

Semmelweis University

Institutional Development Plan

2025–2028

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1. Executive summary

Semmelweis University is the most prominent and internationally engaged institution for medical and health sciences education in Hungary and Central Europe. This distinguished position is the result of the University's **three-unit integrated model**, which combines theoretical education, basic and applied research, and clinical practice—serving as the foundation for high-quality training, advanced healthcare services, and scientific excellence.

The University's previous operational model struggled to meet the evolving challenges posed by its socio-economic context and sector-wide reforms in higher education governance. While Semmelweis had a strong vision and strategic outlook, the transition to a new operational framework (institutional transformation) in 2021—endorsed by the Senate—**was essential to ensuring the University's continued capacity to meet its own quality standards as well as the demands of the market and knowledge economy.** The new model **retains institutional autonomy**, with the Rector remaining the University's chief executive and the Senate maintaining its existing competencies. Oversight responsibilities were transferred from the former Governing Body to the Board of Trustees of the Foundation for National Health Care and Medical Education.

As a result of this transformation, the University's core functions—education, research, and healthcare—are now supported by its own assets. **Property previously managed by the University on behalf of the state has officially become University-owned**, enabling a more strategic and accountable asset management approach rooted in long-term planning and development. **This new governance structure has also contributed to a stable and continuously increasing financial outlook**, a prerequisite for achieving all strategic goals.

Following a period of transformation and expansion, Semmelweis University **has reaffirmed its leadership role in both the Hungarian and regional higher education landscape.** In its 250-year history, **the recent period—though marked by significant challenges—has brought about the most comprehensive development** across nearly every operational domain, including education, research, and clinical care, as well as in the supporting and administrative services that underpin these functions. The previous rectoral term saw a major reorganization and expansion that laid the legal and institutional groundwork for articulating a medium- and long-term strategy that aspires **to elevate Semmelweis University into one of Europe's premier academic institutions.**

The key to Semmelweis University's **continued success**—including the expansion of its capacities in patient care, research and innovation, and education—is its world-class human capital. For a medical and health sciences university striving to join the top 100 globally, **a continuously evolving approach to human resource management is essential**—one that extends to all members of the university community. Based on the findings of the 2022 **staff satisfaction survey, an action plan was formulated for 2023–2024, identifying key areas for improvement.** This plan also shaped the development of the current strategy.

In drafting this strategy, we also built upon a number of foundational documents previously approved by the Senate—most notably the Rector's Program and the Asset Management Plan—both of which outline the University's medium-term plans. Equally significant is the 25-year framework agreement and the 6-year public service financing agreement between

the State and the University's Governing Body, the Foundation for National Health Care and Medical Education. These documents define key performance indicators aligned with the University's strategic goals, encouraging improvements in areas such as student enrollment and retention, academic performance, publication quality, increasing the proportion of its corporate and market-based revenues, and internationalization. The strategy also highlights the University's commitment to talent development, equal opportunity, and support for students with disabilities or from disadvantaged backgrounds, in alignment with its third-mission and national goals, such as implementing a Gender Equality Plan and promoting student participation in sport.

Semmelweis University's Quality Management System, including its policies on quality, environmental protection, and energy, as well as the annual institutional quality objectives, is continuously updated in line with the strategy and associated policy documents.

The University's most recent Institutional Development Plan, covering 2021–2024, outlined strategic priorities in education, research and innovation, and third-mission activities. It specifically addressed priority training areas and the University's contribution to EU objectives. Many of the goals defined in that plan—such as enhancing student success, updating curriculum content, innovating teaching methodologies, implementing performance-based advancement systems, launching inter-institutional and international collaborations in education including multi-institutional training programs, and expanding research and innovation services and capacities—have either been achieved or expanded during the strategic planning process. As higher education institutions have evolved beyond their traditional focus on teaching and research, Semmelweis University has also placed growing emphasis on its so-called third mission, and we intend to continue developing initiatives in this domain.

The University also plays an essential and consistently high-performing role in Hungary's healthcare system. Its clinical service network is a cornerstone of its educational excellence. Just as the previous Institutional Development Plan focused on higher education and scientific research, this new strategic document emphasizes the University's dual role in delivering hands-on medical and health sciences education and maintaining high-level research outputs—with the clinical infrastructure serving as a foundational pillar.

Although not prominently featured in the strategic plan, the University's educational portfolio also includes institutions of public education. These serve as training grounds for conductor students and provide conductive education for children with motor disabilities, along with offering nationally recognized professional services. Additionally, the University's secondary-level vocational training schools play a vital role in preparing future healthcare professionals. While these institutions are not the main focus of the strategy, the strategic goals are expected to indirectly influence and enhance their activities as well.

With the 2021–2024 Institutional Development Plan reaching the end of its term, and in light of the completed transition to a new operational model, both the University leadership and the Board of Trustees of the Foundation for National Health Care and Medical Education, the governing body of the University, have committed to renewing the University's strategy. As a newly transformed institution operating under new governance, financial, and asset management frameworks, Semmelweis University now sets out its development roadmap for

the 2024–2028 period, with reference to relevant policy frameworks such as the “Shifting of Gears in Higher Education” strategy and its action plans, and the “Neumann János Program.”

The 2024–2028 Institutional Development Plan outlines the key findings of the situation analysis, presents the updated mission and vision of the University, and details the strategic objectives and action plans necessary to realize them.

The strategy development process was a collaborative effort, involving both University leadership and student representatives. Opportunities were provided for the wider University community to contribute via their elected leaders, ensuring that the proposals were validated and enriched by a diverse range of perspectives. More than 100 faculty and student participants were directly involved in crafting this strategy.

1 The Process of Formulating the Institutional Strategy



- Situation Assessment, Starting Points, and Premises
- Definition of factual and target positions (mission and vision developed during an executive-level workshop)
- Executive Strategy Workshop: Formulation of strategic goals, creation of the initial version of the mission, vision, and strategy map
- Consultation on the initial version with organizational units:
 - 9 goal validation workshops
 - Over 80 participants
 - More than 200 feedback submissions
- Definition of performance indicators linked to each goal
- Development and alignment of the action plan supporting the implementation of strategic goals:
 - 40 action items, each with a dedicated action sheet

2. Mission, vision, and strategic goals of Semmelweis University

Our mission is to promote health. More specifically, our mission is to preserve the traditional triad of education, research, and healing, to train professionals to preserve and restore health, the most valuable asset, at the highest standards and, through our scientific activities, contribute to the effectiveness of healing while fostering innovation in the health industry.

Our mission is rooted in the traditional triad of education, research, and healing, thus preserving and further enriching the legacy of dr. Ignác Semmelweis.

2 Our mission

Mission of Semmelweis University



Our world is humankind. Our mission is to promote health. Our vocation is science, education, and healing. This traditional triad is the legacy of dr. Ignaz Semmelweis.

We are dedicated to upholding the highest standards to protect and promote health: our most valuable asset.

Through our scientific activities, we enhance the effectiveness of healing and foster innovation in the health industry.

1


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We believe that our continuous development can be sustained and that our university can join the ranks of the very best. By 2030, Semmelweis University will rank among the top 100 universities in the world while becoming one of the top 3 largest medical universities in Europe.

In the upcoming strategic period, growth will remain a focus, but consolidating our achievements, **enhancing quality and excellence**, and **attracting, integrating, and nurturing talent** will also play a pivotal role.

We are improving the conditions for theoretical and practical training, building a more attractive and livable university, and strengthening our role on the international stage. By enhancing our excellence, we are creating the conditions to attract talented individuals and focus on their development, both within our core triad of education, research, and healing, and in the operation of our university.

By effectively leveraging the flexibility provided by the recent structural transformation of the University to foundation-based governance, we will professionalize the operation of support areas and functions in the upcoming period and strengthen the university's management capabilities.

3 Our vision

Vision of Semmelweis University



- 1 We are determined to strengthen our leading position in medical and health science education, research, and healing.
- 2 By 2030, we aim to be among the top 100 universities in the world in one of the leading global higher education rankings.
- 3 By 2030, we aim to become one of the top 3 largest medical universities in Europe. We will hold a leading role in the region.
- 4 By 2030, we will operate a comprehensive patient care portfolio to support our practice-oriented programs.
- 5 We are committed to significantly improving the quality of life of our university community and strive to be the most livable medical and health science university in Central and Eastern Europe, attracting top students and outstanding professionals.
- 6 We will further enhance our appeal to international students, educators, and researchers, while expanding our international collaboration projects and networks.

2


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We have developed our **strategic goals** within the **Balanced Scorecard framework**, encompassing the entire operation of the university. As a result, the objectives related to the development of processes, capabilities, and resources connected to the core activities and their enhancement are presented in a coherent manner.

Drawing from the institutional mission statement, the University has defined and organized its goals in alignment with the logic of performance management across four interrelated strategic focus areas, each connected through cause-and-effect relationships:

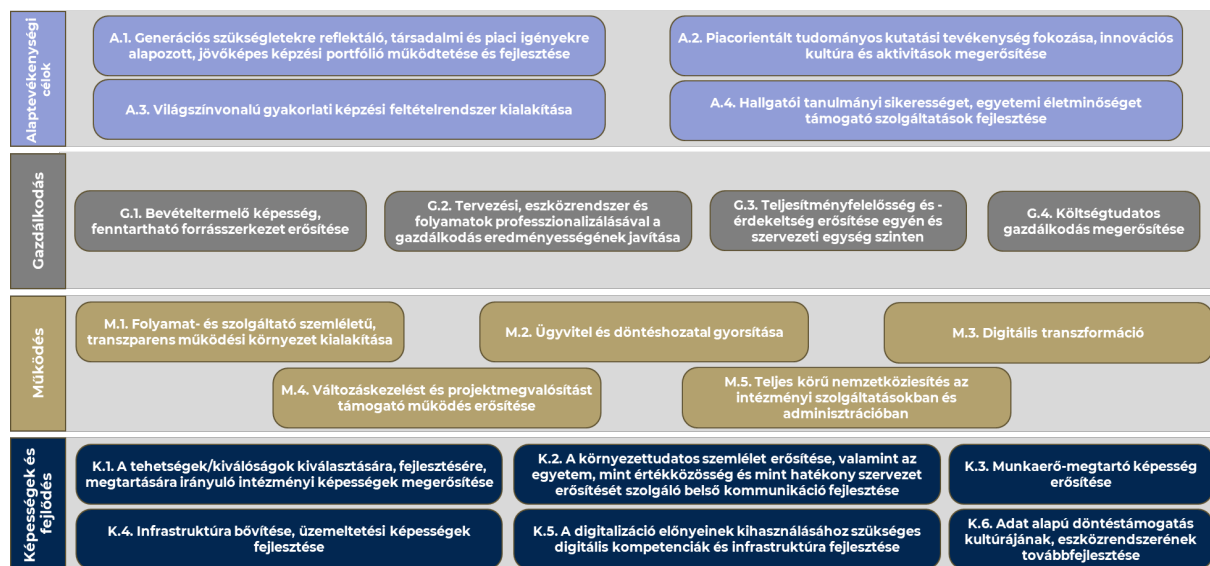
- **Core activity focus area:** The domains of education, research, and third mission activities.
- **Management focus area:** This includes the university's functional economic management areas as well as the planning, organizing, leadership, and control systems that support operations.
- **Operational focus area:** The system of institutional processes and the characteristics of university process management.
- **Capabilities and development focus area:** Organizational culture focusing on our employees, areas of informational capital, and the infrastructure supporting institutional operations.

The primary objective of the next strategic cycle is the development of university excellence, which will be reflected in:

- the further development of teaching methodologies and digitalization, the enhanced quality of research and innovation capabilities, as well as improved conditions for clinical practical training;
- expanded economic flexibility to support excellence, increased revenues, and improved conditions and processes for cost-conscious management;
- improved internal operational processes and decision-making, with a focus on digitalization, enhanced internal service capabilities, and accelerated administrative procedures;
- enhanced talent selection and retention among students and staff, improved reputation, and a systematic renewal of the built and IT infrastructure.

The University has reached the limits of its physical and human capacities in several areas. Moving forward, the goal is to improve performance, quality, and capabilities within these limits to become a leading university in Europe in our field of science. **Development, competitiveness, and the pursuit of excellence are necessary in nearly every area of university operations.** The goals and the corresponding actions are designed to address these priorities.

4 A map of strategic goals



Alaptevékenységi célok

Core activity goals:

- A.1. Operating and developing a future-ready educational portfolio that reflects generational needs and is based on societal and market demands.
- A.2. Enhancing market-oriented scientific research activities and strengthening innovation culture and initiatives.
- A.3. Establishing a world-class educational framework for practical training.
- A.4. Developing services that support academic success and enhance the quality of life of our students.

Gazdálkodás

Management goals:

- G.1. Strengthening revenue-generating capacity and establishing a sustainable funding structure.
- G.2. Improving the effectiveness of management by professionalizing planning, tools, and processes.

G.3. Strengthening performance accountability and incentive systems at the individual and organizational unit levels.

G.4. Advancing cost-conscious management.

Működés

Operational goals:

M.1. Establishing a process- and service-oriented, transparent operational environment.

M.2. Accelerating administration and decision-making processes.

M.3. Digital transformation.

M.4. Strengthening operations that support change management and project implementation.

M.5. Comprehensive internationalization in institutional services and administration.

Képességek és fejlődés

Capabilities and development goals:

K.1. Strengthening institutional capabilities for selecting, developing, and retaining talents and high achievers.

K.2. Strengthening environmental awareness and enhancing internal communication to support the university as a community of values and an efficient organization.

K.3. Strengthening employee retention capacity.

K.4. Expanding infrastructure and developing operational capabilities.

K.5. Developing digital competencies and infrastructure needed to leverage the benefits of digitalization.

K.6. Advancing the culture and tools of data-driven decision-making.

The goals related to our core activities, including education and research, focus on meeting the needs of our target groups while strengthening the University's excellence.

Objectives:

- A.1. Operating and developing a future-ready educational portfolio that reflects generational needs and is based on societal and market demands.
- A.2. Enhancing market-oriented scientific research activities and strengthening innovation culture and initiatives.
- A.3. Establishing a world-class educational framework for practical training.
- A.4. Developing services that support academic success and enhance the quality of life of our students.

The university's goals regarding its financial management reinforce balanced, sustainable, and conscious management.

Objectives:

- G.1. Strengthening revenue-generating capacity and establishing a sustainable funding structure.
- G.2. Improving the effectiveness of management by professionalizing planning, tools, and processes.
- G.3. Strengthening performance accountability and incentives at both individual and organizational unit levels.
- G.4. Advancing cost-conscious management.

Among the most important directions for improving operations are accelerating processes, enhancing transparency, and fostering a cultural shift.

Objectives:

- M.1. Establishing a process- and service-oriented, transparent operational environment.
- M.2. Accelerating administration and decision-making processes.
- M.3. Digital transformation.
- M.4. Strengthening operations that support change management and project implementation.
- M.5. Comprehensive internationalization in institutional services and administration.

The development focus of the university's critical core capabilities is primarily on human resources, infrastructure, and institutional culture.

Objectives:

- K.1. Strengthening institutional capabilities for selecting, developing, and retaining talents and high achievers.
- K.2. Strengthening environmental awareness and enhancing internal communication to support the university as a community of values and an efficient organization.
- K.3. Strengthening employee retention capacity.
- K.4. Expanding infrastructure and developing operational capabilities.
- K.5. Developing digital competencies and infrastructure needed to leverage the benefits of digitalization.
- K.6. Advancing the culture and tools of data-driven support in decision-making.

To achieve our strategic objectives, **an action plan was developed as an integral part of the Institutional Development Plan**, strengthening the use of the strategy as a genuine management tool and its integration into planning and operational processes. The strategic actions include descriptions, detailed implementation task plans, a list of responsible parties and involved contributors, a timeline, the definition of expected outcomes, and, where relevant or applicable, resource requirement estimates.

3. Situation analysis

The purpose of the situation analysis is to provide a comprehensive overview of the University's performance in the areas of education, research, development and innovation (RDI), clinical care, and third-mission activities. It also evaluates the University's operations in terms of human resource capacity and financial management.

The strategic objectives outlined in the Institutional Development Plan are grounded in an extensive and detailed assessment of the University's current state. Key findings from this analysis include:

- **Growing global demand**

The role of medical and health sciences education, research, and clinical care is gaining significance worldwide, and funding directed toward these areas is increasing. Across both developed and developing societies, there is a growing emphasis on health and quality of life, as well as a rising demand for lifelong learning. Meanwhile, new growth hubs—such as China, India, Southeast Asia, and Africa—are emerging, driven by rapid development in advancing regions, demographic youth expansion, and accelerated urbanization.

- **Evolving expectations of new generations**

Generation Alpha, born after 2010, requires pedagogical approaches and services that differ from those of previous generations. Their attitudes toward learning—and later, employment—bring new expectations that institutions must adapt to in the coming years.

- **Education**

Over the past four years, Semmelweis University has become the market leader across all types of academic programs, registering the most significant growth in student numbers among Hungarian institutions in this field. This expansion has been fueled by a rise in the number of Hungarian undergraduate students and a substantial increase in international enrollment at both undergraduate and graduate levels. As the international student body has grown, so has its geographic distribution increased, with students now arriving from a broader range of countries. Semmelweis has trained more than one-third of all Hungarian medical and health sciences students and more than half of all doctoral candidates in these fields. In specialized postgraduate training, the University holds a 65% market share. The Faculty of Health Sciences and, proportionally, the András Pető Faculty have shown the most significant increase in attractiveness. The level of selectivity has declined (i.e., admission rates have increased) across all faculties except for the Faculty of Dentistry and the András Pető Faculty.

- **Research, development, and innovation**

Research output continues to improve and remains internationally competitive. In terms of grant performance, results are mixed: while Semmelweis performed best among Hungarian institutions in the EU's Horizon 2020 "Medical and Health Sciences" category, these grants remain low by international standards. The University has increased its academic and research staff, and plays a growing role in nurturing future researchers in both clinical and theoretical medical sciences in Hungary. However, the University's RDI revenue largely depends on domestic grant funding, making it vulnerable to fluctuations in these resources. Innovation performance remains limited, with revenue from commercialization totaling HUF 61.7 million over four years.

- **Clinical care**

Following major integrations and infrastructure developments, Semmelweis University has become the largest healthcare provider in Hungary. By 2024, the Clinical Centre will account for nearly 10% of the nation's active inpatient care output. The focus of patient care is on complex, progressive inpatient services, supported by an expanding outpatient system and diagnostic laboratory infrastructure. The Clinical Centre was among the few inpatient care providers that did not accumulate significant debt, thereby avoiding the need for substantial financial support from the National Health Insurance Fund to maintain operational stability. In 2023, the Clinical Centre's healthcare service revenue reached HUF 120 billion, accounting for 52% of the University's total income.

- **Third mission**

The University has actively embraced its social responsibility by addressing critical societal challenges. Key areas of engagement include health education, the promotion of health preservation and prevention, and the development of social resilience. Progress has also been made in environmental sustainability, particularly in supporting climate protection goals by reducing gas consumption and carbon dioxide emissions. Additionally, several new social support initiatives and services have been introduced to assist students and staff.

- **Human resources management**

Simmelweis University is a competitive employer in the labor market. Thanks to rising salaries, the University has been able to retain its academic and healthcare workforce, with overall staff numbers increasing. Growth in staffing levels and earnings has been most prominent among academic researchers and medical specialists. Based on demographic profiles and associated remuneration structures, the situation of physicians, instructors, and researchers is balanced; however, the status of healthcare support staff requires continued attention.

- **Management**

Between 2018 and 2023, both revenues (up by 121%) and expenditures (up by 119%) increased significantly, while maintaining overall budgetary balance. Within own-source revenues, tuition fees represent a substantial portion. Their growth was primarily driven by an increase in student enrollment. However, the amount of foreign currency-denominated tuition fees, when converted into Hungarian forints, did not keep pace with inflation or the growth of average domestic wages. Personnel-related expenses accounted for approximately 58% of total costs, and this share has steadily increased over time.

3.1. Context of the situation analysis: Domestic and international trends in higher education

The operational environment of Semmelweis University is expected to be shaped by several major macro-trends in the coming years.

Forecasts suggest that global demand for educational programs focusing on healthcare and quality of life will continue to grow. At the same time, the technological environment is undergoing a significant transformation.

Several factors will influence long-term demand for education:

- **The growing emphasis on health and quality of life will indirectly lead to a higher demand for training programs and services offered by Semmelweis University.** As societies increasingly prioritize health and well-being, there is a corresponding rise in global demand for education focused on healthcare and improving quality of life. The increasing prevalence of stress-related and mental health issues is further driving demand in these fields.
- The demographic shift toward older populations enhances the importance of health and well-being and fuels the demand for lifelong learning (LLL), retraining, and acquisition of new skills and knowledge.

- **Economic and industrial sectors are seeking stronger connections with education.** This trend emphasizes the value of practical training, soft skills development, and the alignment of educational programs with career pathways.
- As for international mobility, **new growth hubs**—such as China, India, Southeast Asia, and Africa—are **emerging**, driven by rapid development in underserved regions, demographic youth expansion, and accelerated urbanization. These regions are expected to generate growing demand for higher education programs offered by institutions in developed countries, particularly English-language programs. However, stricter migration policies are making student mobility more challenging. As a result, universities must build macro-regional networks and recognize the increasing role of institutions in emerging regions in supporting international academic mobility.

Technological advancements will also be transformative. Artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) are gaining ground in education and learning processes. While these technologies offer new opportunities, they also pose significant risks. **Institutions must therefore develop their own AI strategies** and regulate the use of such tools. Critical thinking skills and content filtering abilities must be strengthened to enable students to use new technologies effectively. Automation and AI will also support the expansion of new educational formats such as online and blended learning, providing more flexible and accessible training opportunities. In terms of financing, budgetary support is expected to stagnate or decline, necessitating that **higher education institutions seek new revenue streams**. Segmentation and personalization of educational offerings can help attract more fee-paying students. Since raising our tuition fees may not always be feasible due to competitive pressures and students' financial limitations, fundraising activities are becoming increasingly important.

Generation Alpha, born after 2010, requires pedagogical approaches and services that differ from those of previous generations.

Special mention must be made of the emerging characteristics of students belonging to the Alpha Generation (born after 2010) and their impact on teaching methods and curriculum organization.

- **Members of the Alpha Generation are digital natives**, introduced to smart devices at an early age. They are more accustomed to rapid visual stimuli and multimedia content, while traditional textual and deep reading practices are less central to their learning preferences. Traditional methods of education, which primarily focus on reading long pieces of text and gaining theoretical knowledge, therefore do not meet Generation Alpha's needs. **Consequently, education must shift toward application- and problem-centered methods, emphasizing practical application over theoretical knowledge** and enabling rapid access to information rather than memorization. Therefore, those methods of education shall be prioritized which enable rapid and effective handling of information.
- The widespread use of smart devices has fostered multitasking behaviors and divided attention spans, making it difficult to maintain focus in traditional learning environments. Attention and partial ability disorders have become more common among members of this generation. **It is therefore advisable to create learning environments that support multitasking.** In addition, instructors must be capable

of capturing and maintaining students' attention, for example, by enriching the learning process with engaging and interactive elements.

- For members of the Alpha Generation, **immediacy is of key importance**: they expect instant responses, immediate results, and prompt feedback. **As a result, education must become faster, more interactive, and more personalized.** This further reinforces the need to emphasize practical and experiential learning, as well as project-based, group-oriented, and online network-based educational methods. Traditional, lecture-based teaching is gradually being pushed into the background, while self-directed, flexible learning approaches—such as e-learning and the use of Learning Management Systems (LMS)—are becoming increasingly prominent.
- This aligns with the fact that members of the **Alpha Generation** tend to have lower tolerance for external rules and hierarchical relationships. Instead, they **prefer freedom and partnerships based on cooperation.** As a result, the traditional role of educators—centered around the authority of knowledge, in which the teacher is the sole holder and transmitter of information—is undergoing transformation. For the Alpha Generation, the educator is more of a partner, mentor, and advisor, with whom the learning process is developed collaboratively. The teacher guides learning rather than dictates it. Educators must learn to shift the focus from external motivation to nurturing internal motivation.
- Because Alpha Generation students are accustomed to rapid success and instant gratification, they often struggle with setbacks and may be **more mentally vulnerable.** This presents a challenge in higher education, where failure is a natural part of the learning process. It is therefore essential to provide a supportive environment in which students can learn how to cope with failure and strengthen their resilience and mental fortitude.

3.2 Overview of educational activities

In terms of educational activity, Semmelweis University holds a leading position among Hungarian institutions offering medical and health sciences education. The University trains more than one-third of all Hungarian students in these fields, and more than half of the country's doctoral candidates. **Semmelweis demonstrates extensive geographic reach in both domestic and international student recruitment, with overall enrollment showing a rising trend.** The University places particular emphasis on continuously developing its academic portfolio in line with market demand and global competitiveness.

3.2.1. Program structure and composition in light of market demand and competition

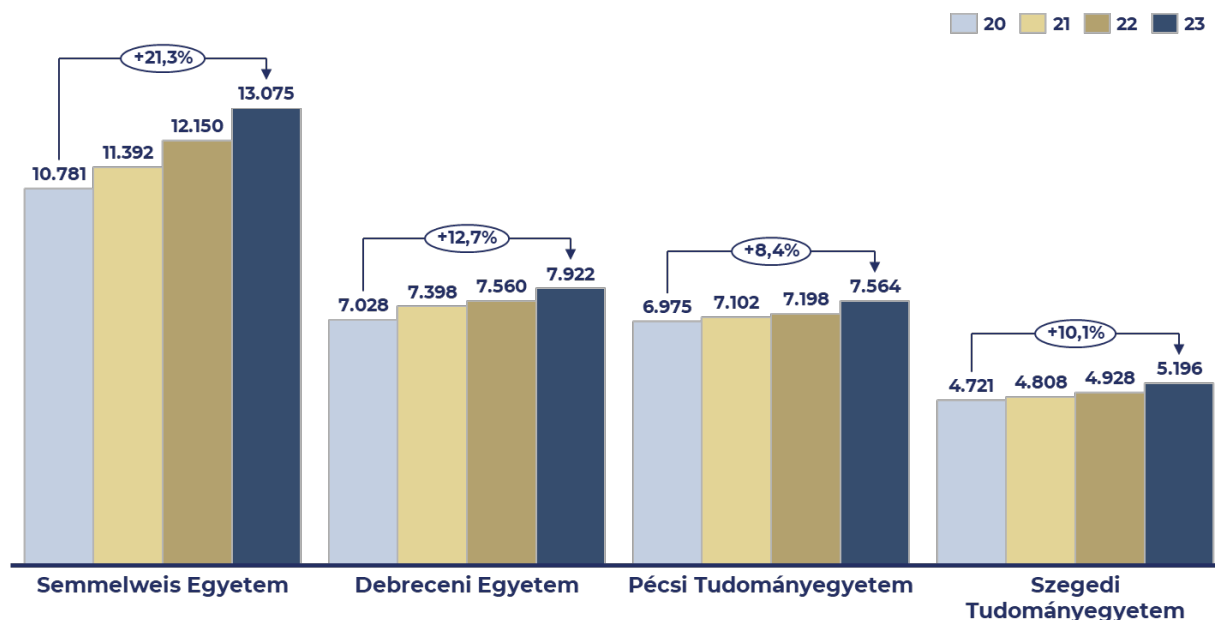
Trends related to domestic and international student enrollment

Among Hungary's major institutions, Semmelweis University has achieved the most dynamic growth in student enrollment over the past four years.

When analyzing market demand based on the structure of academic programs at Semmelweis University, **student enrollment shows an overall upward trajectory.** This growth is driven by the increasing number of Hungarian students enrolled in undergraduate programs, and the significant rise in international student numbers, both at undergraduate

and graduate levels. Within the field of medical and health sciences in Hungary, **Semmelweis University has achieved the most rapid growth among the country's key institutions over the past four years**, with an increase of approximately 21 percentage points in total enrollment.

5 Student Enrollment Trends in the Field of Medical and Health Sciences



Semmelweis University
University of Debrecen
University of Pécs
University of Szeged

Source: Data from the Hungarian Higher Education Information System (FIR) and the Unified Student Financial Aid System (OSAP)

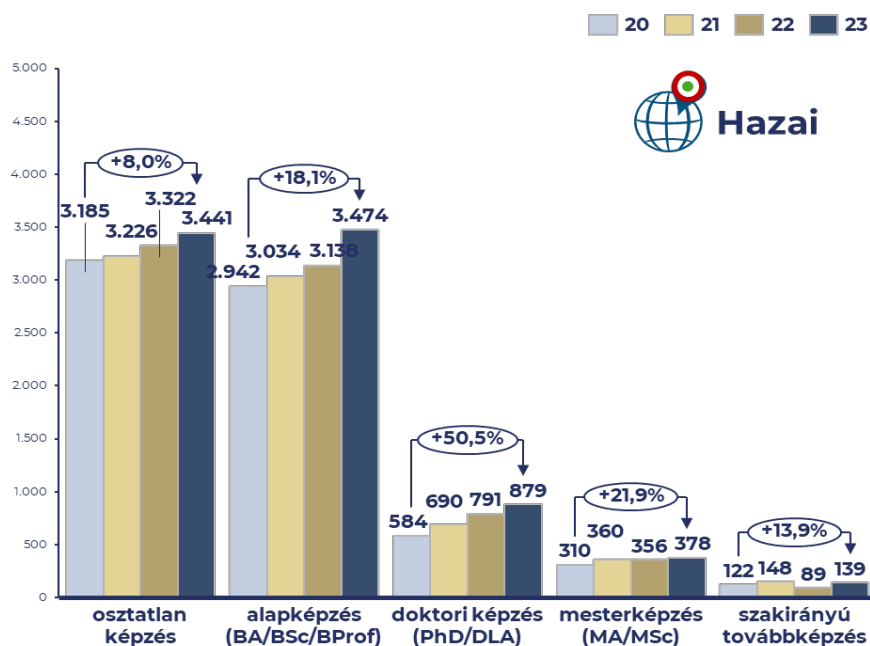
The most prominent growth, in relative terms, was observed in doctoral programs, while in absolute (nominal) terms, undergraduate programs showed the greatest increase. Notably, the single-cycle (undivided) programs, despite already having a high base, also experienced significant nominal growth.

Over the past few years, **growth has been proportionally the strongest in doctoral training, while undergraduate education recorded the most substantial nominal increase.** The higher demand for undergraduate programs is also reflected in the enrollment numbers for the University's single-cycle training, which has shown considerable growth from an already high baseline.

The most significant overall contributor to student number growth has been the increase in international students. However, in doctoral education, Hungarian students had a greater impact in nominal terms.

An analysis of enrollment expansion **over the examined period** confirms that **the most notable growth occurred in the number of international students**. Across nearly all program levels offered by Semmelweis University, the nominal growth in the number of international students outpaced that of Hungarian students during the past four years. An exception is doctoral education, where Hungarian enrollment had a markedly greater influence.

6 Student Enrollment Trends in the Field of Medical and Health Sciences



Domestically

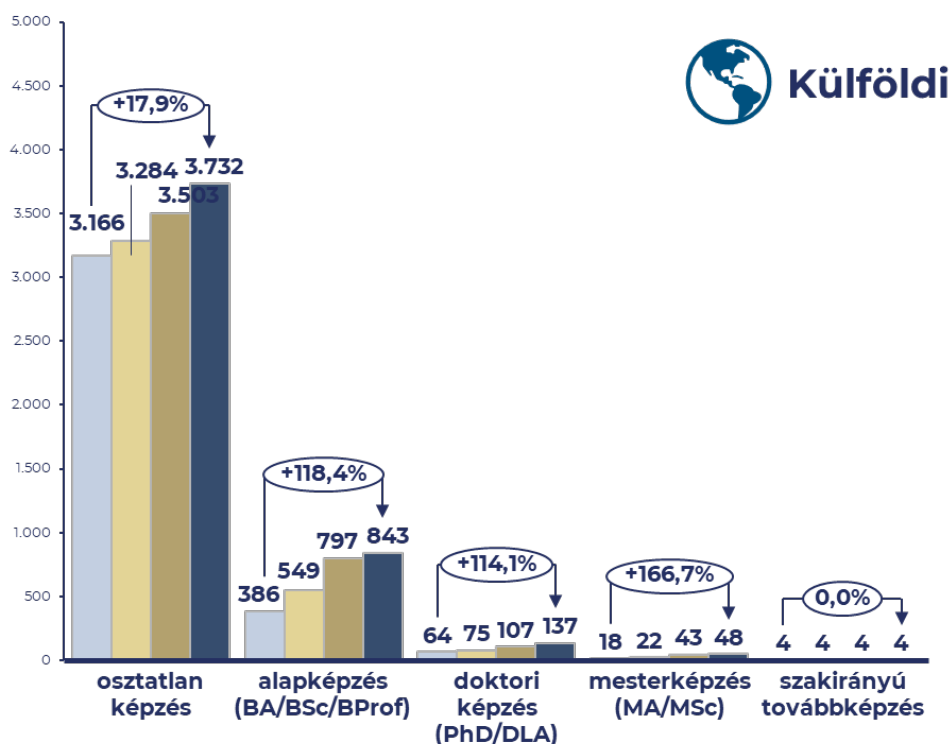
Single-cycle programs

Undergraduate programs (BA/BSc/BProf)

Doctoral programs (PhD/DLA)

Graduate programs (MA/MSc)

Postgraduate specialist training



Internationally

Single-cycle programs

Undergraduate programs (BA/BSc/BProf)

Doctoral programs (PhD/DLA)

Graduate programs (MA/MSc)

Postgraduate specialist training

Source: Data from the Hungarian Higher Education Information System (FIR) and the Unified Student Financial Aid System (OSAP)

Admissions and institutional attractiveness

One of the key conditions for Semmelweis University's success in education is its effective admissions and recruitment activities, and further increasing the attractiveness of the institution is a strategic goal. In 2023, application data **clearly showed that Semmelweis University attracted students from every county in Hungary, including areas offering their own local medical and health sciences education.** A more pronounced change was seen in the composition of accepted students from the capital: in 2023, the proportion of students admitted from Budapest significantly exceeded the proportion of applicants from the capital compared to 2019.

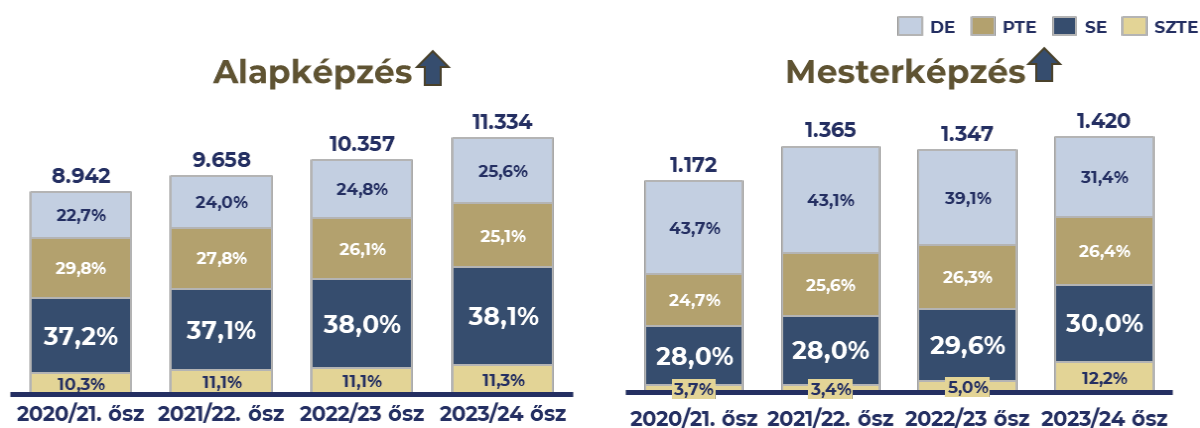
In 2023, 88.5% of admitted students came from high schools or already held a university degree.

Beyond geographic distribution, it is also important to assess the educational background of applicants and admitted students. **In 2023, 88.5% of admitted students came from high schools or already held a university degree, indicating a high-quality student intake.**

Semmelweis trains more than one-third of all Hungarian medical and health sciences students and more than half of all doctoral candidates in these fields.

This demonstrates the success of the University's recruitment efforts. Among Hungarian institutions offering undergraduate, graduate, and single-cycle programs in medical and health sciences, Semmelweis University educates over one-third of all Hungarian students, and approximately 51% of those enrolled in doctoral programs. Accordingly, Semmelweis University holds a dominant market share in the field of medical and health sciences, compared to Hungary's four medical universities, in both domestic and international student recruitment. The most significant market share—approximately 65% in the 2023/2024 academic year—can be observed in the field of postgraduate specialist training. In addition, the University's doctoral training programs accounted for a market share of approximately 48% in the same academic year.

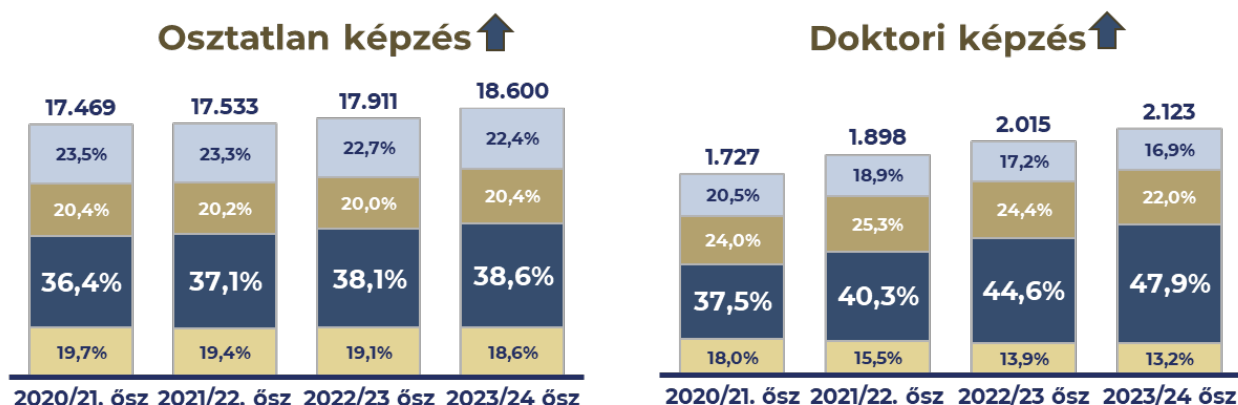
7 Distribution of Students in the Field of Medical and Health Sciences at Hungary's Four Medical Universities – Total of Domestic and International Students



Undergraduate programs

Graduate programs

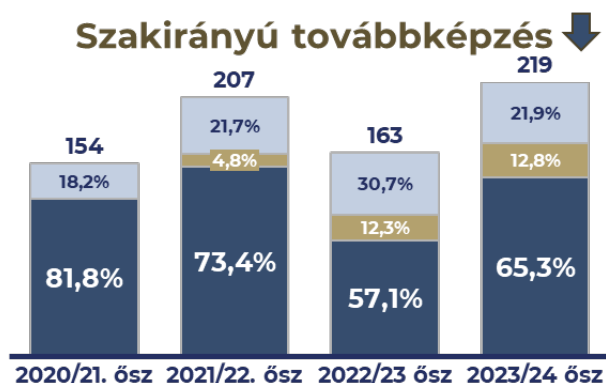
2020/21/fall
2021/22/fall
2022/23/fall
2023/24/fall



Single-cycle programs

Doctoral programs

2020/21/fall
 2021/22/fall
 2022/23/fall
 2023/24/fall



Postgraduate specialist training
 2020/21/fall
 2021/22/fall
 2022/23/fall
 2023/24/fall

Source: Data from the Hungarian Higher Education Information System (FIR) And the Unified Student Financial Aid System (OSAP). The number of active students (all nationalities, all fields of training)

The Faculty of Health Sciences and, proportionally, the András Pető Faculty have shown the most significant increase in attractiveness. The level of selectivity has declined across all faculties, apart from the Faculty of Dentistry and the András Pető Faculty.

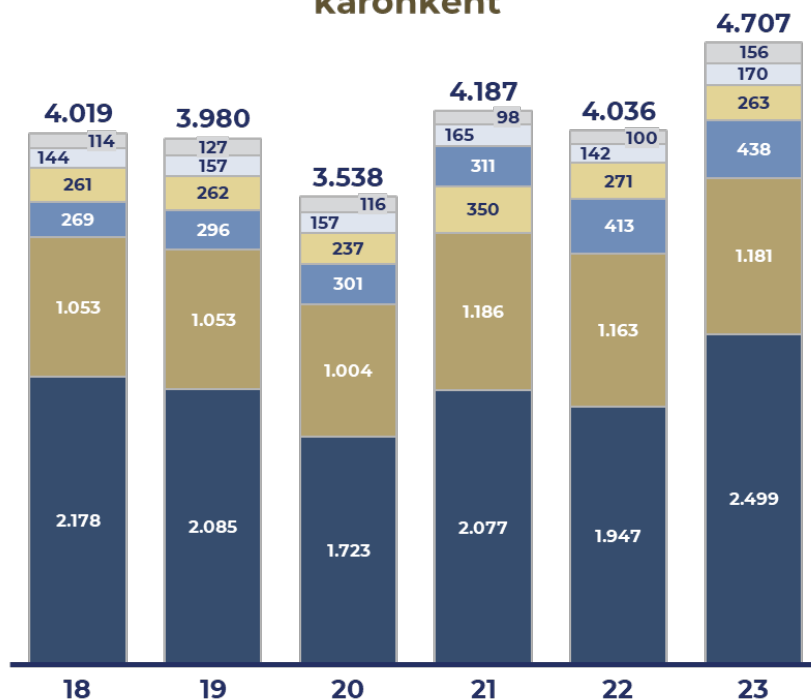
The development of Semmelweis University's attractiveness and admissions data by faculty reveals an interesting pattern over the past five years. Among applicants who listed a program at Semmelweis University as their first choice, the most notable increases in applications were seen at the Faculty of Health Sciences, the Faculty of Dentistry, and—proportionally—the András Pető Faculty. However, when examining the acceptance rates among first-choice applicants, an increase in selectivity was observed only

at the Faculty of Dentistry (-0.4%) and the András Pető Faculty (-30.3%). In all other faculties, a slight decline in selectivity was noted. This indicates that, except for the two faculties mentioned above, the number of students admitted grew more dynamically than the number of first-choice applicants.

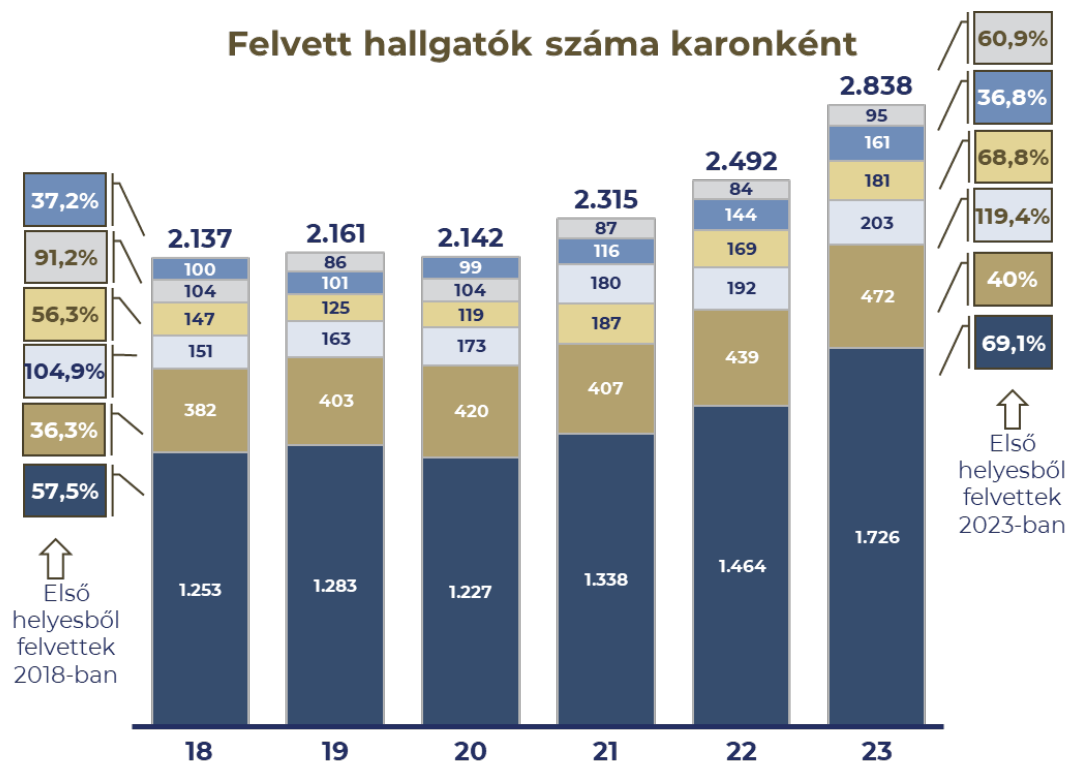
8 Admissions and Institutional Attractiveness by Faculty at Semmelweis University

SE-PAK SE-GYTK SE-EKK SE-FOK SE-ÁOK SE-ETK

Első helyes jelentkező hallgatók száma karonként



First-choice Applications by Faculty



Admissions by Faculty

Acceptance rates among first-choice applicants in 2018

Acceptance rates among first-choice applicants in 2023

Source: Felvi

The strategic educational goals of Semmelweis University are strongly influenced by Hungary's demographic outlook over the strategic planning horizon. **Specifically, the number of Hungarian citizens aged 18—the University's primary domestic target group for admissions—is projected to decline by approximately 10% in the second half of the strategic period. As a result, any strategy aimed at expanding student enrollment will need to rely on two main pillars: an increase in international student recruitment and lowering the current admissions threshold for domestic applicants.**

3.2.2. Development of the training portfolio

Semmelweis University offers a broad and diverse portfolio of programs at both undergraduate and postgraduate levels. The following overview presents key trends related to the University's programs, focusing on student demand as well as educational output and market share.

The **Medicine program** remains one of the most popular choices among prospective students. However, its overall attractiveness is gradually declining. In terms of market share—measured by the number of students admitted—there has been a slight increase. This, however, is mainly due to lower admission requirements, which enabled more applicants to enter the program. **The proportion of international students has grown**

significantly over the past four academic years, while the share of Hungarian students, although increasing in absolute numbers, has shown a declining trend within the University's total enrollment. Among Hungary's medical and health sciences institutions, Semmelweis University has experienced the greatest decrease in the proportion of Hungarian students. Most graduates in medicine choose to work in Budapest or its surrounding region; however, Semmelweis University trains a significant number of physicians nationwide, in contrast to other Hungarian institutions.

Although nationwide interest in the **Pharmacy program** is declining, it remains a relatively popular choice. Semmelweis University has **slightly increased its market share, suggesting improved success in attracting students compared to its competitors.** However, the rise in enrollment did not result from higher applicant numbers, but rather from less stringent admission thresholds. The proportion of Hungarian students in the Pharmacy program has increased, and the proportion of international students has grown significantly over the past four academic years. At the national level, the share of Hungarian students has slightly declined, except at the University of Pécs, where it has increased. In terms of graduates' choice for place of residence, the Central Hungary region is dominant, with notable employment in the Central and Western Transdanubia regions as well.

Interest in the **Dentistry program** remains high, and **Semmelweis University continues to be a major point of attraction for those choosing this field of study.** However, this influence has begun to weaken slightly. Despite rising admission figures, the market share of the program has declined. The number of admitted students has increased without a significant rise in applicants, suggesting lower admission requirements. Over the past four academic years, the proportions of both Hungarian and international students have increased, indicating that the program has become more attractive to both domestic and international applicants. However, compared to other medical and health sciences institutions, the proportion of Hungarian students in Dentistry at Semmelweis University has decreased, while small increases have been recorded at the University of Debrecen and University of Szeged. Most graduates reside in the Central Hungary region, but Western Transdanubia also has a significant presence.

Semmelweis University has maintained strong appeal in the **Nursing and Patient Care program**, yet the number of first-choice applicants has been declining. Market share is also decreasing, despite an increase in both applications and admissions. However, this growth in admitted students is not attributed to increased demand but to lower admission thresholds. The share of Hungarian students has decreased slightly, while **the proportion of international students has grown significantly over the past four academic years.** In comparison with other Hungarian training institutions, Semmelweis University saw a sharper decline in the proportion of Hungarian students. Most graduates from this program go on to work in Budapest and Pest County, but Semmelweis University's graduate output is nationally distributed, unlike other institutions, which tend to be more regionally concentrated.

Semmelweis University continues to maintain notable attractiveness among students choosing **medical diagnostic analyst programs.** When examining the distribution of first-choice applicants, the University's appeal has shown a slight increase in recent years. **In terms of market share, the number of students admitted to the program has increased significantly over the past ten years.** However, this rise in admissions does not strongly correlate with the number of applicants, indicating that the admission process has become

less selective, allowing more students to gain entry. Regarding student composition, diverging trends can be observed. The proportion of international students has increased significantly at Semmelweis University over the past four academic years. At the same time, the share of Hungarian students has declined more sharply at Semmelweis than at any other institution nationally. In terms of the geographic distribution of graduates, most students admitted to the program come from the Central Hungary region, while the lowest enrollment rates are from the most distant counties.

In the case of the **Nutrition Science program** offered by Semmelweis University, it is evident that the University's national prominence has declined due to the expansion of similar offerings across the country. **Nevertheless, Semmelweis University remains a key point of attraction for students choosing this field.** The growing number of competing programs has led to a notable decline in the University's market share in this area. The increase in admitted students partially reflects application trends, although over the past ten years, the ratio between applicants and admitted students has shown fluctuations. The proportion of international students in this program has increased significantly over the past four academic years. However, in absolute numbers, this increase is not considered substantial. By contrast, the proportion of Hungarian students has shown a declining trend at Semmelweis University compared to other institutions offering nutrition science programs in Hungary. In terms of the geographic distribution of graduates, most students admitted to the program come from the Central Hungary region and Borsod-Abaúj-Zemplén County.

Semmelweis University continues to be a key point of attraction for students choosing the **Health Care Management program**. However, the University's overall weight in this field has decreased due to the growing number of institutions offering similar programs. Despite this increased competition, **there has been a notable nominal increase in the number of first-choice applicants.** Nevertheless, the University's overall market share has significantly declined. The growth in admissions follows the application trend: as the number of first-choice applicants has decreased, so has the number of admitted students. While the proportion of Hungarian students has increased slightly, the proportion of international students has declined over the past four academic years, indicating a drop in the University's international appeal. However, this decline is not significant in nominal terms. In terms of the geographic distribution of graduates, most students admitted to the program come from the Central Hungary region and Borsod-Abaúj-Zemplén County. In contrast, no students were admitted from the counties of Debrecen and Pécs, which clearly reflects a regional preference for local universities.

Although national demand for the **Health Services Management program** has declined slightly, Semmelweis University **continues to play a leading role in this field across Hungary.** At the University level, the number of first-choice applicants has increased in nominal terms, despite the overall decline in the program's attractiveness nationwide. This has led to a significant increase in market share for Semmelweis. The number of admitted students closely follows the application trend, showing a clear upward trajectory in admissions as well. Nationwide, the proportion of Hungarian students enrolled at Semmelweis in this program has decreased over the past four academic years. At the institutional level, the share of Hungarian students has slightly declined, while the proportion of international students has grown significantly in nominal terms. Despite the growing number of institutions offering the program, Semmelweis University has been able to recruit students from a relatively broad geographic base. Most students enrolled in this program

come from the Central Hungary, Central Transdanubia, and Western Transdanubia regions, as well as from Borsod-Abaúj-Zemplén County.

The **Conductive Education program** is a unique offering, currently provided exclusively by Semmelweis University in Hungary. This special status creates several distinctive characteristics in terms of the program's market position. **In terms of attractiveness, the number of first-choice applicants has remained stable over the past ten years. However, the most recent year has shown an increase in interest.** Due to the program's exclusivity, Semmelweis University has a 100% market share in admissions, as there are no domestic competitors for this program. The number of admitted students partly reflects the application trends, which indicates that strong selection criteria are applied during the admission process. As the only provider, Semmelweis University educates all Hungarian and international students enrolled in the program. Looking at the internal distribution of students, the proportion of Hungarian students has slightly declined, reflecting an increase in international interest. In terms of graduate location, most alumni reside in the Central Hungary region, but there is also a notable presence in Central and Western Transdanubia, as well as in Northern Hungary.

3.3 Research, development, and innovation activities

Semmelweis University's performance in the field of research and innovation has grown significantly since 2018. Key achievements during this period include the continuous expansion of research and innovation capacity, driven by **the steady increase in the number of academic and research staff. This is further reinforced by the University's key role in training the next generation of researchers in both clinical and theoretical medical sciences in Hungary.** This progress is reflected in the University's continuously improving publication output, which is increasingly competitive at the international level. In terms of research funding, the overall picture is mixed: while Semmelweis performed best among Hungarian institutions in the EU's Horizon 2020 "Medical and Health Sciences" category, these grants remain relatively low in an international comparison, and short-term funding prospects are not promising. Domestic RDI revenues are considerable, but highly dependent on national public and grant-based sources, the availability of which is volatile. Despite the potential evident in the University's research and innovation performance, technology transfer and commercialization activities—and the resulting revenues—remain modest.

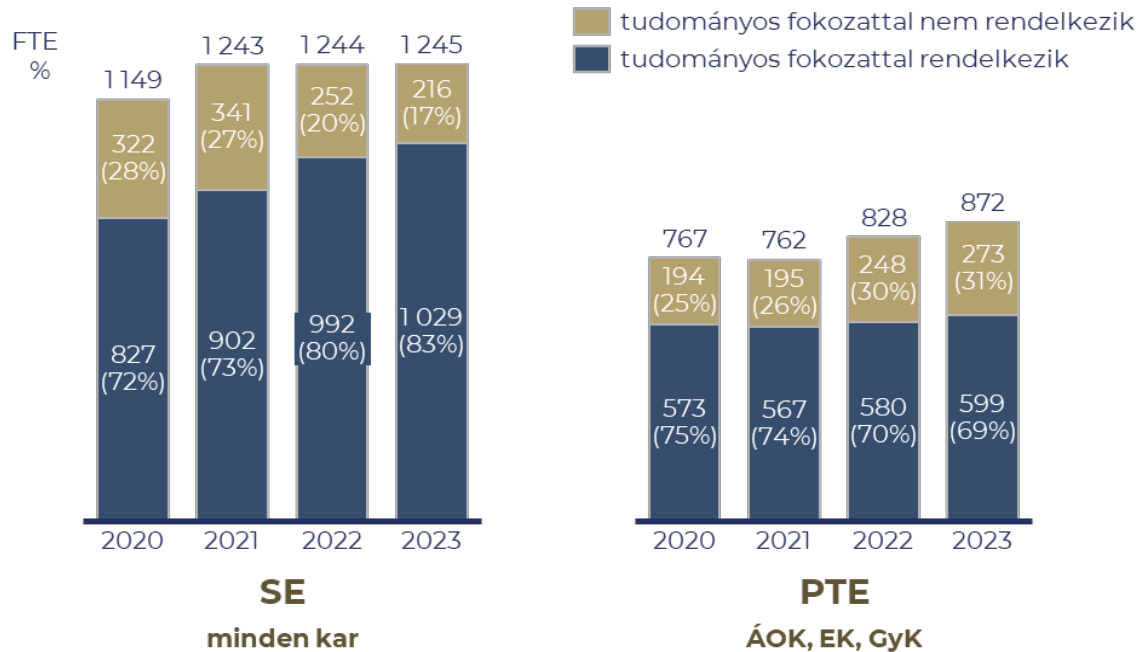
3.3.1. Research and development capacity and resources

At Semmelweis University, research and innovation capacity has been continuously expanding, largely due to the steady increase in academic and research staff.

The growing number and proportion of qualified faculty members (with scientific degrees) has played a key role in enhancing the University's research and innovative potential. **Between 2020 and 2023, the number of academic staff holding a doctoral degree increased by more than 200. As a result, the overall number of teaching and research staff at Semmelweis University continues to significantly exceed that of the other three Hungarian medical universities.** During the same period, the share of doctoral degree holders among teaching and research staff rose by 11 percentage points, reaching 83%. This

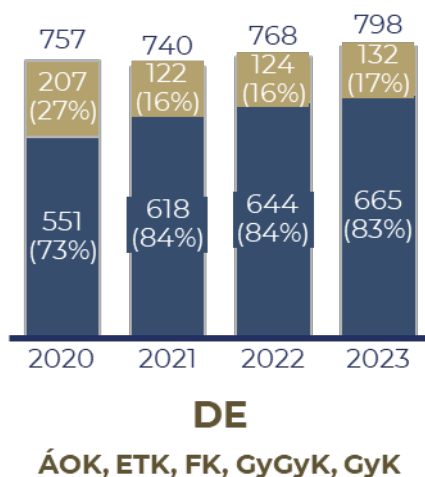
figure is comparable to the University of Debrecen's, but well above the ratios recorded by the University of Pécs and the University of Szeged.

9 Number and Proportion of Faculty Members with Doctoral Degree (Full- and Part-Time FTE)

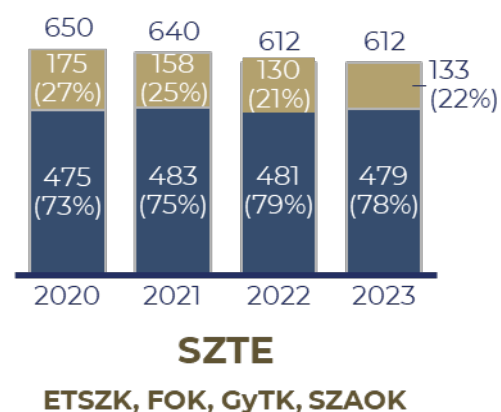


Members without a Doctoral Degree
Members with a Doctoral Degree

Semmelweis University
 All faculties



University of Pécs
 Faculty of Medicine, Faculty of Health Sciences, Faculty of Pharmacy



University of Debrecen
 Faculty of Medicine, Faculty of Health Sciences, Faculty of Dentistry, Faculty of Education of Children and Special Educational Needs, Faculty of Pharmacy

University of Szeged
 Faculty of Health Sciences and Social Studies, Faculty of Dentistry, Faculty of Pharmacy, Albert Szent-Györgyi Medical School

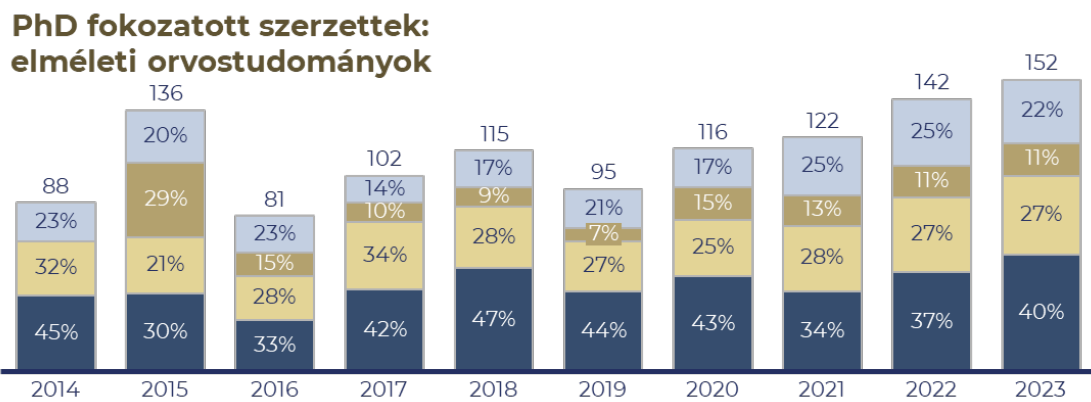
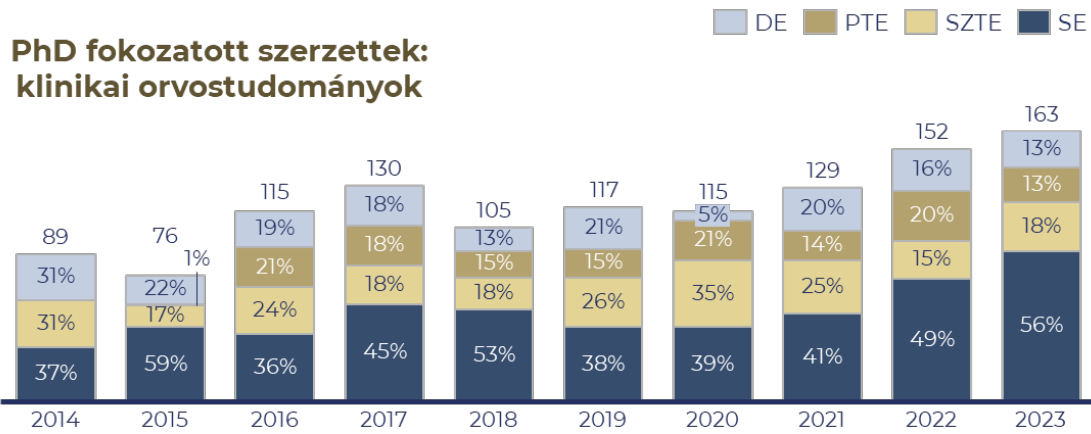
Source: Higher Education Information System (FIR)

Semmelweis University plays a leading role in nurturing future researchers in both clinical and theoretical medical sciences in Hungary.

The foundation of future research capacity lies in the number of doctoral graduates. Semmelweis University plays a leading role in the training of researchers in Hungary, particularly in clinical and theoretical medical sciences, as well as in pharmaceutical sciences.

- In the field of **clinical medical sciences**, the number of doctoral degrees awarded has increased nationwide since 2018. Within this, Semmelweis University's share has also risen steadily, reaching 56% by 2023.
- In **theoretical medical sciences**, there has also been continuous national growth since 2019. During this period, Semmelweis held a dominant share of 35–45%, making it the largest contributor among the four Hungarian medical universities.
- In **pharmaceutical sciences**, the number of doctoral degrees awarded has been highly volatile nationwide. The University of Szeged leads, followed by Semmelweis University, with a 30–35% share.
- The field of **health sciences** has also expanded nationally, but the number of doctoral degrees awarded by Semmelweis has not kept pace. As a result, the University's share fell from 31% in 2019 to 16%.

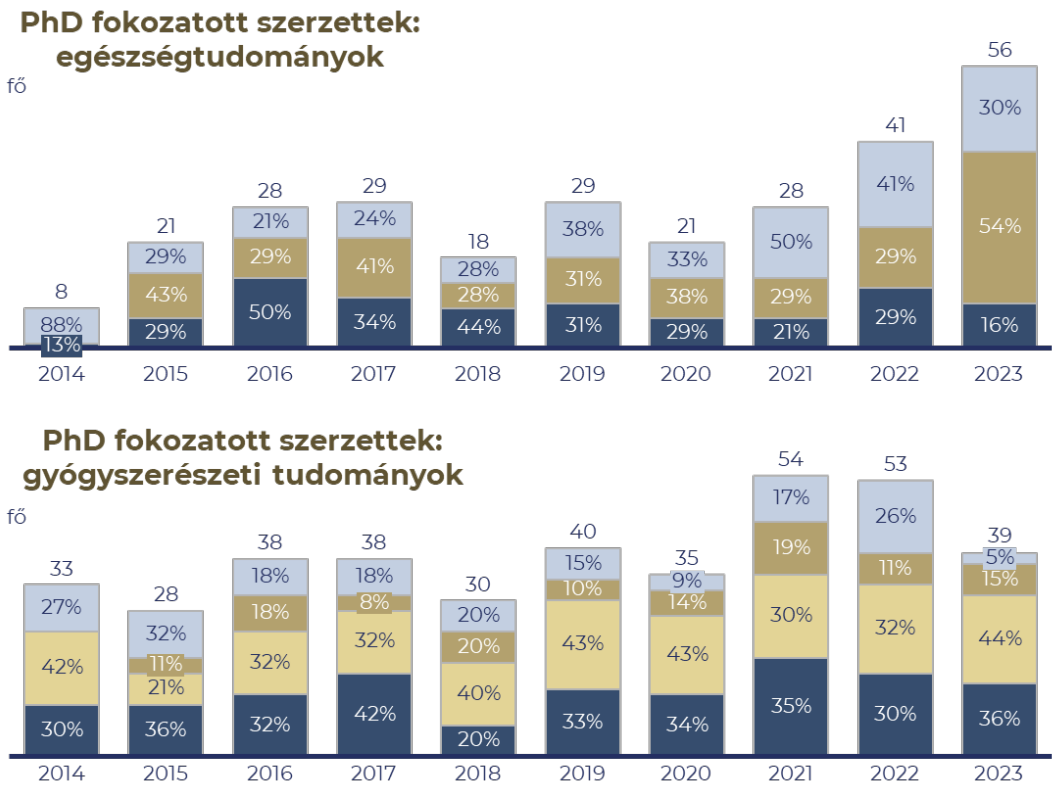
10 Distribution of PhD Graduates Across Hungary's Four Medical Universities



DE: University of Debrecen
 PTE: University of Pécs
 SZTE: University of Szeged
 SE: Semmelweis University

PhD Graduates: Clinical Medical Sciences

PhD Graduates: Theoretical Medical Sciences



PhD Graduates: Health Sciences

PhD Graduates: Pharmaceutical Sciences

Source: Higher Education Information System (FIR)

3.3.2. Effectiveness of research, development, and innovation activities

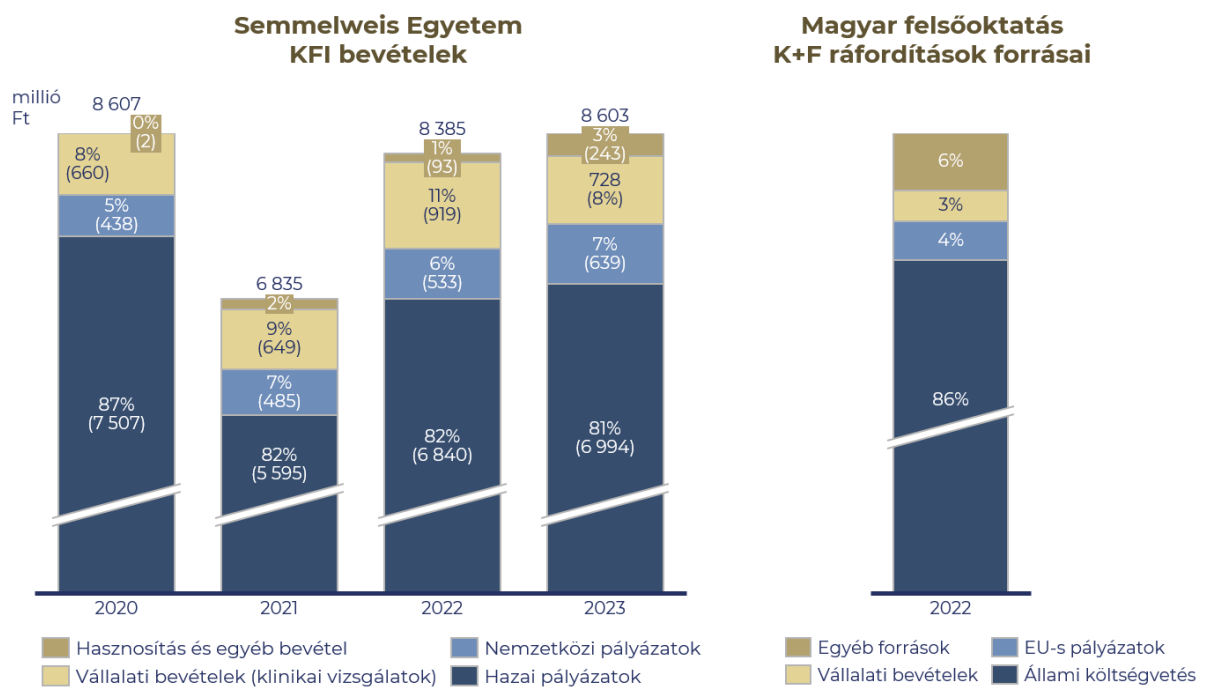
The performance of Semmelweis University in research, development, and innovation can be assessed along four key indicators:

- International research grant revenues
- domestic research grant revenues
- publication output and citation impact
- commercialization performance

In terms of RDI revenues, **domestic research grants represent the dominant funding source for Semmelweis University, increasing the institution's exposure to fluctuations in national funding availability.**

Between 2020 and 2023, annual RDI revenues exceeded HUF 8 billion in every year except 2021, which saw a significant drop in domestic grant funding. This shortfall was particularly impactful, as domestic funding accounts for 81–87% of total RDI income. This heavy reliance makes the University highly sensitive to the volatility and availability of national grant programs. The remaining RDI revenues come from international research grants (5–7%), industry-sponsored clinical trials (8–11%), and other commercialization income (0–3%). The shares of international and corporate income are higher than the national average reported by the Hungarian Central Statistical Office (KSH), though comparisons are limited due to differing categorization methods.

11 Breakdown of Semmelweis University's RDI Funding



Semmelweis Egyetem KFI bevételek: Semmelweis University RDI Revenues

Magyar felsőoktatás K+F ráfordítások forrásai: Sources of R&D Expenditures in Hungarian Higher Education

Hasznosítás és egyéb bevétel: Utilization and Other Revenue

Vállalati bevételek (klinikai vizsgálatok): Corporate Revenues (Clinical Trials)

Nemzetközi pályázatok: International Grants

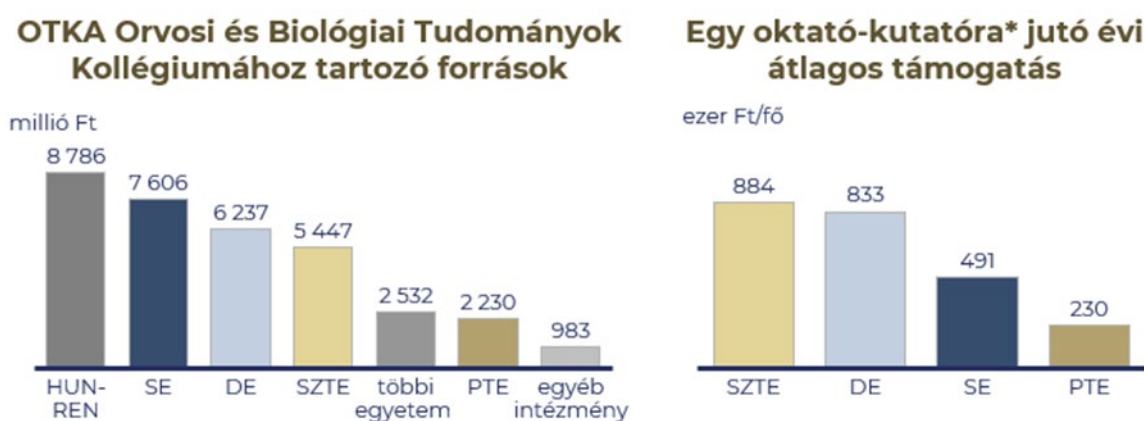
Hazai pályázatok: Domestic Grants
 Egyéb források: Other Sources
 Vállalati bevételek: Corporate Revenues
 EU-s pályázatok: EU Grants
 Állami költségvetés: State Budget

Source: Semmelweis Egyetem, KSH

Among Hungarian medical universities, Semmelweis University has received the highest amount of National Research, Development and Innovation Office (OTKA) funding, but its per-researcher funding lags behind other institutions.

From 2015 to 2023, based on the decisions of the **OTKA Medical and Biological Sciences Panel, Semmelweis performed the best** and received the largest total grant funding: HUF 7.6 billion over nine years. However, when adjusted for the number of teaching and research staff, per capita funding is significantly lower than that of the University of Debrecen and the University of Szeged.

12 Semmelweis University's Grant Performance



OTKA Medical and Biological Sciences Panel grants

Teaching and research staff, per capita funding

többi egyetem: Other universities
 egyéb intézmény: Other institutions

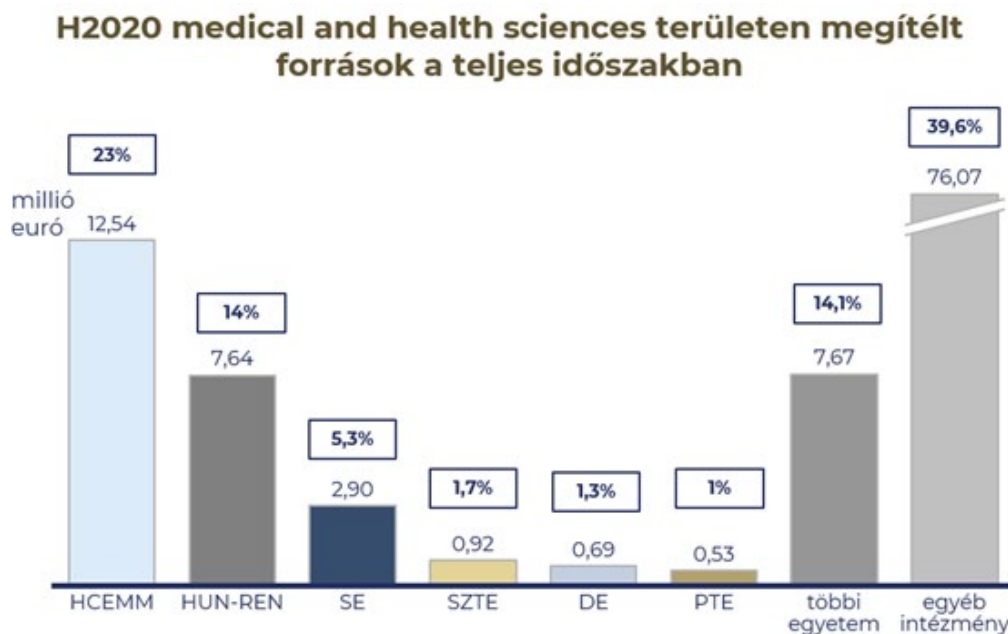
Source: E-CORDA, NKFIH, Semmelweis Egyetem

Semmelweis University has performed the strongest among Hungarian medical universities in securing H2020 grants in the field of medical and health sciences; however, the total funding received remains low by international standards, and future prospects are also unfavorable.

In the area of international grant income, an analysis of projects funded under the H2020 "Medical and Health Sciences" category shows that **Semmelweis University was the most successful among Hungarian universities—both in total funding received and per**

academic researcher. The University secured 5.3% of the total H2020 funding awarded to Hungarian research institutions, while the share for other Hungarian medical universities ranged between 1–1.7%. In addition, Semmelweis holds a 33% ownership stake in HCEMM Nonprofit Ltd., the institution that received the largest share of H2020 funding in Hungary. Despite this relative domestic success, the total funding awarded under H2020 **remains significantly lower than that of international peer institutions.** Furthermore, following the December 2022 decision by the Council of the European Union to exclude Hungary's "model-changing" universities from EU funding, support from Horizon Europe has dropped to a minimum.

13 Semmelweis University's Grant Performance



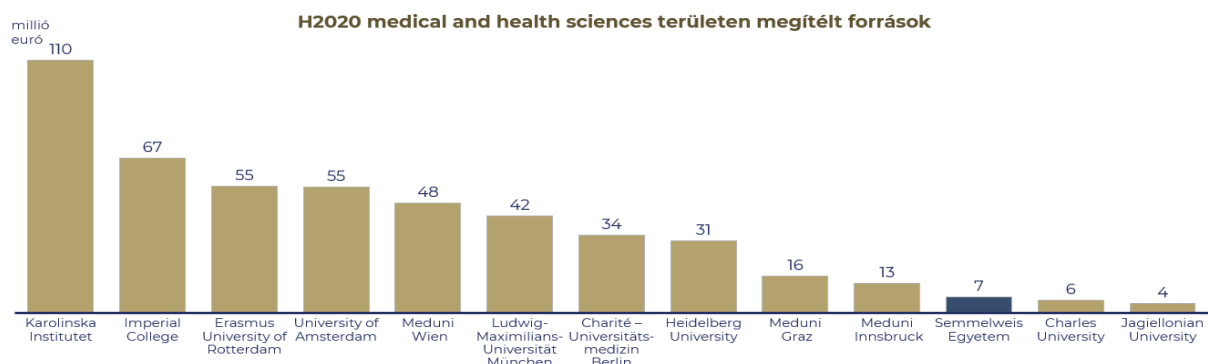
Funds Awarded in the H2020 "Medical and Health Sciences" Field Over the Entire Period

többi egyetem: Other universities
 egyéb intézmény: Other institutions

Note: Based on the Euroscivoc classification used by the CORDIS database

Source: Cordis

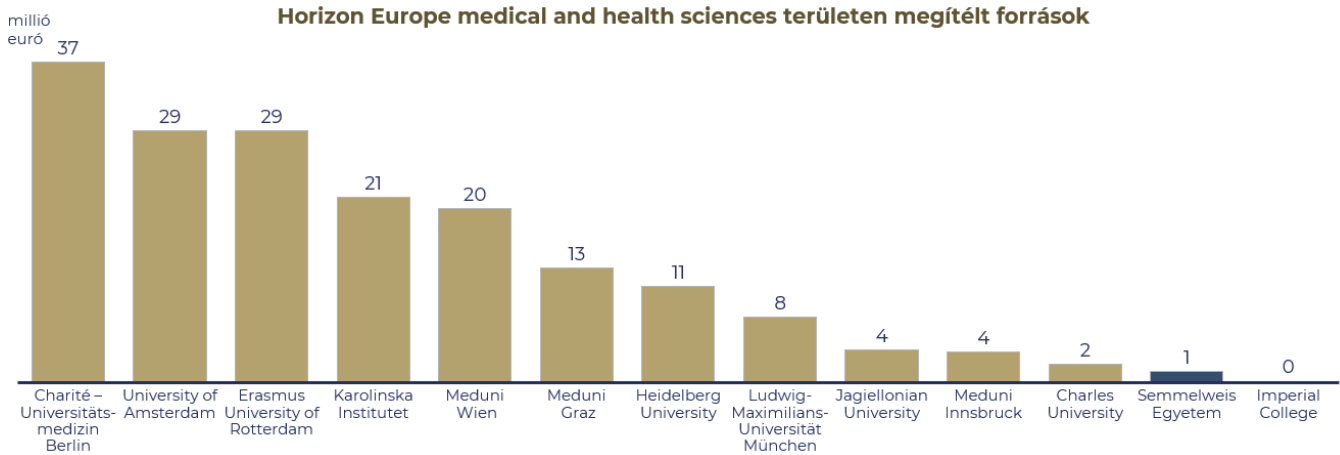
14 Grant Performance of Semmelweis University's Competitor Institutions



Funds Awarded in the H2020 “Medical and Health Sciences” Field
million EUR

Note: Based on the Euroscivoc classification used by the CORDIS database. The grant total attributed to Semmelweis University includes one-third of the funding awarded to HCEMM Nonprofit Ltd.

Source: Cordis



Note: Based on the Euroscivoc classification used by the CORDIS database.

Source: Cordis

Funding Awarded in the Horizon Europe Medical and Health Sciences Field
million EUR
Semmelweis Egyetem: Semmelweis University

Semmelweis University’s publication output has quadrupled over the past two decades, reaching internationally competitive levels.

Between 2000 and 2023, the number of publications authored by researchers at Semmelweis University increased from 416 to 1,524, representing nearly a fourfold growth. The Field-Weighted Citation Impact (FWCI)—which measures how often a publication is cited compared to the global average in its subject area—declined from 2.06 in 2018 to 1.6 in 2021. Nevertheless, this figure remains outstanding compared to other Hungarian medical universities and the national average (which ranged between 0.92 and 1.37 in 2021). Notably, the University’s FWCI approaches that of top global institutions, such as the Karolinska Institute (FWCI: 1.86), which ranks 39th in the Times Higher Education World University Rankings.

15 Number of Publications by Semmelweis University, 2000–2023



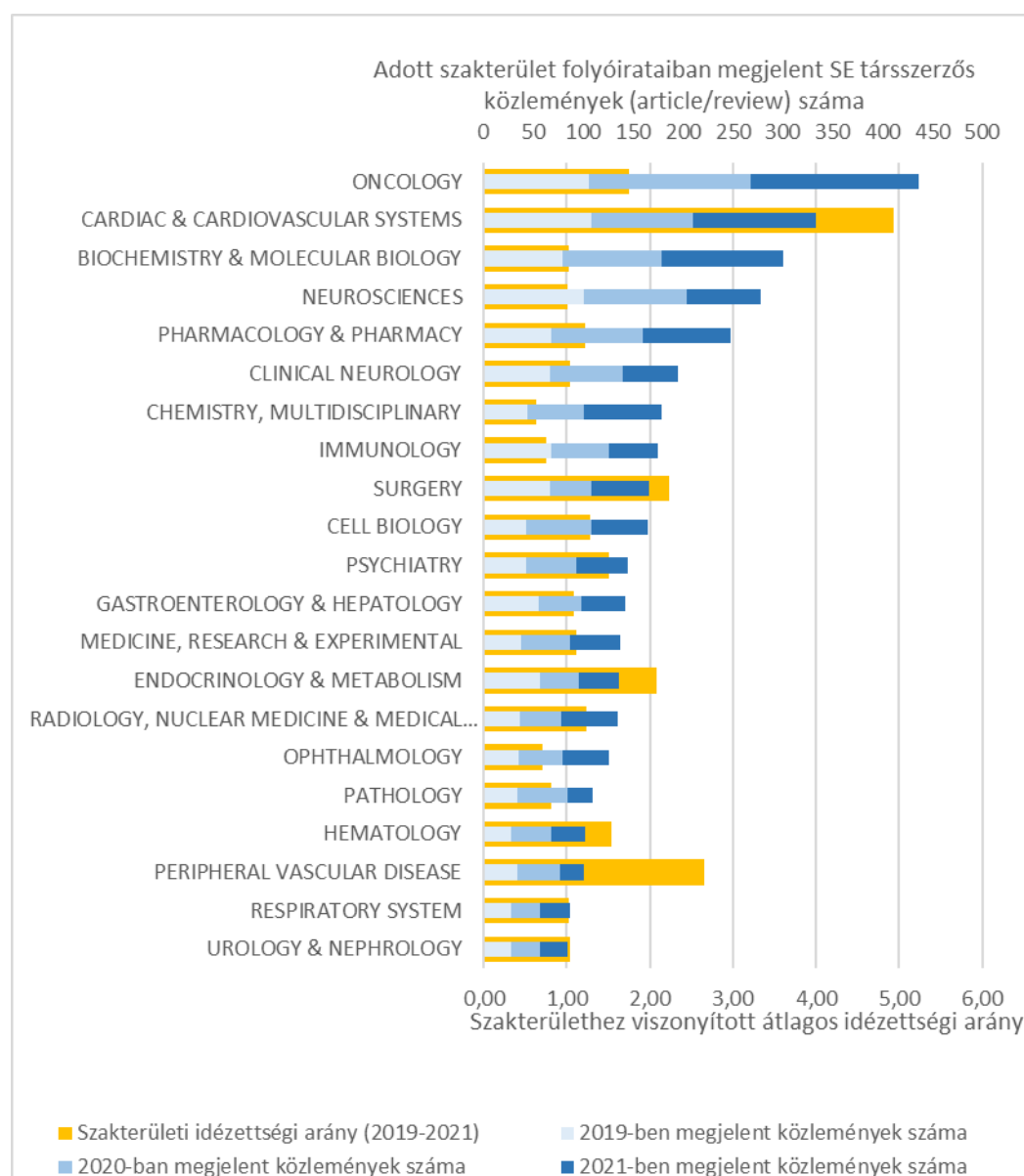
Source: InCites, 15 May 2024

Number of Publications

Articles, reviews, Data for 2023 Not Final

During the three-year period between 2019 and 2021, the number of publications from Semmelweis University were highest in the fields of **oncology, cardiovascular sciences, and biochemistry, and molecular biology**. Publications in cardiovascular sciences, peripheral vascular diseases, endocrinology and metabolism, and surgical sciences received exceptionally high citation rates.

16 Number of Semmelweis Co-Authored Articles and Reviews Published in Journals by Field



Number of Semmelweis Co-authored articles and reviews published in journals by field

Szakterülethez viszonyított átlagos idézettségi arány: Field-weighted citation impact (FWCI)

Szakterületi idézettségi arány (2019-2021): Citation rate by field (2019–2021)

2020-ban megjelent közlemények száma: Number of publications in 2020

2019-ben megjelent közlemények száma: Number of publications in 2019

2021-ben megjelent közlemények száma: Number of publications in 2021

Source: Scival

Publication performance varies widely across faculties. The Faculty of Medicine had the highest number of publications indexed in international databases (6,824), followed by the Faculty of Pharmacy with 481, and the Centre for Translational Medicine with 368. **This disparity is largely due to differences in staff numbers.** This is reflected in the per capita publication output, where the Centre for Translational Medicine ranks highest, while the Faculty of Medicine and the Faculty of Pharmacy show nearly identical performance per academic researcher.

17 *Research Publication Output of Semmelweis University Faculty and Researchers*



Source: Semmelweis University, Central Library Website

Number of publications by Faculty, 2019–2023

Total number of scientific publications indexed in international databases

Total Number of Scientific Publications Indexed in International Databases per FTE (*FTE = Full-Time Equivalent*)

ÁOK: Faculty of Medicine

GYTK: Faculty of Pharmaceutical Sciences

Központ: Centre for Translational Medicine

FOK: Faculty of Dentistry

ETK: Faculty of Health Sciences

EKK: Faculty of Health and Public Services

PAK: András Pető Faculty

3.4 Clinical services

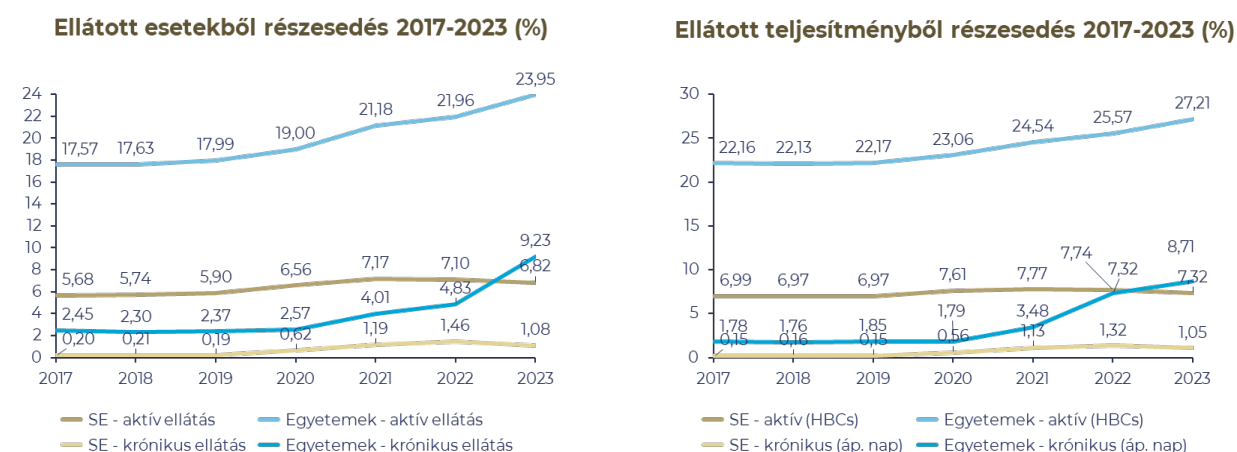
The core pillar of Semmelweis University's operations is the triple mission of theoretical education, scientific research, and clinical patient care. The University's clinical system plays an indispensable role in both national and Central Hungarian healthcare. However, compared to regional medical and health science faculties and their associated clinical centers, certain key medical service areas necessary for education were previously missing from Semmelweis University's clinical portfolio. **Significant progress has been made recently in addressing these gaps through the successful integration of traumatology, musculoskeletal rehabilitation, and neurosurgery services into the University's system.** Nonetheless, the remaining gaps in capacity, medical specialties, and diagnostic or therapeutic services not only affect patient care but also represent deficiencies in undergraduate and postgraduate education. In these areas, Semmelweis University is only able to participate in scientific activities through external cooperation, which puts it at a disadvantage in international rankings compared to competing global higher education institutions.

Following major integrations and infrastructure developments, Semmelweis University has become the largest healthcare provider in Hungary.

3.4.1. Semmelweis University's role and influence in Hungary's healthcare system

In recent years, health policy decisions have significantly strengthened the role and influence of the four major clinical centers operating in Hungary within the national healthcare system. These four centers collectively provide 16.5% of the country's inpatient bed capacity and handle nearly 22% of inpatient cases. Among them, Semmelweis University holds a particularly prominent position. By 2024, the Clinical Centre will account for nearly 10% of the nation's active inpatient care output.

18 The Share of Inpatient Cases and Billed Services between Semmelweis University and the Clinical Centres, 2017–2023



Source: National Health Insurance Fund of Hungary (NEAK)

Share of Treated Cases, 2017–2023 (%)

Semmelweis University – Acute Care
 Semmelweis University – Chronic Care
 Universities – Acute Care
 Universities – Chronic Care

Share of Delivered Performance, 2017–2023 (%)

Semmelweis University – Acute (DRGs)
 Semmelweis University – Chronic (Care Days)
 Universities – Acute (DRGs)
 Universities – Chronic (Care Days)

Note: DRGs = Diagnosis-Related Groups

The Semmelweis University Clinical Centre operates 42 healthcare units, providing the highest level of care in 38 medical specialties.

Within the University's clinical services, outpatient care and laboratory diagnostics play a less significant role. Semmelweis University delivers approximately 5% of national outpatient care and 2% of the national laboratory diagnostics quota.

The core focus of the University's healthcare delivery lies in complex, progressive inpatient care, supported by a well-developed and continuously evolving outpatient and laboratory diagnostics infrastructure.

Unlike regional clinical centers, Semmelweis University has maintained its specialized profile, concentrating on cases that require higher levels of care on both national and regional levels. It has not been transformed into a general urban hospital serving as the sole inpatient provider for a particular county.

This strategic positioning allows clinical leadership to focus more intensively on clinical excellence and the advancement of clinical trials, directly contributing to the University's overall competitiveness. In several domains, the University holds a national and regional leadership role in the implementation of new care models.

3.4.2. Operation of the Clinical Centre

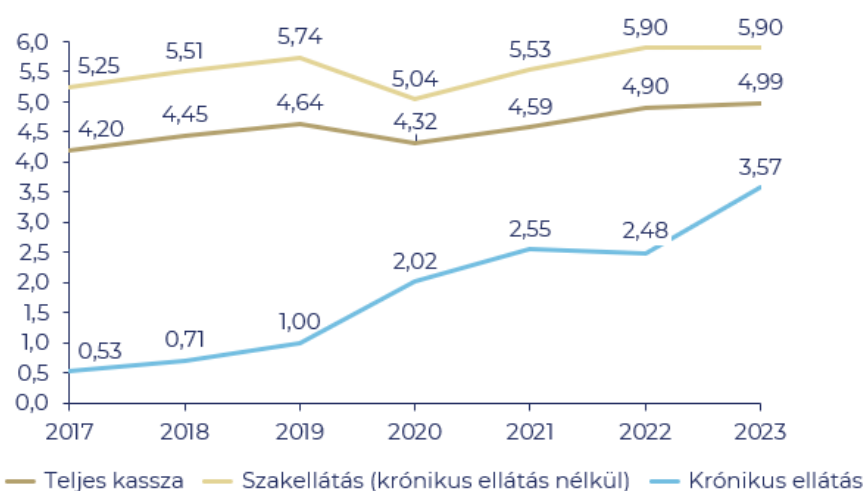
The Clinical Centre employs over 5,000 healthcare professionals, who are involved in daily patient care across eight clusters, each organized by medical specialty. The material condition of the facilities and the current spatial layout of patient care require significant development, which currently makes it challenging to consistently meet the highest standards of clinical care and practical training conditions. **Development efforts are ongoing, but an increase in capacity is also necessary.**

In 2023, Semmelweis University's share of the National Health Insurance Fund was 5%, which only partially included the funding for institutions merged into the University during that year. The Health Insurance Fund covers all expenses related to in-kind healthcare services, including primary care and high-cost inpatient drug reimbursements.

In 2023, the Clinical Centre's healthcare service revenue reached HUF 120 billion, accounting for 52% of the University's total income. This figure is expected to rise further in 2024, increasing the share of clinical income within the University's total revenue.

The Clinical Centre was among the few inpatient care providers that did not accumulate significant debt, thereby avoiding the need for substantial financial support from the National Health Insurance Fund to maintain operational stability.

19 Semmelweis University's Share of National Health Insurance Fund Payments and Changes in Total Disbursements, 2017–2023

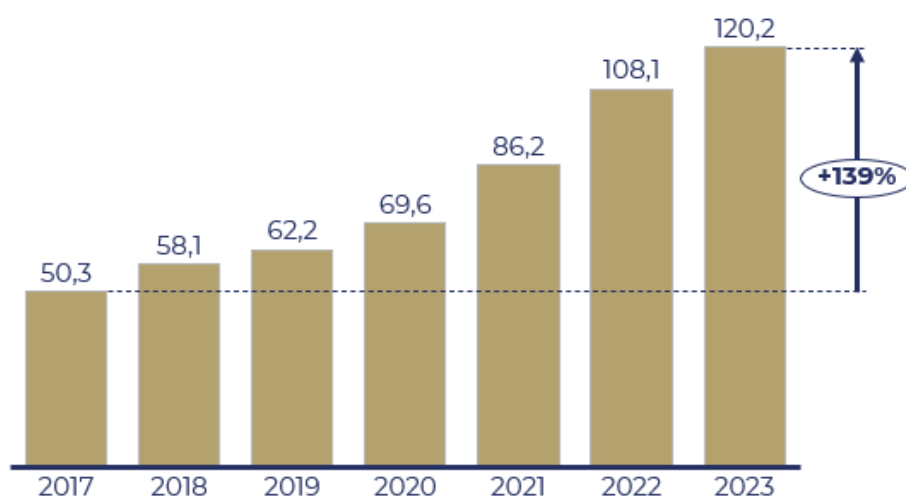
E-Alap részesedés 2017-2023 (%)

Health Insurance Fund (E-Alap) Share, 2017–2023 (%)

Total Fund

Specialized Care (Excluding Chronic Care)

Chronic Care

E-Alap kifizetés 2017-2023 (mrd Ft)

Health Insurance Fund (E-Alap) Expenditures, 2017–2023 (HUF billion)

Source: National Health Insurance Fund of Hungary (NEAK)

The Clinical Centre is not actively involved in private healthcare provision. Private healthcare services are provided by Semmelweis Prémium Ltd. Currently, the University's share in the private healthcare market is limited, but the strategic goal is to increase this share and to involve a greater proportion of university healthcare staff in its operation.

The role of the Clinical Centre has significantly increased in patient care across the Central Hungarian region. During COVID, unlike many other institutions, very few capacities at the Clinical Centre were suspended or operated at significantly reduced volumes. As a result, in recent years **there was an increase in the number of official requests requiring university clinics to take patients from other providers**. In 2022 and 2023, there were more than 120 such assignments, which considerably increased the workload and patient volume at the Clinical Centre.

3.5 Evaluation of third mission activities

As part of its third mission, Semmelweis University **places strong emphasis on leveraging its institutional expertise and fostering the direct societal engagement of its community members**. The University makes ongoing efforts to promote broader societal resilience, contribute to addressing social challenges in the field of healthcare, support Hungary's climate protection initiatives, and provide socially responsive support to its staff.

3.5.1. Third mission activities arising from the University's core operations

Semmelweis University assumes responsibility for enhancing public preparedness and promoting societal resilience in areas related to its mission.

The University's scope of activities in education, research, and patient care goes far beyond the areas directly outlined in its founding charter. **The institution expands its third mission activities through the Alumni Ambassador Program**, which—beyond strengthening the University's communication and shaping its public image—also serves to support and promote its third mission engagement.

In the area of education, the University goes beyond traditional training programs that serve the labor market or professional development. Through the Semmelweis Senior Academy, **it provides public education for older adults, offering knowledge that enhances their quality of life through awareness-raising and lifelong learning opportunities**.

A top priority for Semmelweis University is to strengthen its science communication efforts, to disseminate the body of knowledge developed at the University, and to ensure accurate and authoritative public education. For over 15 years, it has presented the outcomes of its research to a wide audience through the **Researchers' Night event series**. Held annually at approximately 20 locations, the program includes around 200 events, reaching thousands of visitors and showcasing advancements in health and medical sciences, the nature of scientific research, and current global challenges. **The Semmelweis Health Days** series also plays a key role in promoting health education, raising awareness, and providing accessible services and information to the public.

At the András Pető Faculty, the University supports the integration and reintegration of people with disabilities into the labor market through vocational training for youth and day programs for adults with reduced work capacity, while also improving their quality of life. These services enable parents and caregivers to work locally while maintaining their families' standard of

living. In collaboration with local schools, kindergartens, and nurseries, the faculty also supports the social inclusion of children with disabilities through conductive education.

Across all its activities, Semmelweis University plays an active role in addressing critical societal challenges and shaping societal responses in Hungary.

As the leading healthcare institution in Hungary, the University recognizes its social responsibility and has developed the capacity not only to participate in responding to major health challenges, but also **to lead professionally through its clinical and research excellence and communicate these responses credibly to the public.** During the COVID-19 pandemic, the most significant global health crisis of the 21st century, Semmelweis University not only contributed to public health efforts and the national vaccination program, but also played an active role in clinical, therapeutic, and epidemiological research, as well as in public communication.

Similarly, the University plays a pioneering role in developing interactive communication between healthcare institutions and the population. The **Simmelweis HELP** program provides the public with a credible medical knowledge base, enhancing collaboration between patients and care providers through modern digital services.

Finally, the University contributes to scientific missions of strategic national importance. Through the establishment of a Department of Aerospace Medicine, it plays an active role in the training and deployment of research astronauts participating in the **HUNOR (Hungarian to Orbit) program.**

3.5.1. Third mission activities aimed at sustainability

Simmelweis University is systematically reducing its carbon dioxide emissions as part of efforts to improve its operational sustainability and support Hungary's climate protection goals.

The University has implemented a comprehensive toolkit to monitor and reduce CO₂ emissions. As a result of measures introduced using this toolkit, the University achieved a **25% reduction in gas consumption in the field of education between 2022 and 2023.**

The University is committed to sustaining intellectual performance and organizational achievements, and takes responsibility for ensuring the conditions necessary to support the intellectual contributions of its staff. It actively works to mitigate disadvantages beyond employees' control and supports activities that serve broader societal benefit.

While appropriate financial and moral recognition is a key element in valuing employees, Semmelweis University places particular emphasis on creating a healthy, high-quality work environment. As Hungary's largest healthcare institution, the University is also strongly committed to protecting the physical and mental well-being of its employees through initiatives such as employee counseling services, screening programs, and in-house primary care services.

To support colleagues in vulnerable situations, the University has established a Social Crisis Fund, which provides financial assistance to employees affected by severe personal or financial hardships.

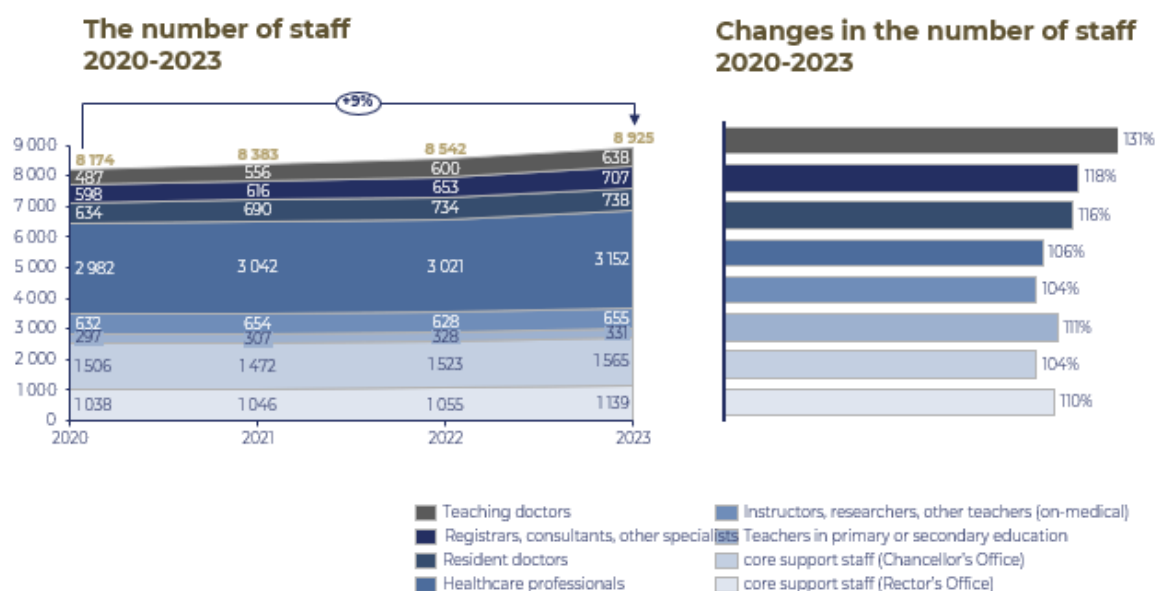
3.6. Evaluation of University operations

3.6.1. Evaluation of human resources

The University is a competitive employer on the labor market. Rising staff income ensures that it can retain and increase the number of teaching and healthcare staff. Growth in both staff numbers and salaries was the most prominent among academic staff and specialist doctors. The situation of healthcare professionals requires particular attention, especially regarding age distribution and income.

The number of employees at the University increased by 9% over a three-year period. The highest growth was observed in the category of teaching doctors (31%), which corresponded with the increase in student numbers. There was also a significant rise in the number of medical specialists (18%) and resident doctors (16%). The growth in the number of doctors considerably exceeded that of other healthcare professionals (6%). The increase in staff working under the Chancellor's administration fell short of the expansion of the University's core activities.

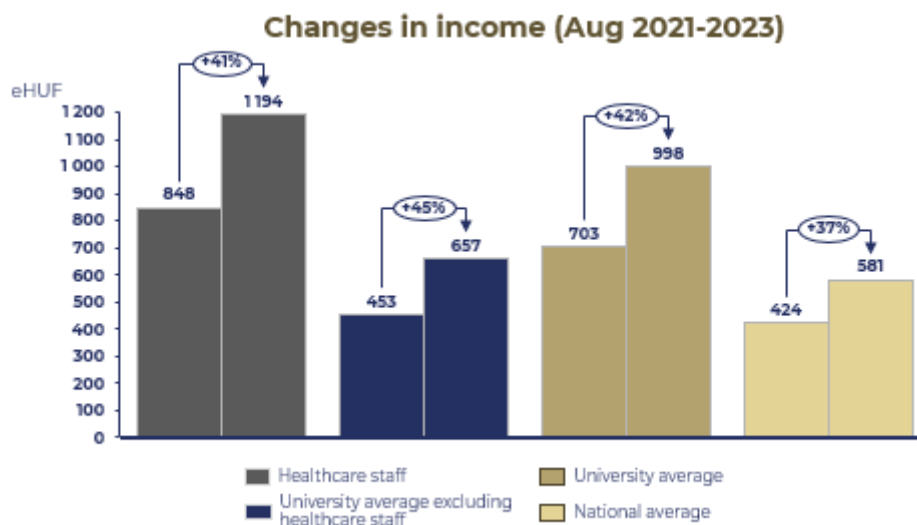
Figure 22. Changes in Semmelweis University staff numbers



Source of data: Semmelweis University

The age distribution among physicians, academic staff, and researchers can be considered balanced. Although the number of young employees is low among healthcare professionals, public education staff, and support personnel, the situation is not critical in any of these areas. Among healthcare professionals, there is a notably high number of employees approaching retirement. Between 2021 and 2023, Semmelweis University raised employee salaries overall, surpassing the national average.

Figure 23. Changes in Semmelweis University staff income



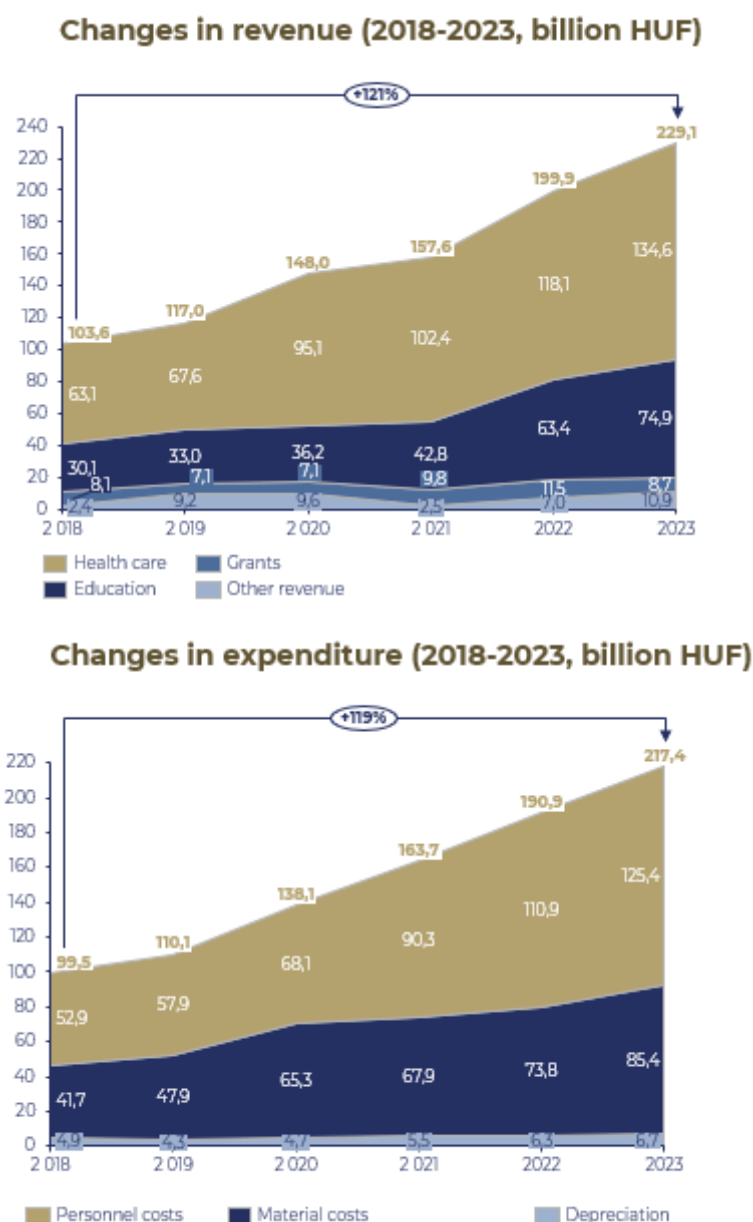
Source of data: Semmelweis University and Hungarian Central Statistical Office

3.6.2. Evaluation of financial management data

Between 2018 and 2023, both revenues and expenditure increased significantly while maintaining budgetary balance. In the revenue structure, grants grew more than self-generated revenues, the main source of which is educational activity. Approximately 58% of all expenses are personnel costs, and this proportion has increased in the structure of expenditure over the past five years.

The university budget has significantly increased in recent years and has maintained a balance. Between 2018 and 2023, university **revenues grew by 121%**, well exceeding the rise in both wages and consumer price index. Revenues in the fields of health care and education have doubled compared to 2018, while the revenue from grants and other income sources remained stagnant during this period, which led to a decrease in their share of the revenue structure. In both health care and academic activities, grant revenues grew more than self-generated revenues, partly due to changes in funding related to the recent institutional transformation. As a result, the share of self-generated revenues decreased from 19.5% to 15.3% between 2018 and 2023.

Figure 24. Changes in Semmelweis University revenue and expenditure

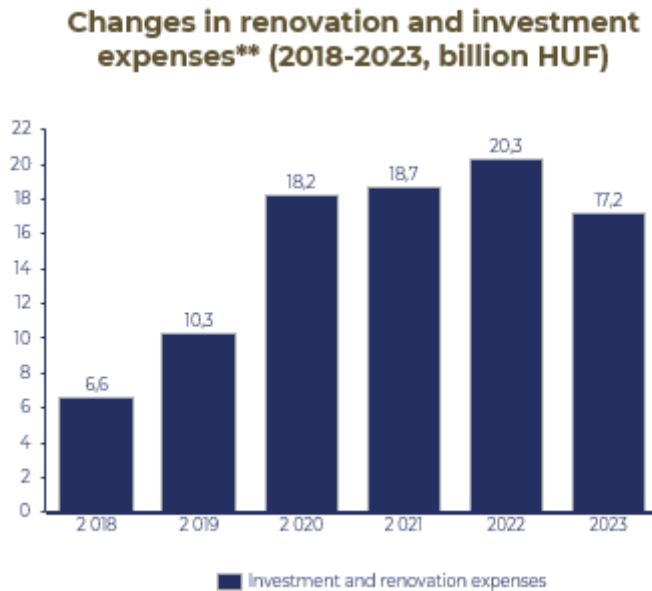


Source of data: Semmelweis University

During the period under review, 70–72% of the self-generated revenue came from education. Foreign currency tuition fees played an especially significant role in this. However, the growth in revenue from tuition fees was largely due to the increase in student numbers, while the amount of foreign currency tuition fees calculated in HUF did not keep pace with inflation or changes in average domestic personal earnings. The volume of expenditure increased by 119% over the five-year period, which is consistent with revenues. The share of personnel costs in total expenditure rose from 53.2% to 57.7% over five years (with minor fluctuations), partly due to increases in salaries of medical doctors. Material (non-personnel) costs also increased in a similar manner, and their proportion within the overall expenditure structure showed a similarly fluctuating pattern.

In addition to changes in material costs, particular attention should be paid to **the scale of expenses on renovations and investments, which nearly tripled over the past five years**, from 6.6 billion HUF they rose to 17.2 billion HUF. Despite the rise in construction prices, the volume of renovated built areas increased significantly as a result.

Figure 25. Semmelweis University changes in investment and renovation expenses



3.7. Summary of findings

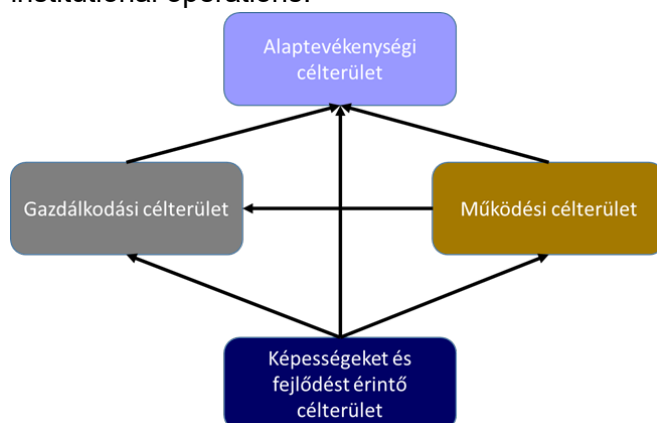
Following the structural transition in 2021, Semmelweis University embarked on a developmental trajectory positioning itself to potentially become the first Hungarian higher education institution to rank among the world's top 100 universities. In recent years, new developments and reorganizations have been implemented across all areas of operations to ensure progress and growth in every respect. In the situational analysis, we identified a number of achievements, challenges, and areas for improvement. Below is a summary of the key areas:

Main Challenges and Opportunities Presented by Our Environment

- Forecasts suggest that global demand for education in the fields of healthcare and quality of life will continue to grow. At the same time, the technological landscape is undergoing significant transformation.
- The so-called Alpha Generation, born after 2010, requires a different approach in educational methodology and new types of services, demanding greater flexibility and adaptability from universities.
- Aging European societies pose increasing challenges in the areas of health preservation, medical care, and financing – challenges that are directly reflected in our traditional threefold mission.

4. Strategic goals

Based on its institutional mission statement, Semmelweis University has defined and organized its goals in line with performance management logic across four interrelated strategic areas, each with causal connections to the others. The core activity focus area encompasses education, research, and third-mission activities. The management area focuses on the improvement of both the University's functional financial operations and the planning, organizational, managerial, and control systems that support financial management. The operational focus area includes the system of institutional processes and the quality of process management across the University. The capabilities and development focus area addresses the competencies of employees and teams, the organizational culture, areas of institutional knowledge and information assets, and the infrastructure that supports institutional operations.



Ábra feliratok:

Core Activity Focus Area

Management Focus Area

Operational Focus Area

Capabilities and Development Focus Area

Within each strategic focus area, the University has set goals that are critical to achieving its long-term vision, based on the analysis of the situation. The priorities for the upcoming strategic period are as follows:

- In the **Core Activity Focus Area**, the next strategic cycle will place particular emphasis on the development of the educational portfolio and training environment, market-oriented RDI (Research, Development and Innovation), and student services.
- In the **Management Focus Area**, key challenges include resource management, cost management, performance management, and the improvement of planning and organizational systems.
- In the **Operational Focus Area**, the priorities include the implementation and digitalization of administrative processes, change management and project management processes, and the internationalization of institutional services, all supporting the previous two focus areas.
- In the **Capabilities and Development Focus Area**, in order to implement the institutional strategy, key priorities include **strengthening talent management and employee retention** (within the domain of human capital investments); data-driven decision support and **developing digital competence** (within the domain of

information capital investments); and fostering a shared sense of purpose and improving communication (within the domain of organizational capital investments). Enhancing the **quality and capacity of infrastructure** and reinforcing facility management capabilities are also essential.

4.1. Core activity goals



Ábra feliratok:

Core activity goals:

A.1. Operating and developing a future-ready educational portfolio that reflects generational needs and is based on societal and market demands.

A.2. Enhancing market-oriented scientific research activities and strengthening innovation culture and initiatives.

A.3. Establishing a world-class educational framework for practical training.

A.4. Developing services that support academic success and enhance the quality of life of our students

4.1.1. A.1. Operating and developing a future-ready educational portfolio that reflects generational needs and is based on societal and market demands

Summary of the goal: The methodological approach, as well as the educational structure rooted in our tradition, must be adapted and aligned with the needs of new students who begin their studies at our university. In addition to our existing capacities and competencies, we need to place greater emphasis on anticipated societal and labor market needs when developing our educational portfolio. We must identify market niches where we can be competitive, and introduce new programs in these areas to expand our offerings.

Actions to achieve this goal: Our goal—within the strategic time frame—is to develop the educational portfolio and methodologies, as well as to digitize the educational process. A critical task is developing professional competencies that we currently cannot offer but which are needed for further progress, and addressing the challenges related to the recruitment of healthcare professionals and university staff. A key priority is focusing on student expectations and needs. This will positively influence the quality of education. To achieve this strategic goal, we plan to implement six strategic actions within two action programs, as follows:

- **The development of our educational portfolio, content, and methodology:**
 - to implement and monitor our ‘Curriculum reform 2.0’;
 - to include new specialty areas and competencies in our training portfolio;
 - to further develop of our doctoral training;
 - to improve our secondary educational programs, and strengthen the supply of professional staff.
- **Digitalization of the training and learning process:**
 - to develop digital support for the training and learning process and curriculum development;
 - to further develop the system of student feedback on teaching activity

Expected impact regarding this goal: The competitiveness and attractiveness of Semmelweis University will improve in both the international and domestic education markets, its reputation will grow, as will student satisfaction, and the quality of human resources required for carrying out core activities will increase.

Performance indicators to measure achievement of goals: 1) growing student numbers, 2) increasing international student numbers, 3) better student satisfaction indicators.

4.1.2. A.2. Enhancing market-oriented scientific research activities and strengthening innovation culture and initiatives

Summary of the goal: Our goal is to strengthen an innovation-centered culture and mindset across the full spectrum of our core activities in the academic, research, and student communities. In our research, development and innovation focus areas, we are allocating significant resources to market collaboration and to strengthening our capacities for market-oriented innovation and utilization. One of the key tools to increase our reputation is to enhance the quality and impact of our research activity. Therefore, it is necessary to increase the number of high-quality scientific publications and to expand our research base.

Actions to achieve this goal: We must continue to build the University's innovation ecosystem. That includes strengthening competencies to utilize innovation outcomes, further developing processes necessary to shape this ecosystem, and enhancing the system of motivation and incentives. Furthermore, conditions for financing and incubation must be determined by outlining regulations for sponsors, establishing an innovation fund as well as the 'Science Park' service. Within our third-mission activities, we are launching new research and educational programs. Two key projects in this area are the further development and expansion of Semmelweis HELP, an online application, and promoting the extension of healthy life years in an aging society, including related research. To achieve the above strategic goals, we are planning to implement a total of five strategic actions within one action program, as follows:

- **Development of the University's innovation environment and service portfolio (ecosystem)**
 - to establish an Innovation Fund, development of its operational model, and secure funding;
 - to develop background processes, services, competencies, and capacities related to innovation activities;
 - to implement an accounting and incentive system for RDI (Research, Development, and Innovation);
 - to further develop Semmelweis University applications (e.g., 'Semmelweis HELP' and 'Semmelweis UNI App');
 - to implement the 'Healthy Ageing Program'.

Expected impact regarding this goal: Strengthening innovation projects with potential for market application and expanding the range of innovations that can be introduced to the market through incubation. Alongside marketable innovation ideas, we aim to increase the number of high-quality publications and enhance our scientific reputation. With the establishment of our RDI ecosystem, innovation activities will expand significantly, our industrial partnerships will broaden, and the intensity of our R&D activities conducted in cooperation with industrial partners will increase. The number of staff and students involved in innovation projects will grow significantly as a result of internal incentive systems.

Performance indicators to measure goal achievement: 1) the proportion of staff and students participating in innovation initiatives, 2) generation of market revenue from RDI activities.

4.1.3. A.3. Establishing a world-class educational framework for practical training

Summary of the goal: A key component of our University's value proposition is practical training. Its further development can strengthen our position in the global competitive landscape. Our primary objective is to improve the methodological and technological background of practical training, expand our capacities, and increase the availability of English-language training opportunities. We remain committed to establishing a comprehensive portfolio of practical training and to developing a practice-based environment that enables students to assume a more responsible role.

Actions to achieve this goal: To achieve our goals, it is necessary to continue the development of the practical training infrastructure initiated in the previous strategic period. This includes the opportunity-driven integration of currently missing elements into the practical training portfolio, the expansion of high-tech solutions available at our clinical departments, and the enhancing of patient safety within education – an area where domestic practice currently shows weak indicators. In the context of patient safety, we aim to improve the awareness of all participants (staff, students, and patients) and ensure that patient safety is more prominently incorporated into everyday practice. We intend to implement two complex strategic actions to achieve these strategic objectives, as follows:

- to improve the quality and relevance of clinical practical sessions;
- to improve patient safety in the clinical quality management system.

Expected impact regarding this goal: We will build a comprehensive portfolio of practice-based training, supported by our patient care background capacities. The University's patient care performance and revenue thus generated will increase. The range of available cutting-edge technological procedures will expand, enriching educational content. The dropout rate among international students will decrease. Patient safety will improve, and awareness of patient safety among staff members will increase; new, effective protocols will be introduced, and compliance with existing protocols will improve.

Performance indicators to measure goal achievement: 1) coverage of all practical training needs through patient care areas of the clinical departments, 2) improvement in the patient care quality indicator (e.g., decreasing hospital-acquired infections), 3) rising student satisfaction.

4.1.4. A.4. Developing services that support academic success and enhance the quality of life of our students

Summary of the goal: In order to provide world-class quality training to our students, we need to place special focus on supporting them, ensuring they can achieve academic success, and helping them manage any problems they may have regarding their life circumstances. We prioritize building an environment that contributes to a university experience which strengthens both professional and peer communities during the time spent at our institution.

Actions to achieve this goal: We intend to make the operation of the university more student-centered, and improve student satisfaction, which also includes supporting academic progress. We plan to create opportunities for talented students to choose an academic career path and participate in teaching. At the same time, we intend to widen the range of services we offer for students, including sporting and cultural activities, and we plan to improve and

further digitalize academic administrative tasks. To achieve our 'Student 1st' program objectives, we will implement five strategic actions as follows:

- **'Student 1st program' objectives:**
 - to prevent dropout;
 - to provide help in academic progress, based on the model curriculum;
 - to improve services targeting academic progress, talent support, and lifestyle;
 - to provide digital management of academic administrative affairs;
 - to support activities in competitive sports and cultural life.

Expected impact regarding this goal: We will see an increase in the university's attractiveness and its ability to attract top talent, and an improvement in student satisfaction levels. The ability to attract and retain academic and research staff will be strengthened, with a higher retention rate of talented staff. We will see an improvement in research and development indicators, reducing the risk of losing funding.

Performance indicators to measure goal achievement: 1) growing level of student satisfaction, 2) a fully digitalized administration, 3) reduced dropout rate.

4.2. Management goals

Gazdálkodás

G.1. Bevé尔特ermelő képesség, fenntartható forrászerkezet erősítése

G.2. Tervezési, eszkörendszer és folyamatok professzionalizálásával a gazdálkodás eredményességének javítása

G.3. Teljesítményfelelősség és -érdekeltség erősítése egyén és szervezeti egység szinten

G.4. Költségtudatos gazdálkodás megerősítése

Ábra feliratok:

Gazdálkodás: Management

G.1. Strengthening revenue-generating capacity and establishing a sustainable funding structure.

G.2. Improving the effectiveness of management by professionalizing planning, tools, and processes

G.3. Strengthening performance accountability and incentive systems at the individual and organizational unit levels

G.4. Advancing cost-conscious management

4.2.1. G.1. Strengthening revenue-generating capacity and establishing a sustainable funding structure

Summary of the goal: Our goal is to create the conditions for performance-based revenue growth, broken down by specific professional fields. This will form the basis for recognizing excellence and high-quality work, as well as ensuring competitive remuneration for our staff. We aim to increase revenue in all our core service and operational areas – healthcare services, education, and scientific and clinical research – while maintaining volume (output) and quality. This will help sustain and strengthen a stable revenue structure while mitigating the negative impacts of periodic external environmental factors. Our income-generating units will need to receive more effective support in increasing revenue, with reinforced responsibility for achieving revenue targets.

Actions to achieve this goal: The key to the development of the University is increasing its sources of revenue. In the field of education, the focus is on reflecting the University's added value in pricing and improving the profitability of educational programs. In healthcare, we aim to expand opportunities for competitive private healthcare services and remuneration for our staff. Fundraising is also an area with untapped potential, so one of our goals is to strengthen our fundraising efforts and engage a broader base of donors. We intend to implement three complex strategic actions to achieve these strategic objectives, as follows:

- to dynamically increase revenues from healthcare services, with focus on the development of private healthcare services and offers to complement our portfolio, with the aim of staff retention;
- to achieve a growth in the revenue and profitability of our Bachelor's and Master's level programs, with focus on programs for international students;
- to expand our fundraising activities and a growth of related revenue.

Expected impact regarding this goal: We are expecting a rise in our revenues. This will enable us to improve the competitiveness of our remuneration and benefits system, reduce staff turnover, and create better conditions for retaining top talent. We will reach a significantly broader circle of donors and supporters. With the growing resources, we will be able to reinvest more into the renewal of our aging infrastructure.

Performance indicator used to measure the achievement of this goal: 1) increased revenue.

4.2.2. G.2. Improving the effectiveness of management by professionalizing planning, tools, and processes

Summary of the goal: In the upcoming strategic period, a key priority in financial management is to reinforce accountability, initiative, and performance-driven thinking. A central goal is to enhance the role of annual business planning and to further develop our planning processes, including the integration of the costs of strategy implementation and a gradual strengthening of performance-based planning. We also aim to improve transparency and decision-making support, and enter feedback on the fulfilment of planned targets within our information systems.

Actions to achieve this goal: We are putting into focus a proactive financial management environment that aligns with the University's activities and is based on the identified resource demands of the tasks we perform. This requires further development of our financial planning methodology, shifting towards an activity-based planning approach, and aligning the related management information systems and tools accordingly. An additional priority is the integration of financial management expectations into leadership performance criteria, thereby promoting subsidiarity and reducing centralized decision-making. We intend to implement the following complex strategic action to achieve these strategic objectives:

- to develop a management planning and information system that can serve as the basis of decision-making.

Expected impact regarding this goal: The financial responsibility of unit heads will increase. The quality and feasibility of planning data and plans will improve, which will in turn lead to faster decision-making over time and reduce the operational workload of senior management.

Performance indicator used to measure the achievement of this goal: 1) Use of management decision-support tools, 2) Performance-based resource allocation.

4.2.3. G.3. Strengthening performance accountability and incentive systems at the individual and organizational unit levels

Summary of the goal: Our goal is to enhance the University's overall performance by recognizing outstanding achievements of both staff members and organizational units. In our compensation and career-planning systems, we will progressively increase the weight, resource allocation, and role given to individual and unit-level performance metrics and to leadership accountability, thereby reinforcing a business-oriented mindset. To support this, we need to implement measurement of individual and organizational performance, develop a corresponding incentive framework, and embed it into our existing processes.

Actions to achieve this goal: The long-term competitiveness of our university requires the establishment of an organizational and leadership performance evaluation system capable of capturing performance components at levels of organizational units as well as individuals. Building on our current data structures, we will develop a set of performance measurement indicators. These performance indicators will be integrated into leadership performance evaluation, linking them to the strategic development functions of human resource management. We intend to implement the following complex strategic action to achieve these strategic objectives:

- to develop and implement tools for performance monitoring and incentive both at an institutional and personal level.

Expected impact regarding this goal: We will strengthen the framework for performance-based operations by integrating performance indicators into our daily operations and decision-making processes. This will enhance organizational efficiency and effectiveness, and improve our ability to implement strategic goals. We will also improve management competencies through the development of leadership training and selection processes.

Performance indicator used to measure the achievement of this goal: 1) the proportion of staff involved in performance assessment.

4.2.4. G.4. Advancing cost-conscious management

Summary of the goal: Our goal is to jointly advance cost-effective operations and cost-conscious financial management. We aim to strengthen our cost-control tools and improve the transparency of our financial management, thereby supporting decision-making within operating units. We will work to reduce the costs of procured products and services by leveraging the University's bargaining power. At the same time, we will improve operational efficiency while prioritizing value generation, and reduce administrative burdens and redundancies across our operations.

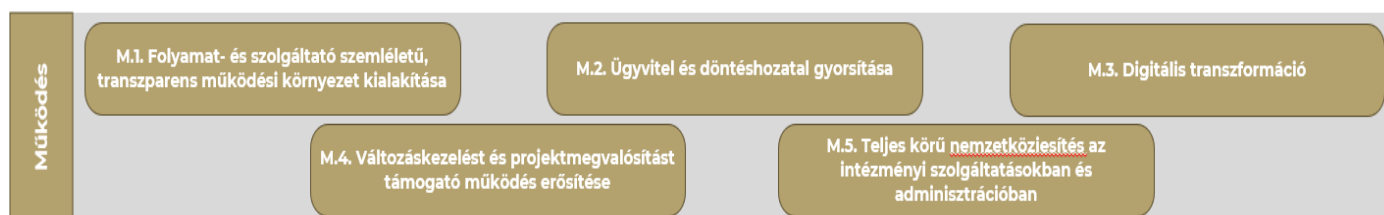
Actions to achieve this goal: To support the development of the University, it is necessary to improve the implementation of (public) procurement processes by eliminating bottlenecks, improving lead times, and reducing the need for coordination. We aim to make significant progress in the organization of procurement procedures and the planning and preparation of procurement processes by enhancing efficiency, expanding electronic workflows, as well as shortening processing times and the duration of in-person consultations. As part of this intervention, we plan to extend central procurement to additional items and strengthen procurement competencies and the related knowledge base. We intend to implement the following complex strategic action to achieve these strategic objectives:

- to improve the cost-efficiency of operation through significantly strengthening the “good steward” mindset and through enhancing cooperation between procurement processes and those organizational units that generate resource demands, and through implementing organizational development.

Expected impact regarding this goal: The workload and turnaround time required for procurement procedures will be reduced. The effectiveness and efficiency of university procurement (e.g., number of completed procedures, initial price levels, quality of procurement specifications) will also improve. We will also enhance the procurement culture and knowledge of internal requesters.

Performance indicator used to measure the achievement of this goal: 1) shorter lead times in procurement.

4.3 Operational goals



Ábra feliratok:

Operation

M.1. Establishing a process- and service-oriented, transparent operational environment.

M.2. Accelerating administration and decision-making processes.

M.3. Digital transformation.

M.4. Strengthening operations that support change management and project implementation.

M.5. Comprehensive internationalization in institutional services and administration.

4.3.1. M.1. Establishing a process- and service-oriented, transparent operational environment

Summary of the goal: The quality and effectiveness of our operations are based on the mutual support of our workflows and tasks. We need to make significant progress toward a process- and service-oriented approach. Collaboration along processes must be improved, procedural turnaround times reduced, and consistent and regulated operations reinforced.

Implementing a process- and service-oriented approach also involves creating the necessary organizational conditions and competencies for the continuous measurement, analysis, and improvement of operational efficiency and effectiveness.

Actions to achieve this goal: A comprehensive development of support processes is planned, particularly in the context of services provided to the university community, by establishing a clear client–service provider relationship framework that reinforces a service-oriented mindset. We will develop service catalogues along with corresponding SLA indicators, which will allow service quality to be measured and later serve as a foundation for internal cost allocations. The electronic request management system will be extended to all service areas, digitizing the service process (including request handling, fulfilment tracking, and evaluation). SLA monitoring will also be implemented. We intend to implement the following complex strategic action to achieve this strategic objective:

- to strengthen service-providing attitude and improve the quality of our services.

Expected impact regarding this goal: Staff satisfaction and general satisfaction with services offered to university citizens will improve. Digital administration will spread, turnaround times as well as attached coordination and administrative workload will decrease. The provider–client culture and the quality of services will improve.

Performance indicators to measure goal achievement: 1) improved staff satisfaction regarding administrative processes.

4.3.2. M.2. Accelerating administration and decision-making processes

Summary of the goal: Currently, decision-making is overly centralized, hindering operational efficiency. Our goal is to delegate decisions in areas where implementation and

control over resources allow it, thus reducing the number of approval points. In the medium and long term, we aim to broaden responsibilities and decision-making authority, granting greater empowerment to mid- and lower-level management, while aligning this shift with our control systems.

Actions to achieve this goal: Administrative and decision-making processes are still largely paper-based, with a significant volume of documents circulating between units and departments. Alongside the ongoing digitalization of internal services and administrative workflows, we will also begin the electronic processing of documents issued by external partners (ensuring the necessary equipment is available at all sites), reducing paper use. Alongside, we will gradually introduce electronic inventory and invoice management. Where possible, approvals and verifications will be conducted electronically, supported by the necessary signing and regulatory framework. We intend to implement this strategic goal by the following strategic action:

- to redesign administrative processes for paperless operations.

Expected impact regarding this goal: The amount of paper used in operations will decrease, resulting in fewer documents in storage and a reduction in delivery-related labor. Administrative processes will become faster, leading to shorter task and process turnaround times. Through these interventions, the organization's digital culture will develop, improving the overall competency level, while resistance to digitalization among leaders will decrease.

Performance indicators to measure goal achievement: 1) digital management of administrative affairs.

4.3.3. M.3. Digital transformation

Summary of the goal: Our goal is to leverage the quality and efficiency gains offered by the transformative application of digitalization. We aim to reduce administrative burdens and turnaround times, and to improve coordination between organizational units by redesigning operational processes to be technology-optimized and user-friendly. Another objective is to enhance the conditions for data-driven management decision-making, while also supporting goals such as sustainability, cost-effective operations, and improved service quality.

Actions to achieve this goal: While maintaining the SAP institution management system, we need to transition to a new software version, which offers an opportunity to modernize our processes and records. Based on the current architectural roadmap, we plan to initiate the transition or implementation of business areas (finance, accounting, HR, investment management, facility management/controlling, and controlling) either by upgrading existing components or replacing them with more cost-effective alternatives. Alongside SAP, we will also renew the data warehouse used for management reporting, integrating data from education, financial management, and patient care. We intend to implement this strategic goal by the following strategic action:

- to build a next-generation enterprise management and decision-support environment.

Expected impact regarding this goal: The quality of management data will improve, and more advanced decision support will translate into higher-quality decisions. Paper use will decrease, and financial and administrative processes will become more efficient and faster.

Through the interventions, the organization's digital culture will develop, competence levels will improve, and resistance to digitalization among leadership will decrease.

Performance indicators to measure goal achievement: 1) digital management of administrative affairs.

4.3.4. M.4. Strengthening operations that support change management and project implementation

Summary of the goal: We must leverage the quality and efficiency benefits arising from the transformative application of digitalization by optimizing operational processes through technology, thereby reducing administrative burdens, accelerating process turnaround times, and improving coordination between organizational units.

Actions to achieve this goal: The number of projects involving increased workload from horizontal cooperation is continuously growing, which is overloading our operations. Therefore, we need to expand our coordination capacities and reduce the burden on our functional managers. It is necessary to shift from a hierarchical mode of operation towards an activity-focused approach, applying standardized project management methodologies and change management in our projects. Project-based work must also be integrated into and recognized within the performance evaluation system. We intend to implement this strategic goal by the following strategic action:

- to update and streamline the process and organizational background of project-based operations, and enhance the agility of the chancellor's organizational structure.

Expected impact regarding this goal: The effectiveness of project execution will improve, with better adherence to planned deadlines and a reduction in the resource requirements for implementation (primarily at the coordination level). In our operational processes, decision-making by leaders will accelerate. The organization's ability to embrace changes and apply them will improve.

Performance indicators to measure goal achievement: 1) the number of new projects that adopt the updated approach.

4.3.4. M.5. Comprehensive internationalization in institutional services and administration

Summary of the goal: Our goal is to improve the international competitiveness of the University by ensuring comprehensive English-language communication and processes in the services and administrative processes that support teaching and research. Part of the internationalization involves establishing collaborations with foreign partner organizations in the fields of education and research, contributing to the advancement of our core tasks and the development of our university, enabling better performance and improvement of our reputation.

Actions to achieve this goal: Our goals are to maintain student enrollment and profitability in our international M.D. program, while increasing admissions in other programs. In the English-language medical curriculum, we aim to reduce dropout by extending the program duration and strengthening personalized student support. To achieve this, we will expand our teaching capacities and enhance the infrastructure for practical training. We will also launch comprehensive English-language (digital) administrative services for international students.

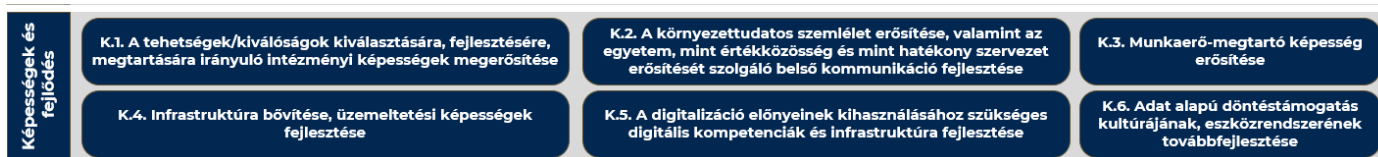
We intend to implement three strategic actions to achieve these strategic objectives, as follows:

- **Development of the international training portfolio and student services**
 - to implement developments aimed at retaining international students;
 - to improve international student administrative services;
 - to enhance conditions for foreign language practical training.

Expected impact regarding this goal: The number of students enrolling in our international programs, and consequently our revenue, will increase, enabling us to select more talented students through the admissions system. Developing human resources will reduce the average workload of our instructors, improve student satisfaction and performance, and help decrease dropout rates. We will enhance student satisfaction, increasing the number of applicants choosing Semmelweis University. We aim to make academic administration more efficient, reducing the workload and processing time.

Performance indicators to measure goal achievement: 1) changes in the number of international students, 2) improved student satisfaction, 3) a wider range of administrative tasks and services managed in foreign languages.

4.4. Capabilities and development goals



Ábra feliratok:

Capabilities and development

K.1. Strengthening institutional capabilities for selecting, developing, and retaining talent and high achievers

K.2. Strengthening environmental awareness and enhancing internal communication to support the university as a community of values and an efficient organization

K.3. Strengthening employee retention capacity

K.4. Expanding infrastructure and developing operational capabilities

K.5. Developing digital competencies and infrastructure needed to leverage the benefits of digitalization

K.6. Advancing the culture and tools of data-driven decision-making

4.4.1. K.1. Strengthening institutional capabilities for selecting, developing, and retaining talent and high achievers

Summary of the goal: A critical success factor for the University's excellence is the excellence of our community members and the preparedness of our leaders. Our goal is to enhance the University's capabilities in talent development, attracting talented professionals from other institutions – through identification, selection, and nurturing – by refining the tools and processes embedded in our operations. Our holistic approach to talent management extends to students, educators, and staff working in healthcare and in supporting areas. There is also a need for advancement in leadership selection and development practices, strengthening the processes and tools for development and selection, integrated into both our academic and clinical operations.

Actions to achieve this goal: Our success largely depends on our ability to engage, select, and attract talent, both among students and within the labor market. The oral entrance exam system launched in 2024 is one such tool, and it is necessary to implement further developments for the upcoming periods, based on our experience. We aim to improve employer branding, processing time, and cooperation with the requesting organizational units in recruitment and selection.

We intend to implement two strategic actions to achieve these strategic objectives, as follows:

- **the 'Semmelweis Excellence Program' aims**
 - to continue the methodological development of the entrance examination system from secondary education;
 - to continue workforce recruitment, to improve career advancement and promotion options.

Expected impact regarding this goal: The University's attractiveness will increase, and as a result, we will be able to more effectively identify talent among the admitted students. The number of students at risk of dropping out or slow academic progress will decrease. We will improve our reputation as an employer, allowing us to select from a pool of better-qualified, more prepared candidates, which will reflect in performance and efficiency.

Performance indicators to measure goal achievement: 1) number of students, 2) decreased turnover.

4.4.2. K.2. Strengthening environmental awareness and enhancing internal communication to support the university as a community of values and an efficient organization

Summary of the goal: We must convey to prospective and enrolled students, as well as to our staff, that we are committed to sustainability and are actively pursuing these societal goals through our teaching and operations. We need to strengthen internal communication (i.e., enhance information flow between our units and employees) to enable collective effort and efficient task delivery. Our objective is to foster a culture of internal communication and collaboration, improve our communication channels, and develop the organizational and leadership capabilities required for effective communication.

Actions to achieve this goal: To achieve these goals, we must make progress in building our university community and in fostering both internal and external collaborations. Our reputation and the Semmelweis brand can be enhanced by actively engaging our staff. To that end, we need to raise our current brand awareness, improve the University's standing with external and internal stakeholders, and expand the capabilities and capacities of our internal communication. Improving our reputation will also require us to leverage the networks of our key researchers and educators. In step with contemporary priorities, we will launch a series of sustainability-focused initiatives. We intend to implement four strategic actions in two action programs to achieve these strategic objectives, as follows:

- **Incorporation of the perspective of sustainability into the operation of the University**
 - to achieve a lower environmental impact of our operations.
- **Further growth of the 'Semmelweis brand'**
 - to further build the brand;
 - to improve internal communication;
 - to enhance the University's reputation.

Expected impact regarding this goal: The University's reputation, public perception, and recognition will improve, strengthening its ability to represent its interests and supporting the development of further scientific collaborations. Enhancing our reputation will also contribute to increasing the number of applicants to our programs. We will establish the organizational and personnel conditions necessary for internal communication and launch more intensive and effective communication, improving the efficiency of information sharing and internal accessibility across the organization, and further enhancing the reception, acceptance, and implementation of decisions. We will reduce energy consumption and the amount of waste generated during operations, while increasing the proportion of waste recycling.

Performance indicators to measure goal achievement: 1) improved staff satisfaction.

4.4.3. K.3. Strengthening employee retention capacity

Summary of the goal: We need to strengthen our employer value proposition to ensure that outstanding employees continue to support the institution's operations over the long term. Our goal is to establish a stable, predictable, and transparent career path, a development-oriented environment, and an attractive and motivating benefits system, making full use of the flexibility provided by the new form of governance. By the end of the strategic period, we aim to become the most attractive employer in the Hungarian higher education and healthcare sectors, with the ability to seamlessly integrate workforce from an international background.

Actions to achieve this goal: In 2019, we launched the 'Family-Friendly University' program, providing a range of services and support to our students and employees with families. By 2030, we aim to further expand these services, with a focus on community

building and fostering a cohesive organizational culture. Our defined development areas include expanding healthcare services and screenings, supporting employees raising children, and developing comprehensive generational programs, with particular focus on early-career employees. To achieve the strategic goal, we plan to implement the following strategic action:

- to enhance the well-being of staff.

Expected impact regarding this goal: The University's reputation as an employer will improve, and our organizational culture and employee loyalty will become stronger. As a result, we will reduce turnover rates in critical areas. We aim to improve the overall health status of our employees, leading to a long-term decrease in sick leave and the need for replacements. We also seek to strengthen cross-generational enrollment in education, including in vocational education, and to increase the number of potential applicants from among our employees, thereby reinforcing career orientation initiatives.

Performance indicators to measure goal achievement: 1) lower turnover of staff.

4.4.4. K.4. Expanding infrastructure and developing operational capabilities

Summary of the goal: One of the most important and most critical preconditions for the continued development of the institution is the expansion and improvement of our infrastructure (buildings and IT) in alignment with the planned developments and the needs of our core activities. In developing our future built and equipment infrastructure, our key objectives include creating the conditions for efficient operation, reducing fragmentation, and improving internal operational efficiency.

Actions to achieve this goal: We have prepared our medium-term asset management and IT development plan, complemented by funding projections. The implementation of real estate development programs requires the institutional environment, conditions, and competencies necessary to ensure sufficient capacity for delivering the developments (including planning, expert networks, technical supervision, and procurement). The successful execution of the planned digital transformation calls for the development of both physical and wireless infrastructure, as well as the strengthening of our storage capacities and IT security. To achieve this strategic goal, we plan to implement the following two strategic actions:

- **Execution of the infrastructure development program**
 - to monitor the asset management plan and conduct financial oversight;
 - to develop the digital infrastructure.

Expected impact regarding this goal: We will expand the proportion of modern infrastructure, which will contribute to an improved working environment and better service quality. Employee and student satisfaction will improve. We will build a more robust IT infrastructure capable of supporting future needs and digitalization processes, and the level of IT security will be higher.

Performance indicators to measure goal achievement: 1) the area of renovated and newly built buildings.

4.4.5. K.5. Developing digital competencies and infrastructure needed to leverage the benefits of digitalization

Summary of the goal: In the coming years, we aim to bring the level of digital technology at the University up to the level of our competitors. We are planning to develop the digital competencies of our university citizens and help them adopt and apply new technological

solutions. We will widen the introduction and dissemination of digital solutions in education and healthcare. In parallel with improving digital capabilities, we will also enhance our digital infrastructure, equipment, and the quality of our services, ensuring stable and standardized operations. Achieving this strategic goal will be supported by the implementation of a previously defined strategic action.

- **Execution of the infrastructure development program**
 - to develop the digital infrastructure (improve competence).

4.4.6. K.6. Advancing the culture and tools of data-driven decision-making

Summary of the goal: In education, research, and clinical care, a key objective is to develop and integrate data-driven operations and decision-making into our processes, management support, and financial management. We aim to enhance and embed the frameworks and tools for data collection and processing in our institutional management. It is essential to strengthen data analysis capabilities, establish service capacities across academic and support functions, and improve leadership skills that facilitate the adoption of new tools. The achievement of this strategic objective is supported through the implementation of a previously defined strategic action:

- **Digital transformation**
 - to strengthen service-providing attitude and improve the quality of our services
 - to build a next-generation enterprise management and decision-support environment

5. Conditions for strategy implementation

The situation assessment and the identification of trends and key challenges have been completed across all focus areas, and the implementation of the objectives set out in Semmelweis University's Institutional Development Plan (2021–2024) has been reviewed. Based on these, the strategic directions for the University have been defined. The actions linked to each objective are characterized by realistic and achievable criteria; however, for the successful implementation of the strategy, it is essential that these actions are accompanied by quantifiable indicators that can be measured continuously and over time.

Among the strategic actions, a dedicated action is therefore included to establish the framework for monitoring and reviewing the strategy. The first Institutional Development Plan following the transition to a new form of governance was developed with the aim of clearly outlining the development directions for the University and its objectives for the upcoming period. To implement the strategy, it is necessary to establish the appropriate organizational and operational frameworks, aligned with the University's governance system. In the upcoming period, internal communication of the strategy will begin, the detailed timeline for the strategic actions will be finalized, and the target values for the indicators will be defined. The methodological framework for strategic monitoring and review, to be operational from 2026, is as follows:

- The resource needs of the strategic actions are integrated as a planning consideration in the University's budget planning processes.
- The implementation of strategic actions is prioritized in the University's grant application and funding activities.
- Target-based funding and indicators in the Public Task Financing Agreement for the next period will be aligned with the implementation of the strategic actions.
- The Senate will review the monitoring report on the implementation of the strategy annually, and the Rector's Executive Meeting will discuss it semi-annually.
- The performance indicators related to the strategic objectives will be aligned with the University's quality policy and quality management practices.
- Internal communication of the strategy will be a priority within the institution.
- The task framework related to the implementation of strategic actions will be incorporated into the evaluation criteria for leadership performance assessment.

The management cycle for implementing, monitoring, evaluating, and, if necessary, redesigning the planned interventions is overseen by **the Vice-Rector for Strategy and Development**.

Figure 26. Strategic monitoring and review cycle



Ábra feliratok:

Stratégiai felülvizsgálat:

Strategic review

Updating the strategic situation assessment, prospective analysis, and feedback on the implementation of the strategy. Reviewing the strategic goals and actions.

Stratégiai tervezés:

Strategic planning

Strategy formulation. Planning the indicators, the timeline, and resource needs linked to the strategic goals.

Breaking down the strategy to faculty levels, integrating strategic goals into faculty development plans.

Éves tervezés:

Annual planning

Planning strategic actions, integrating resource needs into the annual budget, and assessing funding opportunities.

Stratégiai monitoring:

Strategic monitoring

Monitoring the implementation of strategic goals and the realization of the actions, compiling factual metrics and status updates across the organization.

Three potential sources related to the implementation of actions have been identified:

1. **Institutional Budget:** The amount allocated in the university budget to fund the actions.
2. **Expected Grant Sources:** The sum of grants applied for and prepared by the university, which will cover the funding for specific actions.
3. **Public Task Financing Agreement for the 2027–2032 Period:** The funding that can be incorporated into the Agreement, supported by the target financing/indicators outlined in the Agreement.

During planning, only high-level cost estimates were made for the implementation of actions; these will need to be specified more accurately during detailed planning. In the detailed planning phase, alongside one-time expenses, the operating and maintenance costs will also be determined.

6. Comprehensive overview of the programs

As an integral part of the Institutional Development Plan and in support of achieving our strategic goals, an action plan has been created to reinforce the role of the strategy as a genuine management tool and to integrate it into our planning and operational processes.

By collecting and synthesizing the initiatives, proposals, and expectations identified in earlier phases of strategic planning, a two-tiered action list (action group → action) has been compiled. The strategic planning project leaders have appointed representatives from Semmelweis University's senior and middle management as those responsible for each element of this action list.

During the planning of these actions, the following fields were defined:

The diagram illustrates the structure of the Action Sheet form, with labels pointing to specific sections:

- Akció megnevezése és besorolása, rövid definiálása** (Action name and classification, short definition)
- Akciólapot kitöltő vezető neve és elérhetősége** (Name and contact of the manager completing the Action Sheet)
- Az akció részletesebb bemutatása, eredményeinek, hatásainak megfogalmazása** (Detailed description of the action, including outcomes and impact)
- Az akció megvalósításának feladat-űtemterve. Feladatonként azok felelőseinek, közreműködői köreinek, átfutási idejének meghatározása** (Action implementation task schedule. Determination of those responsible for each task, the circle of contributors, and the implementation time for each task)
- Az akció végrehajtásának összesített átfutási ideje** (Total implementation time of the action)
- Akció végrehajtásának külső erőforrás igényének és annak becsült összegének meghatározása** (External resource needs for action implementation with an estimated value)

The form itself is divided into several sections:

- Akció megnevezése és besorolása, rövid definiálása** (Action name and classification, short definition)
- Akciólapot kitöltő vezető neve és elérhetősége** (Name and contact of the manager completing the Action Sheet)
- Az akció részletesebb bemutatása, eredményeinek, hatásainak megfogalmazása** (Detailed description of the action, including outcomes and impact)
- Az akció megvalósításának feladat-űtemterve. Feladatonként azok felelőseinek, közreműködői köreinek, átfutási idejének meghatározása** (Action implementation task schedule. Determination of those responsible for each task, the circle of contributors, and the implementation time for each task)
- Az akció végrehajtásának összesített átfutási ideje** (Total implementation time of the action)
- Akció végrehajtásának külső erőforrás igényének és annak becsült összegének meghatározása** (External resource needs for action implementation with an estimated value)

Ábra feliratok:

Csak a drapp szövegdoxok:

Name, category, and short definition of the action

Name and contact of the manager completing the Action Sheet

Detailed description of the action, including outcomes and impact

Schedule of action implementation, including the person responsible, contributors, and timeline for each task

Total implementation time of the action

External resource needs for action implementation with an estimated value

The description of each action includes an explanation of how it contributes to achieving the associated strategic goal and what interventions are required to ensure that future operations support its attainment. The section on expected outcomes outlines the tangible results and broader impacts anticipated from the implementation of the action.

As part of the action planning process, the key milestones of each action's high-level task and implementation schedule were outlined, along with the responsible persons, contributors, and the expected duration measured in months.

The following list and tables provide a high-level summary of the planned actions assigned to each strategic goal.

Figure 27. List of detailed actions

Alaptevékenységi cél 1. <ul style="list-style-type: none"> Kurrikulum reform 2.0 végrehajtása, monitorozása Új szakterületek, kompetenciák bevonása a képzési portfólióba Doktori képzés fejlesztése Technikumi és szakképző iskolai képzések fejlesztése, szakdolgozói utánpótlás megerősítése Képzési, tanulási folyamat digitális támogatásának fejlesztése, tananyag fejlesztés Oktatók hallgatói értékelési rendszerének továbbfejlesztése 	Gazdálkodási cél 1. <ul style="list-style-type: none"> Egészségügyi ellátásból származó árbevétel dinamikus bővítése, kiemelten a magánegészségügyi szolgáltatáskínálat fejlesztése a teljes portfólióra a humán erőforrás megtartása érdekében Graduális képzési programkínálat árbevételének és jövedelmezőségének növelése, kiemelt fókusszal a nemzetközi képzésre Fundraising tevékenység és bevételek növelése 	Működési cél 1. <ul style="list-style-type: none"> Szolgáltatóképesség megerősítése - szolgáltatási színvonal növelése 	Képességek és fejlődés cél 1. <ul style="list-style-type: none"> Felsőoktatási felvételi rendszer módszertani továbbfejlesztése Munkaerő toborzás, karrier, előmeneteli rendszerek fejlesztése
Alaptevékenységi cél 2. <ul style="list-style-type: none"> Innovációs Alap létrehozása, működési modelljének kidolgozása, forrás megteremtése Innovációs tevékenységhez kapcsolódó háttérprogramok, szolgáltatások, kompetenciák és kapacitások fejlesztése KFI elszámolási és érdekeltségi rendszer kialakítása Simmelweis Egyetemhez köthető applikáció továbbfejlesztése (Simmelweis HELP, Simmelweis UNI App stb.) Egészséges Idősödés Program megvalósítása 	Gazdálkodási cél 2. <ul style="list-style-type: none"> Döntéshozatal megalapozó tervezési és vezetői információs rendszer fejlesztése 	Működési cél 2. <ul style="list-style-type: none"> Adminisztratív folyamatok újratervezése, papírmentes működés 	Képességek és fejlődés cél 2. <ul style="list-style-type: none"> Az egyetem működéséből adódó környezetterhelésének csökkentése Simmelweis márka építése Egyetemi belső kommunikáció fejlesztése Egyetemi reputáció javítása
Alaptevékenységi cél 3. <ul style="list-style-type: none"> Klinikai gyakorlatok súlyának és minőségének megerősítése Betegbiztonság megerősítése a klinikai minőségirányítási rendszerben 	Gazdálkodási cél 3. <ul style="list-style-type: none"> Szervezeti és egyéni teljesítménymonitoring/-ösztönzés eszközeinek fejlesztése és implementálása 	Működési cél 3. <ul style="list-style-type: none"> Új generációs vállalatirányítási és döntéstámogatási rendszerkörnyezet kiépítése 	Képességek és fejlődés cél 3. <ul style="list-style-type: none"> Dolgozói wellbeing növelése
Alaptevékenységi cél 4. <ul style="list-style-type: none"> Hallgatói lemorzsolódás megelőzése Mintatanterv szerinti előrehaladás elősegítése Hallgatói tanulmányi, tehetséggondozás, életviteli szolgáltatások fejlesztése Digitális tanulmányi ügyintézés lehetőségének kialakítása Hallgatói élsport / kulturális tevékenységek támogatása 	Gazdálkodási cél 4. <ul style="list-style-type: none"> A működés költséghatékonyságának növelése a "jó gazda szemlélet" jelentős növelésén és a beszerzési folyamatok és az erőforrásigényt támasztó szervezeti egységek közti együttműködések, és szervezete fejlesztés útján 	Működési cél 4. <ul style="list-style-type: none"> Külföldi hallgatók megtartására vonatkozó fejlesztések Nemzetközi hallgatói ügyviteli szolgáltatások fejlesztése Idegennyelvű gyakorlati képzés feltételeinek javítása 	Képességek és fejlődés cél 4. <ul style="list-style-type: none"> Vagyongazdálkodási terv nyomonkövetése és pénzügyi monitoringja Digitális infrastruktúra fejlesztése (infrastruktúra fejlesztés)
Core activity goal 1 <ul style="list-style-type: none"> to implement and monitor our 'Curriculum reform 2.0'; to include new specialty areas and competencies in our training portfolio; to further develop of our doctoral training; 	Management goal 1 <ul style="list-style-type: none"> to dynamically increase revenues from healthcare services, with focus on the development of private healthcare services and offers to complement our portfolio, with the aim of staff retention; 	Operational goal 1 <ul style="list-style-type: none"> to strengthen service-providing attitude and improve the quality of our services 	Capabilities and development goals 1 <ul style="list-style-type: none"> to continue a methodological development of the entrance examination system from secondary education; to continue workforce recruitment, to improve career

<ul style="list-style-type: none"> to improve our secondary educational programs and strengthen the supply of professional staff; to develop digital support for the training and learning process and curriculum development; to further develop the system of student feedback on teaching activity. 	<ul style="list-style-type: none"> to achieve growth in the revenue and profitability of our Bachelor's and Master's level programs, with focus on programs for international students; to expand our fundraising activities and a growth of related revenue 		advancement and promotion options
Core activity goal 2 <ul style="list-style-type: none"> to establish an Innovation Fund, development of its operational model, and securing funding; to develop background processes, services, competencies, and capacities related to innovation activities; to implement an accounting and incentive system for RDI (Research, Development, and Innovation); to further develop Semmelweis University applications (e.g., 'Semmelweis HELP' and 'Semmelweis UNI App'); to implement the 'Healthy Ageing Program' 	Management goal 2 <ul style="list-style-type: none"> to develop a management planning and information system that can serve as the basis of decision-making 	Operational goal 2 <ul style="list-style-type: none"> to redesign administrative processes for paperless operations. 	Capabilities and development goals 2 <ul style="list-style-type: none"> to achieve a lower environmental impact of the operations; to further build the brand; to improve internal communication; to raise the University's reputation
Core activity goal 3 <ul style="list-style-type: none"> to improve the quality and relevance of clinical practical sessions; to improve patient safety in the clinical quality management system 	Management goal 3 <ul style="list-style-type: none"> to develop and implement tools for performance monitoring and incentive both at an institutional and personal level 	Operational goal 3 <ul style="list-style-type: none"> to build a next-generation enterprise management and decision-support environment. 	Capabilities and development goals 3 <ul style="list-style-type: none"> to improve the well-being of staff.

Core activity goal 4	Management goal 4	Operational goal 4	Capabilities and development goals 4
<ul style="list-style-type: none"> • to prevent dropout; • to provide help in academic progress, based on the model curriculum; • to improve services targeting academic progress, talent support, and lifestyle; • to provide digital management of academic administrative affairs; • to support activities in competitive sports and cultural life 	<ul style="list-style-type: none"> • to improve the cost-efficiency of operation through significantly strengthening the “good steward” mindset and through enhancing cooperation between procurement processes and those organizational units that generate resource demands, and through implementing organizational development 	<ul style="list-style-type: none"> • to update and streamline the process and organizational background of project-based operations, and enhance the agility of the chancellor’s organizational structure 	<ul style="list-style-type: none"> • to monitor the asset management plan and conduct financial oversight; • to develop the digital infrastructure
		Operational goal 5 <ul style="list-style-type: none"> • to implement developments aimed at retaining international students; • to improve international student administrative services; • to enhance conditions for foreign language practical training 	

In the future, the implementation of the actions will be integrated into the daily operational processes of Semmelweis University as follows:

- The resource needs of the actions will be considered as a planning criterion in the budget planning processes of the University;
- The implementation of strategic actions will be prioritized in the University's grant application activities;
- The target-based funding and indicators included in the Public Task Financing Agreement for next period will be linked to the implementation of strategic actions;
- The Senate will review the strategic implementation monitoring report annually, while the Rector's leadership meeting will do so biannually;
- Performance indicators linked to the strategic goals will be aligned with the University's quality policy and quality management practices;
- Internal communication of the strategy will be a key priority within the institution;
- The leadership performance evaluation framework will incorporate task elements related to the implementation of strategic actions.

Final Clause

The Institutional Development Plan of Semmelweis University for the period 2025–2028 was adopted by the Senate of Semmelweis University at its meeting held on 16 December 2024 by Decision No.

Dr. Béla Merkely, Rector
Semmelweis University

Dr. Livia Pavlik, Chancellor
Semmelweis University

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References

List of data used for the situation analysis:

Internal data of Semmelweis University

Higher Education Information System (FIR) – data from the National Statistical Data Collection Program (OSAP)

Data from the Felvi.hu database

Data from the Central Statistical Office (KSH)

Data from the External – Common Research Data Warehouse (e-CORDA)

Data from the National Research, Development and Innovation Office (NKFIH)

Data from the Community Research and Development Information Service (CORDIS)

Data from InCites Benchmarking and Analytics

Data from SciVal

Data from the National Health Insurance Fund of Hungary (NEAK)

Data from Eurostat