

# **Strategy of Ferenc Rákóczi II Transcarpathian Hungarian University for Achieving the Sustainable Development Goals by 2030**

## **1. General Provisions**

This Strategy defines the vision, objectives, principles, priorities, implementation mechanisms and monitoring system of Ferenc Rákóczi II Transcarpathian Hungarian University in the field of achieving and promoting the Sustainable Development Goals by 2030 through educational, research, innovation, third mission and governance activities.

The Strategy applies to all structural units of the University and is used in the planning of educational programmes, the review of internal regulations, the formulation of annual target indicators, the preparation of annual work plans, project applications, partnership development, reporting and self-evaluation.

The University regards sustainable development not as a separate thematic block, but as a cross-sectoral approach that combines quality education, responsible research, ethical digitalisation, a healthy and inclusive academic environment, partnerships and socially useful engagement in the region.

## **2. Normative and Institutional Framework**

The Strategy is based on the United Nations 2030 Agenda for Sustainable Development, proclaimed by United Nations General Assembly Resolution No. 70/1 of 25 September 2015, and on Decree of the President of Ukraine No. 722 of 30 September 2019, "On the Sustainable Development Goals of Ukraine for the period until 2030".

In its development, the Strategy for the Development of Higher Education in Ukraine for 2022-2032 was taken into account, as were the University's current documents defining its mission, internal quality assurance system, development priorities, inclusion, digitalisation and the ethical use of technologies.

The institutional basis of the Strategy includes, in particular, the Statute of the University; the Concept for Ensuring the Quality of Education and the Internal Quality Assurance System; the Concept of Comprehensive Development and Operation for 2025-2029; the Gender Equality Plan for 2025-2029; the Strategy for the Use of Artificial Intelligence for 2025-2029; and internal documents on academic integrity, transparency, anti-corruption, support for graduate employment and annual performance targets.

The Strategy ensures continuity of institutional development in the period of transformation from an institute into a university. It therefore takes into account both the current university regulatory framework and the strategic documents adopted during the transitional period of 2025.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) were also taken into account in the development of the Strategy.

## **3. Vision, Mission and Strategic Goal**

**Vision:** by 2030, the University is a recognised regional educational, research, cultural and social centre that integrates the principles of sustainable development into all its core processes.

**Mission:** through quality-oriented, student-centred education, research, cultural and community activity, and partnerships, to educate competitive, knowledgeable and creative professionals who are capable of lifelong learning, responsible decision-making and ethical action in a multilingual and multicultural environment, and who contribute to the sustainable development of the region and society.

**Strategic goal:** to ensure the systematic acquisition by higher education students of competences aimed at achieving the Sustainable Development Goals; to align the University's educational, research and third mission activities with national and global sustainability priorities; and to develop an inclusive, transparent, digitally responsible and resource-efficient institutional environment.

The University implements the principles of sustainable development in light of its institutional specificity as a regional, multilingual and multicultural higher education institution operating in a border region. Particular attention is paid to the preservation of cultural heritage, the development of linguistic and intercultural competence, support for the national communities of the region and the creation of an open academic environment integrated into the Ukrainian and international higher education areas.

#### **4. Principles for Implementing the Strategy**

- human-centredness and student-centredness;
- quality, evidence-based decision-making and systemic management;
- academic integrity, ethics, transparency and accountability;
- inclusion, gender equality, non-discrimination and respect for human dignity;
- interdisciplinarity, innovation and openness to partnerships;
- responsible digitalisation, data protection and the ethical use of artificial intelligence;
- regional embeddedness, social usefulness and international openness;
- resilience, safety and adaptability in wartime and other crisis conditions.

#### **5. Strategic Priorities**

The University defines the following six interrelated priorities:

##### **5.1. Education for Sustainable Development**

The University integrates the theme of sustainable development into educational programmes, educational components, syllabi, practical training, qualification papers, student projects and extracurricular activities. This concerns not only the environmental dimension, but also health, equality, decent work, integrity, responsible use of resources, digital literacy, artificial intelligence, human rights, cultural heritage and partnerships.

By 2027, during the next review of educational programmes, each programme must clearly identify in which educational components and forms of assessment sustainability-related competences are developed. By 2028, each educational programme must include at least one compulsory or elective component, module, thematic block or practical assignment that directly addresses responsible professional activity or sustainable development.

The University develops opportunities for lifelong learning, in particular through short educational programmes, professional development courses and open educational resources aimed at the needs of different age and professional groups of the population.

The University provides annual professional development for academic staff in education for sustainable development, inclusive teaching, the ethics of artificial intelligence, academic integrity, community engagement and the development of critical thinking skills. Particular attention is paid to the link between academic content and the real needs of the region.

The University develops international academic mobility, inter-university cooperation and instruction in the state language and foreign languages as important instruments for achieving the Sustainable Development Goals. The internationalisation of educational programmes contributes to the formation of global thinking, intercultural competence and the competitiveness of graduates.

##### **5.2. Research, Innovation and Digital Responsibility**

The University's research activities focus on the social, educational, cultural, ecological, economic and security challenges of Transcarpathia and the border region. Interdisciplinary research that combines approaches from the humanities, social sciences, natural sciences, pedagogy and digital fields is supported.

The University develops its research infrastructure, electronic resources, digital learning materials, online courses and learning management tools, while combining these developments with ethical rules for the use of

artificial intelligence, the protection of personal data, the prevention of algorithmic discrimination and the prevention of plagiarism.

Until 2030, the University annually organises or co-organises academic events, round tables or public discussions dedicated to sustainable development topics. It also encourages the preparation of publications, student research papers and project applications in which sustainable development appears as a research or applied dimension.

The University strengthens the link between research, innovation activity and the needs of the regional economy, promoting the practical application of research results and the development of partnerships with businesses and professional communities.

### **5.3. Third Mission and Community Service**

The University understands the third mission as systematic interaction with communities, employers, schools, cultural institutions, public authorities, civil and church organisations, professional communities, alumni and international partners.

The priorities include awareness-raising activities, support for mental health, career development and graduate employment, the popularisation of science, the protection of cultural heritage, environmental education, and participation in socially useful initiatives, volunteering and service learning.

At least one socially useful, awareness-raising or partnership-based activity or project in the logic of sustainable development must be implemented annually by each faculty, department or equivalent structural unit. Such activities should connect the educational function of the University with real benefits for the community.

### **5.4. Responsible Campus, Resources and Infrastructure**

The University consistently reduces the use of paper, expands digital document management, develops electronic learning management systems, supports open access to teaching and methodological materials and fosters a culture of economical resource use.

Within the limits of financial capacity and project funding, the University introduces measures for energy saving, rational water use, waste sorting, the reduction of excessive consumption and the creation of a safe and accessible environment. Environmental responsibility is considered part of management culture, not merely a technical issue.

By 2027, an internal audit of resource consumption and the digitalisation of key processes will be conducted. On this basis, practical steps for 2028-2030 will be approved with measurable indicators.

### **5.5. Inclusive, Healthy and Ethical University Environment**

The University develops an inclusive, safe, family-friendly, gender-sensitive and psychologically supportive institutional culture. In this area, the Strategy relies on the Gender Equality Plan, the work of the Psychological Service, the Department of Academic Integrity, Transparency and Anti-Corruption, and internal mechanisms for responding to violations.

The priorities include equality of opportunity in admission, study and career development; zero tolerance for violence and harassment; support for mental health; the development of confidential reporting channels; the promotion of integrity; career training and counselling; and support for staff and students with family responsibilities.

The University annually conducts information and awareness-raising campaigns, training sessions, surveys and activities aimed at developing an organisational culture of mutual respect, responsibility and well-being.

Academic integrity is regarded as an integral component of sustainable development and as the basis of trust in the results of the University's educational and research activities.

## **5.6. Governance, Partnerships and Institutional Capacity**

The Strategy is implemented by integrating its provisions into the internal quality assurance system, annual target indicators, plans of structural units, procedures for reviewing educational programmes, human resources development, and project and grant activities.

The University strengthens cooperation with the national and international academic community, state institutions, local self-government bodies, businesses, professional organisations and the civil sector in order to jointly achieve the Sustainable Development Goals.

Particular attention is paid to the development of cross-border and international cooperation, especially with European higher education and research institutions.

The principle of partnership does not mean a merely formal network of contacts, but joint planning, exchange of experience, mobility, joint research, development of educational solutions, community events and the involvement of stakeholders in decision-making.

The University ensures the systematic involvement of stakeholders - students, graduates, employers and partners - in the development, implementation and monitoring of educational programmes and strategic decisions.

The University takes into account the conditions of martial law and other crisis challenges by ensuring the continuity of the educational process, the adaptability of management decisions and support for students and staff in difficult social circumstances.

## **6. Implementation Mechanisms**

Coordination of the implementation of the Strategy is carried out by the Vice-Rector for Research and Quality Assurance in cooperation with the Higher Education Quality Assurance Council, the Department for Higher Education Quality Assurance and the heads of structural units.

For the practical implementation of the Strategy, a brief annual action plan is approved, defining responsible persons, deadlines, data sources and indicators. If necessary, temporary working groups may be established in specific areas: education for sustainable development, digitalisation, inclusion, health, community cooperation and resource efficiency.

Structural units ensure the inclusion of the relevant tasks in their annual plans, while the governing bodies of the University take monitoring results into account when making management decisions.

The University periodically identifies and assesses risks related to the implementation of the Strategy and provides measures to minimise them.

## **7. Monitoring and Evaluation**

Monitoring of the implementation of the Strategy is carried out annually on the basis of quantitative and qualitative indicators. Data sources include educational programmes, syllabi, reports of departments and units, results of surveys of students and staff, graduate employment data, human resources and financial data, research activity reports, and information on events, partnerships and projects.

In 2028, a mid-term review of the implementation of the Strategy will be conducted, with possible refinement of indicators and priorities. In 2030, a final report will be prepared as the basis for a new strategic cycle.

Monitoring results are submitted to the Academic Council and used to improve internal policies, educational programmes and annual activity plans.

Monitoring results are also used to improve the internal quality assurance system in higher education and to align the University's strategic and operational decisions.

Quantitative and qualitative indicators are used as a basis for management decisions and for the continuous improvement of the University's activities.

## 8. Expected Results by 2030

All educational programmes clearly identify competences and learning outcomes related to sustainable development, and students have opportunities to develop the relevant knowledge and skills through study, practical training, research and extracurricular activities.

The University has a stable framework of research, public events and partnership initiatives dedicated to sustainable development, responsible digitalisation, integrity, mental health, inclusion and community development.

The institutional culture of transparency, equality, safety and well-being is strengthened; the role of the University as a responsible regional actor combining quality education, research, cultural mission and service to society is enhanced.

The University focuses primarily on those Sustainable Development Goals that directly correlate with its educational, research, governance and social mission, while recognising the indivisibility of all 17 Sustainable Development Goals as a national development framework.

### RELATIONSHIP MATRIX BETWEEN UNIVERSITY PRIORITIES AND THE SUSTAINABLE DEVELOPMENT GOALS

Goal	University instruments	Key indicators
SDG 3. Good Health and Well-being	Psychological Service, mental health activities, safe educational environment, prevention campaigns	number of activities; participant coverage; awareness and satisfaction levels
SDG 4. Quality Education	updating educational programmes, lifelong learning, digital and face-to-face formats, professional development of academic staff	share of programmes with a clear SDG component; number of courses/modules; staff participation in training
SDG 5. Gender Equality	implementation of the Gender Equality Plan, family-friendly measures, anti-discrimination and response mechanisms	annual reports; number of activities; gender-sensitive participation indicators
SDG 8. Decent Work and Economic Growth	career training, monitoring of graduate employment, links with employers	employment data; number of career events; partner database
SDG 9. Industry, Innovation and Infrastructure	development of IT infrastructure, LMS, electronic resources, responsible use of artificial intelligence	digital services; online courses; internal regulations and training
SDG 10. Reduced Inequalities	inclusive environment, student-centredness, support for different groups of students and staff	surveys; accessibility of services; number of support measures
SDG 12. Responsible Consumption and Production	digitalisation of document management, economical use of paper, energy and materials	internal audit data; share of electronic processes; resource costs
SDG 13. Climate Action	environmental education, awareness-raising campaigns, campus resource efficiency	number of environmental activities; existence of an action plan; unit reports
SDG 16. Peace, Justice and Strong Institutions	academic integrity, transparency, accountability, anti-corruption procedures, stakeholder participation	number of awareness-raising activities; internal procedures; monitoring results
SDG 17. Partnerships for the Goals	cooperation with communities, schools, employers, higher education institutions in Ukraine and abroad, and the civil sector	number of agreements, joint events, mobilities and projects

## STRATEGY IMPLEMENTATION MATRIX (2026-2030)

Area	Main measures	Responsible units	Timeline	Indicators
Education for sustainable development	review of programmes and syllabi; identification of SDG competences; preparation of academic staff	programme leaders, departments, Quality Assurance Council, Department for Higher Education Quality Assurance	2026-2028	programmes reflect competences and measures; annual training
Research, innovation and digitalisation	SDG-related research, academic events, ethical use of artificial intelligence, development of LMS and electronic resources	vice-rectors, research units, Informatics Centre, departments	2026-2030	events, publications, projects, digital products
Third mission and community	public lectures, service learning, career and awareness-raising activities, alumni work	departments, Department for Graduate Employment Support and Monitoring, Alumni Association, Student Self-Government	annually	at least one socially useful initiative per unit each year
Resources and campus	audit of resource consumption, digitalisation of processes, measures for economical consumption	administration, economic units, Informatics Centre, structural units	2026-2030	internal audit; share of electronic processes; local action plans
Inclusion, health and integrity	implementation of the Gender Equality Plan, mental health, anti-discrimination and anti-corruption measures, confidential reporting channels	Psychological Service, Department of Academic Integrity, Transparency and Anti-Corruption, Human Resources Department, Quality Assurance Council	annually	campaigns, training sessions, surveys, reports, consultations
Governance and monitoring	annual action plan; data collection; mid-term review in 2028; final report in 2030	Vice-Rector for Research and Quality Assurance, Academic Council, Department for Higher Education Quality Assurance	2026-2030	annual report and management decisions based on it