Óbuda University Doctoral School on Materials Science and Technology Performance Evaluation

Annual Report

2023/2024 Academic Year

September 1, 2023 – August 31, 2024

Contents

1. Previous Annual quality evaluation, based on the results, of which new quality goals are set

The evaluation of the quality targets set for the 2023–24 academic year can be found in the attached document[1].

2. Analysis of the number of doctoral students

Since the launch of the DI until the end of the 2023–24 academic year, 71 students have been admitted under the organized training program. To date, 9 students have been dismissed for academic reasons without receiving a degree, and 1 student has transferred to another doctoral school. The dismissal rate for academic reasons is 12.6%.

To date, 44 comprehensive exams have been administered, with an average of 1.9 years elapsing between admission and the comprehensive exam. For seven students, the time between admission and the comprehensive exam exceeded two years due to the use of a passive semester.

During the reporting period, the following 16 new students (10 full-time, 3 part-time, 2 correspondence, 1 individual) were admitted:

János Márk Bozorádi	Full-time
Béla Bődi	Full-time
Fruzsina Fülöp	Daytime
Ferenc Hareancz	Correspondence
Ádám Inger	Full-time
Gergely Juhász	Part-time
János Kuti	Full-time
Attila Széll	Full-time
Minhalina Binti Ahmad Buhairi	Daytime, SH
Sara Ines Moussaoui	Day, SH
Wasan Abdullah Alkaron	Day, SH
Róbert Farkas	Individual
Béla Mészáros	Day
Viktor Ráczi	Day
Krisztián Márity	Daytime
Áron Lóránd	Day

3. Students who passed the comprehensive exam

Eight of our students took the comprehensive exam during this period, all of them successfully:

Dóra Bereczki	Full-time
Márton Schramkó	Full-time
Khan Kashif Ullah	Day
Róbert Kohlhéb	Day
Attila Marczis	Day
Anikó Moór	Day

[1] 1 ATDI Quality Goals Indicators 2023 24 School Year.pdf

Róbert Stadler	Day
Róbert Farkas	Individual

4. Students requesting a certificate of completion

Houria Kaou Maroua	Full-time, SH
Levente Széles	Full-time

5. Doctoral students currently pursuing or having earned a degree, their committees, and their results,

During the reporting period, two students earned their PhD degrees

Al-hilfi Ali	Full-time, SH	cum laude
Angeli Eliza	Part-time	cum laude

Committee for **Ali Alhilfi's** public PhD defense

Title of the dissertation:
The Effect of Ultrasound on the Inelastic Deformation of Metals *Advisor:* Endre Ruszinkó, DSc, Professor, ÓE

Workplace Discussion
Location: Óbuda University, Bánki Faculty, 8 Népszínház Street, Budapest VIII.
Preliminary reviewers:
Jurij Sidor, DSc, Professor, ELTE Péter Varga, PhD, Assistant Professor, ÓE

Public Defense
Location: ÓE BGK Council Chamber (1081 Budapest, Népszínház utca 8) and online platform (BBB)

Chair: Judit Borsa, CSc, Professor Emerita, ÓE
Alternate Chair: Mihály Réger, DSc, Professor, ÓE

Secretary: Judit Lukács, PhD, Associate Professor, ÓE

Opponents:
Jurij Sidor, DSc, Professor, ELTE Viktor Gonda, PhD, Associate Professor, ÓE
Alternate Reviewer: János Dusza, DSc, Director, IMR SAS
Members:
László Tóth, CSc, Research Professor, University of Lorraine, Lab. of Excellence 'DAMAS' Imre Czinege, CSc, Professor Emeritus, SZE
Péter Varga, PhD, Assistant Professor, ÓE
Alternate member: János Dusza, DSc, Director, IMR SAS
Tamás Réti, DSc, Professor Emeritus, ÓE
Alexis Rusinek, PhD, University of Lorraine, Metz, France

Eliza Angeli's Public Defense Committee:

Thesis title: Solvent retention of cellulose-based packaging materials
Advisors: Rozália Szentgyörgyvölgyi, PhD, Associate Professor (ret.),
ÓE László Koltai, PhD, Associate Professor, ÓE

Workplace discussion (in Hungarian)
Location: ÓE RKK, 1034 Budapest, Doberdó u. 6.

Opponents: Péter Böröcz, PhD, Professor, SZE
Tünde Tóth, PhD, ELKH EK, Associate Professor (Habilitated), BME

Public defense (in Hungarian)
Location: ÓE RKK, 1034 Budapest, Doberdó u. 6.
Opponents: Péter Böröcz, PhD, Professor, SZE
Erzsébet Novotny, Habilitated PhD, Associate Professor, ANY Security Printing Co.
Chair: Judit Borsa, CSc, Professor Emerita, ÓE
Secretary: Richárd Horváth, PhD, Associate Professor, ÓE
Members: Zoltán Juvancz, DSc, retired professor, ÓE
Lívia Kokasné Palicska, PhD, CEO, Innovatext Textile Industry Technical Development and Testing Institute Ltd.
Tünde Tóth, PhD, ELKH EK, Habilitated Associate Professor, BME
Alternate Chair/Secretary: Lászlóné Telegdi, DSc, Professor Emerita, ÓE
Alternate member: Mihály Réger, DSc, Professor, ÓE

6. Dropout data

We dismissed 4 students for academic reasons:

Barnabás Zoltán Tóth	Full-time
Achraf Radi	Full-time, SH
Amal Zarrami	Daytime, SH
Sándor Takács	Correspondence

A student has requested a transfer to another doctoral school (ÓE AIAMDI):

Mohammed Mudabbiruddin	Full-time, SH

7. Results of Habilitation Procedures

Two successful habilitation procedures were conducted during the specified period

Ágota Drégelyi-Kiss	Materials Science and Technology
Tamás Csiszér	Materials Science and Technology

Ágota Drégelyi-Kiss's Habilitation Committee
Habitus Examination Committee:
Chair: Judit Borsa, Dr. habil., CSc., Prof. Emeritus, ÓE
Members: Sándor Kemény, Dr. habil., DSc, Prof. Emeritus, BME
Gyula Hermann, Dr. habil., CSc

Professional Review Committee:

Chair: Judit Borsa, Dr. habil., CSc, Prof. Emer., ÓE
Members: Sándor Kemény, Dr. habil., DSc, Prof. Emeritus, BME
Gyula Hermann, Dr. habil., CSc
Marianna Halász, Dr. habil., CSc, Professor, ÓE Tamás
Réti, Dr. habil., DSc, Professor, ÓE
Enikő Bitay, Dr. habil., Ph.D., MTA member, university professor, Sapientia
Endre Ruszinkó, Dr. habil., DSc, university professor, ÓE

Alternate:
Mátyás Andó, Dr. habil., PhD, associate professor, ELTE
Mihály Réger, Dr. habil., DSc, university professor, ÓE

Tamás Csiszér's Habilitation Committee:
Habitus Examination Committee:
Chair: Mihály Réger, Dr. habil., DSc, Professor, ÓE
Members: Ildikó Csóka, Dr. habil., Ph.D., professor, University of Szeged Marianna Halász, Dr. habil., CSc., professor, ÓE

Professional Review Committee:
Chair: Mihály Réger, Dr. habil., DSc, Professor, ÓE
Members: Ildikó Csóka, Dr. habil., Ph.D., professor, University of Szeged Marianna Halász, Dr. habil., CSc., professor, University of Óbuda Hajnalka Hargitai, Dr. habil., Ph.D., professor, University of Szeged Tamás Réti, Dr. habil., DSc., professor, University of Óbuda
Béla Palotás, Dr. habil., CSc., Professor Emeritus, DUE Tünde Anna Kovács, Dr. habil., PhD, Associate Professor, ÓE

Alternate:
Péter János Szabó, DSc, university professor, BME László Pokorádi, DSc, university professor, ÓE

8. Results of doctoral student needs and satisfaction surveys

8.1 Opinions of students currently enrolled

A questionnaire-based needs and satisfaction survey was conducted at the beginning of the reporting period. In it, 17 enrolled students expressed their opinions on a 5-point scale regarding the following questions. The lowest average score was 3.7, and the highest was 4.9. In the table, we have highlighted in bold the less favorable results around an average of 4, and in red the exceptionally good results around 4.8–4.9. The final question concerned the overall evaluation of the doctoral school's operations; the average rating for this was 4.4 on the five-point scale.

Question	Average
1. Are the conditions in the Doctoral School adequate for the education of doctoral students and the successful conduct of doctoral r	4.4
2. To what extent has the Doctoral School based its educational and scientific work on modern and recent scientific results? / To what extent does the Doctoral School build its educational and scientific work on modern and recent scientific results?	4.4

3. How do you evaluate the flow of information and communication within the Doctoral School? / Are you satisfied with the flow of information within the Doctoral School?	4.4
4. How satisfied are you with the organization of the doctoral program? / How satisfied are you with the organization of the doctoral program?	**4.2**
5. Are you satisfied with the range of courses available? / Are you satisfied with the range of subjects you could take? (full-time, correspondence, SH students)	4.4
6. Are you satisfied with the content of the chosen subjects? (full-time, correspondence, SH students)	4.4
7. How did you find the quality of the classes and consultations? (full-time, correspondence, SH students)	**4.2**
8. How do you find your supervisor's support in your research?	4.9
9. To what extent do you receive support from your supervisor in publishing your research results or presenting them at conferences?	4.8
10. To what extent do you receive guidance and help from your supervisor in preparing your dissertation? / To what extent do you receive guidance and help from your supervisor to prepare your dissertation?	4.8
11. How helpful is the preparation and evaluation of the semester-end report to your research? / How helpful is the preparation and evaluation of the semester-end report to your research?	4.6
12. How useful do you find the regular, compulsory presentations at doctoral conferences for your research and the preparation of your dissertation? / conferences for your re	**4.2**
13. How realistic do you consider the grades and evaluations you receive in examinations (subjects, comprehensive exams) and semester-end conferences?	4.6
14. To what extent has your professional knowledge in your field of research increased during your doctoral training? / To what extent has your professional knowledge in your field of research increased during your doctoral training?	4.4
15. To what extent has your general professional knowledge increased during your doctoral training?	4.4
16. How satisfied are you with the quality of the library and online reference services?	**3.7**
17. How satisfied are you with the quality of the research infrastructure at your research site at your research site? / How satisfied are you with the quality of the research infrastructure at your research site?	**4.2**
18. Overall, how do you rate the usefulness of the time spent in doctoral training so far?	4.4

Four students also provided verbal feedback on the doctoral school's activities as follows

Everyone is very helpful (teachers, advisors, administrators). It was great to be an ATDI student. It was also useful for networking. Thank you very much!
Expanding international conference opportunities for PhD students by increasing the budget is a valuable investment in their academic and professional growth. Increased funding for such conferences would greatly benefit PhD students, enabling them to gain broader perspectives and contribute to the advancement of knowledge in their fields
Maximum helpfulness and support in every situation. It's clear that they want to guide you toward progress, development, and success. My advisor always has an idea if I get stuck. Suggestion for improvement: an online orientation for first-semester students would be helpful for easier navigation, as well as guidance on selecting the appropriate journal for publications/conferences and the publication process—ideally every semester.
Overall, satisfied, but the funds provided for students wishing to attend international conferences are very limited.

Summary evaluation of current students' opinions:

Based on the survey, the areas of the doctoral school's operations that students criticized or deemed lacking can be identified as follows:

- organization of the doctoral program, student relations
- quality of classes and consultations
- mandatory attendance at doctoral student conferences
- the quality of library and online literature services
- research infrastructure
- funding for conference attendance
- orientation for first-semester students
- presentation of publication opportunities

The support provided by the thesis advisor was the aspect most frequently cited by students as a

positive. Opinions of graduates

A similar survey was conducted at the same time among graduates, and 11 responses were received. On a five-point scale, the final question—which asked about the usefulness of the time spent in the program—yielded an average score of 4.3. The lowest average score was 2.9, and the highest was 4.5. In this table as well, we have highlighted questions with exceptionally low scores in bold and those rated above average in red.

Question	Average
1. Were the conditions in the Doctoral School adequate for the education of doctoral students and the successful conduct of doctoral research? / Were the conditions in the Doctoral School adequate for the education of doctoral students and the successful conduct of	4.1
2. How do you rate the structure of the doctoral program? / Were you satisfied with the structure of the doctoral training?	4.0
3. To what extent has the Doctoral School based its educational and scientific work on modern and recent scientific results? / To what extent has the Doctoral School built its educational and scientific work on modern and recent scientific results?	4.3
4. How would you rate the flow of information and communication within the Doctoral School? / Were you satisfied with the flow of information within the Doctoral School?	4.0
5. How satisfied were you with the organization of the doctoral program? / How satisfied were with the organization of the doctoral program?	**3.8**

6. Were you satisfied with the range of courses available? / Were you satisfied with the range of subjects you could take?	4.1
7. Were you satisfied with the content of the chosen subjects? / Were you satisfied with the content of the chosen subjects?	4.2
8. How did you find the quality of the classes and consultations?	4.1
9. How did you find your supervisor's support in your research?	4.4
10. To what extent did you receive support from your supervisor in publishing your research results or presenting them at conferences?	4.5
11. To what extent did you receive guidance and help from your supervisor preparing your dissertation? / To what extent did you receive guidance and help from your supervisor to prepare your dissertation?	4.3
12. How much has your research work been helped by attending regular biannual conferences?	**3.8**
13. To what extent did the Doctoral School provide opportunities for building external relationships (e.g., research institutes, industrial contacts)? / Did the Doctoral School provide opportunities for building external relationships (e.g., research institutes, industrial rel	**2.9**
14. To what extent has your professional knowledge in your field of research increased during your doctoral training? / To what extent has your professional knowledge in your field of research increased during your doctoral training?	4.0
15. To what extent has your general professional knowledge increased during your doctoral training? / To what extent has your general professional knowledge increased during your doctoral training?	4.0
16. To what extent are you able to apply the knowledge you gained during your doctoral training in your work? / To what extent can you apply the knowledge gained during your doctoral studies in your work?	4.1
17. To what extent has earning your PhD positively influenced your employment and career? career? / How has the PhD degree influenced your employment and career?	4.0
18. Overall, how would you rate the usefulness of the time spent in doctoral training? / Overall, how would you rate the usefulness of the time spent in doctoral training?	4.3

Four students also provided verbal feedback on their years in the doctoral school, stating:

The doctoral school allowed me to place great emphasis on my scientific research without being hindered by mandatory teaching duties or excessive course completion requirements. The wide range of courses to choose from was a significant advantage; I had the opportunity to learn from a professor at another university on a topic truly relevant to my research. This kind of flexibility, along with the program's level of organization and transparent bureaucratic system, was simply unimaginable. I can't suggest anything I would change about how the school operates; I was completely satisfied with it, and I'm glad I applied here.
It was okay. Excellent.

Why I didn't give the maximum score where I didn't:

- ad2: the subject-specific part of the comprehensive exam is a waste of time (the sections on research progress, partial results, and plans are useful and necessary);

- ad4: not all links were active/up-to-date on the DI website; aside from Professor Borsa, there was hardly anyone else who was fully aware of everything; - ad5: I couldn't handle anything on my own through Neptun; everything required emails, phone calls, or in-person visits; - ad6: it was difficult to choose because few courses were related to my field of study, but in the end I did not regret taking the courses I selected; - ad8: In the vast majority of courses, I was fortunate to receive excellent, personalized instruction; however, the instructor of one course questioned the validity of my research topic and whether it was worthy of a PhD degree, but he was proven wrong; - ad13: I did not encounter such networking opportunities directly through the DI; the ÚNKP in-house conference and other conferences of my own choosing filled this gap; - ad17: It is not the DI's fault that I have not (yet?) enjoyed the benefits of a PhD degree during my career. | stars next to the fives: ad1: the minimal teaching load provided ample time for research progress; - ad9-11: I am fortunate to have an exceptional person as my doctoral advisor, who is not only a professional role model, expert, and excellent leader, but also an outstanding motivator, partner, colleague, and empathetic boss; - ad12: I consider the opportunity to practice regular oral presentations, even in a foreign language, to be an excellent tool, and the frequency of these events was neither too high nor too low.
I must convey my utmost gratitude and appreciation for the unwavering support bestowed upon me by Prof. Judit Borsa and Dr. József Pap throughout my entire doctoral journey.

Based on the survey, the areas of the doctoral program's operations that were criticized by graduates or deemed lacking can be identified as follows:

- the organization of the program, the flow of information
- mandatory attendance at doctoral student conferences
- opportunities for external networking

On the positive side, graduates also highlighted the effectiveness of their relationships with their advisors.

9. Analysis of HR data (core faculty, supervisors, thesis advisors, course coordinators, instructors), changes, new members, succession planning

During the reporting period, 11 core members oversaw the doctoral program; of these, 8 are tenured university professors, and 6 hold DSc degrees, one of whom is an external member of the Hungarian Academy of Sciences (MTA). The average age of core members who are not professors emeritus (10 individuals) is 59 years; the youngest is 50 years old, and the oldest core member is 68 years old. The eligibility of core members has been verified in accordance with the relevant regulations.

The 38 supervisors at DI had a total of 45 active students, resulting in an average of 1.18 students per supervisor. According to the EDHSZ, a supervisor may not have more than six state-funded doctoral students at any given time. In DI, the highest student-to-supervisor ratio is 3 (for one supervisor); 11 supervisors supervise between 1 and 3 students, and 26 of our staff members have 1 or
0.5 students are supervised by 26 of our staff members.

Of the 101 colleagues involved in doctoral training, more than half—52 people—have had or currently have a doctoral student at ATDI. Active supervisors at the DI have, to date,

supervised a total of 184 doctoral students, 101 of whom have already successfully earned their degrees. This means that, on average, supervisors have already guided at least two doctoral students through the process of earning their doctoral degrees, indicating that DI supervisors certainly possess significant experience in this field.

In addition to the active supervisors at DI, 23 colleagues are listed with optional topics for which no students have yet applied. In their case, the two ratios mentioned above amount to 5.4 PhD students per person and 3.6 graduated PhD students per person, meaning that these colleagues' expertise in supervision—and the diversity of their topic selection—represent a significant reserve for the DI's future operations.

In total, 54 of our staff members also teach courses at the DI. There are currently 103 courses, with each faculty member teaching an average of 2 courses. We consider the relatively large number of available courses to be important due to the diverse nature of our research topics.

10. DI core staff/instructors/advisors: Verification of ODT interface updates

TÖRZSTAGI MEGEFELŐSÉGI FELÜLVIZSGÁLAT SZEMPONTRENDSZER

ÓE Anyagtudományok és Technológiák Doktori Iskola

Név	Tudományos fokozat típusa (PhD, CSc, DSc, tud. Tanácsadó, stb.)	Publikációs teljesítmény megfelelősége a DI tudományágában[1] 2017-2022		Végzett doktorandu-szainak létszáma (fő)	Foglalkoztatás módja		Kizárólagossági nyilatkozattétel az intézményben		Aktuális témakiírással rendelkezik-e az ODT felületen	
		Igen	Nem		Teljes munka-idő	Rész munkaidő	Igen	Nem	Igen	Nem
Balázsi Csaba	DSc, tud. tan	x		3	x		x		x	
Dusza János	MTA kt, et	x		12.5	pr. emer.		x		x	
Felde Imre	PhD, et	x		1	x		x		x	
Halász Marianna	PhD, CSc, et	x		3	x		x		x	
Hózer Zoltán	DSc, tud. tan	x		6.5	x		x		x	
Kádár Péter	PhD, et	x		3	x		x		x	
Marosné Berkes Mária	PhD, et	x		4	x		x		x	
Nemcsics Ákos	DSc, et	x		1	x		x		x	
Rácz Ervin	PhD, ed	x		1	x		x		x	
Réger Mihály	DSc, et	x		3	x		x		x	
Ruszinkó Endre	DSc, et	x		1	x		x		x	

11. Partnerships (domestic, international): with whom and in what capacity has DI collaborated, are there any new partnerships, etc.

	Partner	Nature	Subject
1	ELKH Energy Science Research Center	research organization, contractual partner	in all fields
2	ELKH Wigner Research Center for Physics	research organization, contractual partner	in all areas
3	ELKH Natural Sciences Research Center	research organization, contractual partner	in all fields
4	János Neumann University	partner institution, contractual partner	education, examination board, research
5	University of Dunaújváros	partner institution, contractual partner	educational, examination committee research
6	Széchenyi University	partner institution	teaching, examination committee, research

7	Lorraine University, Metz, France	partner institution	teaching, examination board, research
8	University of Miskolc	partner institution	teaching, examination board, research
9	MVM Paks Nuclear Power Plant Ltd.	industrial organization	examination board
10	University of Szeged	partner institution	examination committee
11	Eötvös Loránd University	partner institution	educational, examination board,
12	Budapest University of Technology and Economics	partner institution	teaching, examination committee, research
13	Femtonics Ltd.	partner institution	examination committee
14	Dentarttechnik	Industrial organization	Research
15	Slovak Academy of Sciences	Research organization	educational, examination board, research, expert, advisory, project
16	Bay Zoltán Applied Research Public Benefit Nonprofit Ltd.	research organization	examination board
17	National Public Health Center	partner institution	examination committee
18	University of Debrecen, Faculty of Medicine	partner institution	examination committee
19	INNOVATEXT Textile Industry Technical Development and Testing Institute Ltd.	industrial partner	educational, examination board
20	Hungarian University of Agricultural and Life Sciences University	partner institution	examination board
21	University of Sopron	partner institution	educational, examination board
22	Inno-Water Ltd.	industrial partner	educational, examination board, research
23	77 Elektronika Kft.	industrial partner	educational, research, expert,
24	MTA Scientific Committee on Materials Science and Technology	MTA organization	examination board, advisory

During the reporting period, we entered into a contract with a new partner, Bay Zoltán Applied Research Public Benefit Nonprofit Ltd., which can be viewed at the following link:
file:///C:/Users/B%C3%A1nki-KK-003/Downloads/kooperacio_215_1224%20(3).pdf

12. Review of infrastructure, e.g., the condition of the research and office technology infrastructure provided to doctoral students, developments and expansions achieved, and "borrowed resources"

No significant changes have occurred in this regard at the DI.

13. Events and activities organized by the DI, such as doctoral student conferences, workshops, etc.

14. Results of ALUMNI activities

As part of ALUMNI activities, we collected information on the current workplaces and contact details of graduates. We then sent out an electronic questionnaire to the graduates, in which they could report on their experiences and the usefulness of their time spent at the DI. The results of the questionnaire survey are detailed in Section 8 of the report.

Name of PhD graduate	Current activity, affiliation

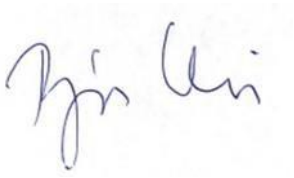
Abohalguma Tala	Libyan Petroleum Institute, Industrial Research Department, Scale and Corrosion Division; Material Science and Corrosion Unit, Gargarsh, Madina Syaheya; she works on corrosion related to oil exploration and is the head of one of the smaller research units. She maintains close contact with her advisor; they are co-authoring a book chapter (Abdul Shaban, Tala Abohalguma, Gyöngyi Vastag, Judit Telegdi: Nanostructured materials and electronic noise devices, Springer, Singapore)
Adrienn Hanczvikkel	He works at the National Public Health Center and is currently taking a course at the European Centre for Disease Prevention and Control
Zsolt Szekrényes	Semilab Semiconductor Physics Laboratory Ltd. https://semilab.com
Ben Zine Haroune Rachid	Lecturer at Mohamed Khider University in Biskra (Algeria) https://www.linkedin.com/in/ben-zine-haroune-rachid-a73809114/
Anna Tegze	works at the Radiation Chemistry Laboratory of the ELKH Energy Research Center
Tamás Novotny	works at the Fuel Element and Reactor Materials Laboratory of the ELKH Energy Research Center
János Radó	is a postdoctoral researcher at Lakehead University (Ontario), Canada https://rezniklab.lakeheadu.ca/members/
Eddaif Larbi	works at Computacenter IT in Hatfield, England https://www.linkedin.com/in/larbi-eddaif-900bb5123/?originalSubdomain=hu
Ágoston Horváth Csaba	NeuroMEMS Implantable Microsystems Research Group, Pázmány Péter Catholic University, postdoc http://neuromems.hu/rushmore_teams/agoston-horvath/
Soukaina Lamnini	Lecturer and postdoctoral researcher at Mohammed VI University in Morocco (Ben Guerir, Rabat, Laayoune) https://www.linkedin.com/in/soukaina-lamnini-122b05109/?originalSubdomain=ma
Qadir Awais	TU Bergakademie Freiberg – researcher, https://www.linkedin.com/in/awais-qadir-a797a81b/?originalSubdomain=hu
Gábor Orbán	Instituto Italiano di Tecnologia Microtechnology for Neuroelectronics, postdoc https://www.iit.it/en/ https://www.iit.it/search?q=gabor+orban&ncforminfo=ChWzNYWom-NM6th8HYRALY0olg7Ga2HkZOnoNF_9SA_qvEY4ZW15xW5H-HSoGzopCGna2vfiIsrWv7ZAkrDN1w%3D%3D
Péter Varga	Óbuda University, Donát Bánki Faculty of Mechanical and Safety Engineering, Institute of Mechanical Engineering and Technology, Assistant Professor
M. Sahir Al-Zuariji	Currently holds a research position at the ELKH EK Surface Chemistry and Catalysis Laboratory, for the time being until the end of the year.
Hassanen Jaber	Óbuda University, Donát Bánki Faculty of Mechanical and Safety Engineering, Institute of Mechanical Engineering and Technology, Assistant Professor
Antal Ürmös	Óbuda University, Kálmán Kandó Faculty of Electrical Engineering, Institute of Instrumentation Technology Assistant Professor
Erzsébet Perezné Feró	Energy Research Center, Fuel Element and Reactor Materials Laboratory, Researcher
Richárd Nagy	Energy Research Center, Fuel Element and Reactor Materials Researcher

15. Financial performance: revenue, expenses, financial support provided to doctoral students and faculty

There was no central planning regarding the DI's financial management, revenue, and expenses; financial management was based on tracking its own estimated revenue and expenses. Revenue was projected at 31 million HUF per year, while the planned expenditure was approximately 18–19 million HUF. The latter includes the estimated fees for lecturers, thesis advisors, and administrative staff, as well as a subsidy of 100,000 HUF per student per year for materials or conference participation. During the reporting period, the COMSOL finite element software was purchased with joint funding from 4 DI, with ATDI's share amounting to approximately 3.5 million HUF.

Budapest, September 10, 2024

Prepared by: Mihály Réger, ATDI Manager



Approved by: ATDI DIT October 28, 2024

16. Action Plan

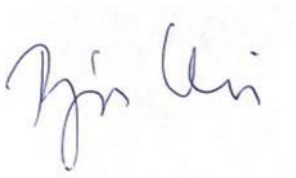
Based on the educational and organizational experiences of the 2023–24 academic year, as well as student feedback, the goals defined for the 2024–25 academic year and their implementation are as follows:

Goal	Task	Responsible	Deadline	Verification of completion	Note Note
Improving the organization of the doctoral program and the flow of information	Updating the document titled "Guide to the Doctoral Program"	Judit Borsa	February 2025 20	2024-25 in the report	
	Improving and expanding the content of the Hungarian website	Mihály Réger	February 2025 25	March 2025	
	Expansion of the English website content	Mihály Réger	February 25	March 2025	
	Redesign of the Hungarian and English websites	Mihály Réger	June 2025	July 2025	3 jointly
Improving student administration	Mastering the use of the Neptun system to the extent necessary for student administration level	Bálint Bereczki	June 2025	June 2025	
Presenting publication opportunities to students	Launching a course titled "Scientific Paper Writing" Launch of the course	Tünde Kovács	September September	September 2024	
	Posting the publication guide on the website	Mihály Réger	September September	September 2024	
Support for student publications and conference attendance	Providing a grant of 100,000 HUF per semester instead of the previous 100,000 HUF per year	Mihály Réger	September September	September 2025	
doctoral student conference increasing its effectiveness	careful preparation of the organization	Mihály Réger	January 10, 2025 June 10, 2025	September 2025	
	Updating the evaluation criteria	Mária Marosné Berkes	June 1, 2025	June 2025	

Clarification of needs and satisfaction assessment	Refining the external partner questionnaire and Conducting	Mihály Réger	January 15, 2025	September 2025	
	Refinement of the internal employee questionnaire and Conducting	Mihály Réger	January 15, 2025	September 2025	
	Student questionnaire refinement and conducting the survey	Mihály Réger	January 15, 2025	September 2025	
Survey of student mobility needs	Compilation of the Methodological Guide and Questionnaire	Judit Borsa	November 2025		
Survey of student needs regarding community programs	Compilation of a Methodological Guide and Questionnaire	Judit Borsa	November 2025		

Budapest, September 10, 2024

Prepared by: Mihály Réger, Head of ATDI



Approved by: ATDI DIT October 28, 2024