastructure, vehicles, immaterial goods, other assets);
- Intellectual properties (copyrights, user rights, patents, other intellectual properties);
- Shares in economic companies.

The **assets of the University** are designated exclusively for serving for the **fundamental mission** of the institution and the supporting activities. The University determines its **tasks relating to the maintenance and safeguarding of the assets** in a way which allows the

different asset elements to be utilised for achieving the **objectives identified in the Institutional Development Plan**.

The University does not possess any real estates of its own. In practice it exercises its rights over the real estate assets in two ways:

- Real estates owned by the Hungarian State and asset-managed by the University;
- Real estates at the disposal of the University with the right to use them.

Real estates managed by the University:

Number	Settlement	Address	Topographical number	Area (m2)
1.	1089 Budapest	Orczy út 1.	36030	147,317
2.	1118 Budapest	Ménesi út 5.	5063	21,119
3.	1121 Budapest	Pinty u. 1	9158/4	3,998
4.	1121 Budapest	Pinty u. 1	9158/5	2,158
5.	1121 Budapest	Rácz Aladár köz 15.	09155/3	43,385
6.	1121 Budapest	Farkasvölgyi út 12.	9240/10	101,432
7.	1089 Budapest	Diószeghy S. u. 38-40.; 42.	36009,36014	7,099

The tasks relating to the operation, maintenance, and safeguarding the above listed estates comprise the full responsibility of the University. Currently different operation strategies are used for different estates – on the basis of customary law – which have one common feature: the estate management is concentrated within the Economic Department.

The **centre of the University** is located on **Ludovika campus**, defined as its central campus, which is at the disposal of the institution. This campus is the premise of the teaching and research activities of the **Faculty of International and European Studies** as well. The **main building of the Ludovika is also the intellectual centre of the University** as the faculties and interfaculty institutes hold their conferences, further training programs, examinations, and major celebrations in this building.

In the past 2 years the real estate assets of the University have significantly increased with regard to the Ludovika campus: the completely renovated **historical building of Ludovika** was opened, the **Orczy Road Dormitory** and **Ludovika Square** were also rejuvenated. The **operation and maintenance** of the entire Ludovika campus (Ludovika main building, Ludovika fencing hall, Orczy Road Student hostel, Orczy Garden, Ludovika Square) are the responsibility of NKE Szolgáltató Nonprofit Kft (NUPS Service Providing Non-profit Ltd.) – a University-owned economic company –hereinafter **NKE Kft**, on the basis of a contract for the provision services. Its scope includes the services in the field of technical operation, maintenance, safeguarding systems, cleaning, gardening, and park maintenance.

The **Faculty of Public Administration** and the **Institute of Leadership Training of the University** are located on **Ménesi Road campus** of the institution. The operation of the campus is outsourced to an enterprise on the basis of a contract.

The **Faculty of Law Enforcement** conducts its training, education, and research activities on **Farkasvölgyi Road campus**. Most of the operation of the infrastructure is assigned to NKE Kft.

The **University intends** to task the comprehensive operating of the facilities of the **Ludovika campus investment project**, which is being implemented continuously, to NKE Kft. At the same time the University has an intention to make the operation not a “traditional one” but more like providing a broad service for the university colleagues. Another important intention is to provide as full services to the university colleagues as possible. To this end a number of developments were made together with NKE Kft. (points of sale, catering facilities, and other services) which is to be further developed in the future too, parallel with the level of their services.

NKE Kft., also tasked with operation, is responsible for **the utilisation of temporarily not fully exploited capacities** on the basis of the guidelines of the University and its prior permission.

Real estates with the right of use for the University:

Number	Settlement	Address	Topographical number	Area (m2)	Chapter
1.	1101 Budapest	Hungária krt. 9-11.	38900/13	31,149	agreement
2.	1121 Budapest	Budakeszi út 99-101	010886/36 011204/3 11228/4	140	agreement
3.	5008 Szolnok	Kilián út 1.	0785/3	6,261	agreement
4.	2000 Szentendre	Dózsa György út 12-14.	24/1, 24/3, 24/4	255,670	agreement
5.	3600 Ózd	Gyár út 2.	5267	249	lease
6.	2094 Nagykovácsi	Nagykovácsi út 3.	0106/17	295	agreement

These are the premises of the **Faculty of Military Science and Officer Training**, the **Institute of Disaster Management**, and the **Institute of National Security**, but the operation of these assets is not the responsibility of the University.

The University has the right to use the above listed real estates therefore the Asset management plan does not refer to their operation and safeguarding.

Besides its estate assets the University also possesses moveable properties of **significant value**. They fall into the following categories:

- IT devices and networks;
- Educational technology tools and equipment;
- Furniture and other means;
- Vehicles.

Currently **the ITC infrastructure of the University** is based mainly on the systems established on the premises of its legal predecessors and was primarily built between 2000 and 2010 at the standards meeting the requirements of that period of time. The central resources of the system are based mainly on the IT basis of the former **Zrínyi Miklós National Defence University**, the legal predecessor. In 2012 the development of the University's IT infrastructure began with a common element: the implementation of the plan is based on the prospective requirements of the Ludovika campus to be constructed in the future. The developments focused partly on the increase of capacity generated by the increasing demands, the enhancement of stability and security, and partly on quality developments. To date the most significant element of these developments has been the introduction of the active assets of the main building of Ludovika.

In spite of the previous developments the infrastructure of the IT network of the University continues involving a number of risk factors. In environments similar to our University both in size and significance, the standard lifespan of IT hardware is between 5 and 8 years. Some of our current hardware infrastructure is of this age and some of that are even over it.

The **educational technology infrastructure** of the University is of fairly different standards. Some of the auditoria and classrooms have cutting edge technology (Ludovika main building, some parts of Ménesi Road campus) while many other premises need development. The infrastructure of the University Library also needs large-scale development (the real estate is already designated) and the infrastructure of language teaching needs development too.

Other moveable properties of the University – furniture, office equipment, and other devices – are in similar state. After the renovations and new developments the institution has high-tech infrastructure in the Ludovika main building, on the partially renovated Ménesi Road campus, and the newly opened Orczy Road Dormitory. In other locations the general infrastructure is in much poorer state.

The **University Library and Archives** have very significant **collections of books and archived materials** which belonged to the legal predecessors of the institution, and are increased by 4,000 - 5,000 new pieces of professional literature annually through purchase. The large assets of the Archives are managed by the University and the objective is to **ensure the accessibility to these materials for an increasingly wide number of researchers.**

Currently the University still has **motor vehicles** which are the legacy from its legal predecessors. The selling of these vehicles is in progress pursuant to the rules of asset management. Similarly to the practice of the previous years the University is not planning to purchase any vehicles and the necessary transportation capacities are provided by NKE Ltd. in accordance with its contractual obligations.

Intellectual property comprises a significant part of the University assets, which includes the rights to publish and utilise **textbooks, monographs, course books**, and other intellectual properties. The University **does not wish to market any of the intellectual property** produced with the use of various sources and resources, as its objective is to **share** them as widely as possible **through the repository** developed and operated by the University Library and Archives. The only exception is teaching materials which are for sale exclusively for the students, at a largely subsidised price.

5. Property development visions (2015-2020)

Government decree 1512/2015 (VII: 23.) provides for the measures and resources for the completion of certain program elements of **state investment “Accommodating the University on Ludovika campus”**.

In the first phase of the development project – between 2015 and 2018 – HUF 30.127 bn of the central budget will be spent on the construction or renovation of the facilities listed below.

- **New central education building** which will house the faculties of the University allowing them to conduct education at a high level. It will include up-to-date auditoria, conference rooms, and seminar classrooms too. The project will also include the construction of a kitchen with capacity for 3,000 people and the adjacent mess hall, offering the University colleagues warm meals at reasonable prices on daily basis. The estimated time to completion of the construction is summer 2017.
- **A new sports centre with the adjacent open air sports facilities**, in order to provide the **University with a modern infrastructure for its sport activities**. The building of the sports centre will include a swimming pool and a training pool, two large gymnasia with the support facilities, (special small rooms, changing rooms, canteens, etc.). The estimated time to completion of the construction is summer 2017.
- **A new and sophisticated shooting range** will also be built on Ludovika campus, in order to provide modern infrastructure for the training tasks of armed services. Meanwhile a **Student Centre** will also be constructed, which will be the main infrastructure for the social life of the University students. The estimated time to completion of the construction is summer 2017.
- **The dormitory and special training building of the Faculty of Law Enforcement** will be the scene of training and education conducted by the faculty. The dormitory will provide high-standard accommodation for 600 students. The estimated time to completion of the construction is summer 2017.
- In the framework of the investment program **Orczy Park will be fully revitalised**. This work will include the renovation of the **Riding Hall, the stable, and other equestrian infrastructure** and the establishment of a connection to nearby Népliget Park. The estimated time to completion of the construction/renovation is late 2018.
- The **partial renovation and rebuilding of Ludovika wing** is also an element of the investment program. It will allow the accommodation of **the Faculty of Public Administration** with its teaching functions, and that of the organisational and executive functions of leadership and further training. Parallel with the renovation of the building the **adjacent fencing hall will also be renovated**. In the future it will primarily function as a training and cultural centre. The estimated time to completion of the construction is autumn 2016.

After the completion of the first phase of the development program the **real estate elements of the campuses on Ménesi Road and Farkasvölgyi Road, managed by the University**, can be returned for direct state utilisation. Government decree 1394/2015 (VI.12.) has the provisions for returning the campus on Ménesi Road.

In the second phase of the development program between 2017 and 2020 the following plans may be implemented:

- A special training centre with boarding for the Faculty of Military Science and Officer Training, with the parameters outlined by the Minister of Defence;
- A special training centre for the disaster management training, with the parameters outlined by the Minister of the interior.

The creation of a new IT infrastructure will be a major element of the operation of the University and Ludovika Campus, on which project the University plans to spend significant funds. This may involve the complete **renewal of the entire IT support system between 2016 and 2019**. In accordance with the medium-term plans the University will create a high-availability ITC system which will consist of two redundant centres. Each centre will have all major functions and will be able to operate the strategic applications independently, in autonomous mode. The continuous development of protection elements will remain high priority for the maintenance of the IT data assets of the University. As a result, the IT systems and applications may work at high availability, with appropriate data security, and reliably, connected to the resources and will meet the requirements. A major element of the University IT is to establish a modern ITC system on Ludovika Campus, meeting the requirements of the University, and incorporating an independent IT centre, telephone exchange, and a single and structured LAN.

With the new buildings and other asset elements the University wishes to renew its **complete training-technology infrastructure** and create one of the most modern training bases of the entire Hungarian higher education. The **objective** is to have a **modern and efficient** yet modest and conservative infrastructure to provide support for the University in conducting its fundamental missions. In the development of student competencies the University places special emphasis on the development of linguistic capabilities; therefore the establishment of new and up-to-date linguistic laboratories is also planned.

In the framework of KÖFOPs the University makes special efforts for the **development of the infrastructure and services of the University Library and Archives**. As a result the new infrastructure (archives, researchable bequests, methodology works, etc.) will be available not only for the University colleagues but also for theoretical and practical researchers and users of social sciences. **The University wishes to continue its activity aimed at making its accumulated knowledge assets available for the ever growing community of Hungarian and international scientific world.**

In accordance with the priorities identified by the **IDP** and in the **framework of KÖFOPs** the University will conduct significant **research and development activities** whose results will have **great impact on the intellectual assets of the University** and their growth. **The goal of the utilisation of intellectual assets is clear: to share knowledge with as large a community as possible and to promote their societal utilisation.**

In the field of asset management significant efforts have to made, **parallel with the development of the University assets**, in order to **improve the quality and efficiency of operation**, matching the philosophy of **sustainable development**, incorporated into the policy of the University. **The asset management also includes the objective of a continuous reduction of the ecological footprint of the University, by taking into consideration the national and international trends for the realisation of a “green university”.**

The applied operation strategy and its potential development will be determined by the opportunities and requirements. The period of time to date was characterised by the requirement-based operation while in the future the strategy of operation needs to change. From 2016 on an efficient and economical strategy of operation will be introduced through reducing the pollution and emission. The major elements of this strategy:

- increasing energy efficiency;
- utilisation of IT opportunities (enlargement of facility supervision system, tracking asset movement with the use of RFID technology, replacement of safeguarding with technical devices, etc.);
- environmental management opportunities (selective collection, use of rainwater, composting, pellet-based heating, biogas production);
- restructuring the vehicle fleet.

6. The economic companies of the University

The material and immaterial assets of the economic companies of the University also comprise **part of the University assets**. Managing the assets of these economic companies is a significant task as these companies play **important roles in the implementation of the KÖFOPs** and also in the increase of the University assets.

With regard to asset management ensuring the **control over the assets** is of high importance. Service-provision contracts are made between the University and its companies, laying down the tasks and capacities of the companies. The **owner's direction** and control are ensured by the service-providing contract, by exercising the employer's rights over the managing director, by the right to approve the business plan and annual reports, by the assignment of a supervision committee chairman and the auditor appointed by the University.

In a **limited way** and to a limited extent the companies have the right to conduct **independent entrepreneur activities** as well if those do not endanger their fundamental tasks and the in-house procurement construction pursuant to the Law on Public Procurement. The income from such activities – remaining after subtracting the expenditures – can make the accomplishment of public missions more cost-effective or can be used for the further development of the University.

The companies have the right to use the IT and intellectual property owned or used by the University.

Apertus Non-profit Ltd. is an economic company with public benefit corporation legal status, whose owner's rights – belonging to the Hungarian State – are exercised by NUPS in accordance with the contract made with Hungarian National Asset Management Inc. Within the University hierarchy the Rector empowered the Vice Rector for Further Training and International Affairs to exercise owner's rights.

For the University three **basic services** are provided by the company:

- development and operating IT-assisted training systems and databases;
- development of electronic teaching materials, content service providing, and development and operating of methodological services;
- other additional education services relating to the first two issues.

Apertus Ltd. plays and will play a role in the development of public service further training system and in providing its IT and IT-assisted education support. Consequently, the company will significantly increase its IT infrastructure (both hardware and software) which asset can support exclusively the further training activities of the University.

NUPS Service-providing Non-profit Ltd. (NKE Kft.) is an economic company, exclusively owned by the University. Within the University hierarchy the rector empowered the Chief Financial Officer to exercise the owner's rights.

At the 17th October 2012 meeting of the **Senate** a resolution was approved on the establishment of **NUPS Service Providing Ltd.** The most important reason of founding this company was the intent to ensure the execution of University tasks relating to operation and service-providing but which are not in close connection with the fundamental mission of NUPS. The objective was to shape and continuously develop a service structure which promotes the increase of the standard of services provided to students, and supports the basic function of the University. These services fit the "Service-providing University" Concept, identified by the University. The University provides the company with significant tasks in the operation of the unified university infrastructure. Currently the company provides **three basic services** for the University:

- University publishing activities;
- Operating the buildings and other real estates of the University (technical operation, maintenance, cleaning, security);
- Various services for the University.

With regard to the **strategic directions identified by the IDP**, to the volume and expected standards of tasks stemming from the transformation into an institution of political sciences, the internationalisation, and other important developments identified for the University the by KÖFOPs, **NUPS regards it paramount to establish or purchase a professional publishing house with international competencies.** It is reasonable to operate the new publishing house as an economic company of the University. Its primary missions will include the full management of publications listed in KÖFOPs, the management of the University's **publishing activities** (both at Hungarian and international levels), and the **publication and distribution of special literature** in the area of **political sciences**. At the same time the publishing office of NUPS has to be integrated into the new publishing house.