



UNIVERSITY OF PÉCS  
Faculty of Business and Economics

# Internationalisation strategy

of the Faculty of Business and Economics, University of Pécs  
for the period 2018–2020

Pécs, 4 December 2017



# TARTALOM

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# 1. INTRODUCTION

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The Faculty of Business and Economics (FBE) of the University of Pécs (UP) has long traditions of internationalisation. The English language degree programmes validated by Middlesex University have existed for more than 20 years, the cooperation with Ohio University has been going on for more than 25 years, and the German language dual degree programme with the University of Hagen has more than 15 years of tradition as well. Despite these preliminaries, the first internationalisation strategy of the Faculty was worked out for the 2014–2016 period, mainly to facilitate the implementation of developments in line with preliminarily designed plans also in this respect.

During the time of the previous strategy three documents were made that considerably influenced the directions defined and the concepts in the previous strategy and also the viewpoint from which the achievements of this period can be evaluated and the next strategic period can be designed. These documents were as follows:

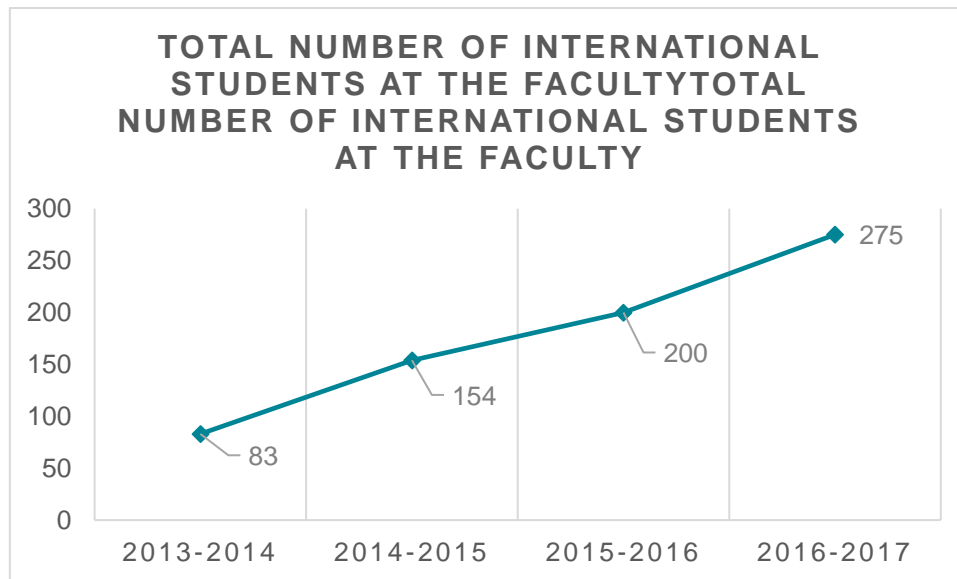
- self-assessment report of the UPFBE written in March 2015,
- a report on the present situation of internationalisation and further steps to take, written by Catherine Vertesi in April 2016,
- internationalisation programme of UP, approved by the Senate in November 2016.

Below we briefly summarise the statements in the above-mentioned documents, introduce the frameworks of the previous strategic period and the environment in which the next strategic plan will have to be successfully implemented. In the process of strategic planning it was also a goal to summarise the achievements of the previous years in this field and to use this document to inform the Faculty and its stakeholders.

In the foci of two of the documents listed above we find the assessment of the internationalisation of the UPFBE, but from different viewpoints: the self-assessment report introduces and evaluates internationalisation in three different fields of higher education institutions (i.e.: teaching, research and other extra student services), whereas the report by Catherine Vertesi gives advice and recommendations for the development possibilities. Although the plans and focal points of FBE were recorded in the internationalisation programme of UP in the way we had defined them, this document must still be taken into consideration, because of the pan-university concepts and development directions.

According to the self-assessment report, the quality of teaching in the English language programmes is formally guaranteed by the programme continuous revalidations by Middlesex University, London and the tasks and operational standards deriving from these. Fortunately these processes and documents are more and more frequently appearing in the Hungarian language education programmes as well, embedded into the ongoing product development processes.

One of the most important achievement indicators of internationalisation is the number of international students and lecturers enrolled in the Faculty for the part- or full-time programmes. The lecturers' mobility at our Faculty is definitely one of our strengths, although lecturer exchanges are usually short-term ones, only (in the framework of the Erasmus+ programme their duration is typically one week, the Visiting Scholar Programme operates with 3-4 week cycles). The outbound mobility of our students is declining, unfortunately, due to financial reasons and the difficulties of credit recognition and acceptance. Although this issue has been defined and several efforts have been made to solve the problems, no breakthrough has been achieved in this field to date. As the diagram below shows, the number of foreign students arriving at our Faculty, on the other hand, is continuously increasing, it has reached the level by now where it can actually compensate for the losses of revenues suffered in the Hungarian language programmes (especially in master level).



Revenues (in million HUF)	2013	2014	2015	2016	2017, plan
Revenues from tuition fees at foreign language programmes	26.86	33.77	42.24	118.10	136.41
Stipendium Hungaricum support, expenditure for training	0.00	8.56	46.17	84.70	101.86
<b>Total</b>	<b>26.86</b>	<b>42.33</b>	<b>88.41</b>	<b>202.80</b>	<b>238.27</b>

*(Source: PTE Controlling)*

As regards the international character of research activities carried out at the Faculty, it can be stated in general that cooperations are more typically linked to individuals, in a few – more fortunate – cases to research teams, but the institutionalisation of these relations has not been achieved so far. It is an undeniable fact, on the other hand, that the number of international publications placed in journals that are recognised and listed is significant for the size of the faculty, nevertheless research activities are more typically done within the frameworks of the Faculty, without major international participation or contribution (apart from a few exceptions, again).

A so-called third function was also defined in the previous strategy, as a further selected strategic area that creates the integration of the results of teaching and research. In this respect too some progress has been made – owing to the services created in the previous dean's cycle which, as development centres now, assist the improvement of the competitiveness of students –, but their role played in internationalisation is still modest. An exception from this is Simonyi Economic and Business Development Centre that has established a considerable international network in the recent years, partly utilising the previously existing connections of the Faculty.

The range of services offered by the International Office (IO) is quite broad. The Office is responsible for students' and lecturers' mobilities and for all events with international relevance. The Office is facing increasing challenges during its operation parallel to the increase in the number of exchange relations, guest lecturers and students, and delegations, which we are trying to compensate with the input of resources. There was one full-time employee at the International Office, now there are two; also, the number of lecturers playing some role in internationalisation has significantly grown in the recent years. A significant shortcoming, on the other hand, is the missing international dimension in the interest representation of students, the establishment of which is a task of high importance in the coming years.

Taking the present situation into consideration, the lesson of the preliminary evaluations is that further energies and new resources must be devoted to internationalisation so that the development track remains sustainable. For this purpose UPFBE must develop its international marketing activity, especially in the field of communication, well targeted and dynamic appearances must be made in social media, also, its recruiting activity must be considerably developed, in harmony with the central efforts of UP.

Also, we must take into consideration the further key areas set in the Internationalisation Programme of UP: the change of the internal approach to internationalisation, the amendment of the priorities of international partnerships, the development of student recruiting and student services, and the strengthening of international competitiveness. Fortunately these priorities also appear in the efforts of the Faculty, although with slightly different weights.

The internationalisation strategy of the Faculty for the 2017–2020 period can be founded with the evaluations and multi-aspect approaches outlined above. As a starting point of the assessment of the present situation, nevertheless, we use the achievements and deficiencies of the 2014–2016 period in order to explore realistic opportunities and choose motivating but achievable strategic objectives for the coming three years. When enumerating these we took into consideration efforts at university level, current trends of the market of higher education and of course also the competencies and capacities of the Faculty.

## 2. ASSESSMENT OF THE PREVIOUS STRATEGY AND THE CURRENT SITUATION

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The internationalisation strategy elaborated for the 2014–2016 period defined three main strategic objectives:

1. increase of the visibility and attraction of the Faculty in the arena of international business trainings,
2. increase of the volume of international enrolment from specified target countries,
3. development of the quality and quantity of student services related to international relations available at the Faculty.

It may be visible from the objectives above that the strategy primarily focused on channelling the previous efforts into one single direction, the laying down of the foundations of organised foreign affairs activity. In addition, it was primarily quantitative growth that was in the focus, both as regards student numbers and lecturers' mobility, and even agent contracts.

After the approval of the Internationalisation Strategy in September 2013, the elaboration of the measures aiming the improvement of international visibility and attraction development was started. A simple approach was used for this, because we saw that the demand by students from the oriental countries in the first place could be most efficiently enhanced by cooperations with partner institutions operating in the advanced Western countries.

For this purpose the institution redesigned, renewed and further developed its institutional relationships, especially with its North American and Western European partners. The main objective of this activity was to revitalise the existing partnerships and to extend our existing strategic partnerships with long traditions with new areas of cooperation.

For the further development of its North American relationships the Faculty launched its guest lecturer programme called Visiting Scholar Program in 2014. The initiative has a double goal: on the one hand, we significantly enlarged the range of North American partner institutions, and we allowed our colleagues to get to know North American teaching culture and methodologies, on the other hand. Due to this programme, 6 of our colleagues could spend, one month each, at some North American partner institution of ours until 2016, and the same programme allowed the reception of 6 American colleagues, each for one month, at UPFBE. Institutions participating in the programme have been the following so far: Ohio University (USA), Indiana University of Pennsylvania (USA), Capilano University (CAN), University of Victoria (CAN), and University of Ontario Institute of Technology (CAN). In 2016 two further institutions, Metropolitan State University of Denver (USA) and University of Montana (USA) joined the programmes, and so by 2017 the opportunity for relationship building was provided for 10 outbound and 7 inbound lecturers. We can state that the participants in the programme were able to get relevant international and intercultural experiences during their guest lecturer visits, and the programme resulted in measurable development in the field of teaching methods applied, as well. Not last, new stable institutional cooperations were made in Canada:

1. with University of Victoria in the field of academic researches,
2. with Capilano University in the area of teaching methodology developments.

The profile of cooperations with the institutions operating in the USA is still shaping, for the time being it is the relationships to Denver (MSU) that seems to be the most attractive, especially now that the Faculty of Humanities and most recently also the Faculty of Arts joined the cooperation founded by the Faculty of Engineering and Informatics of UP.



During the renewal and reconsideration of the relationships of the Faculty we also partly transformed Simonyi Summer University, making it available for other partner institutions as well. We launched the International Teaching Week, which was definitely driven by the goals of keeping in and developing touch with the European partner institutions. It was important for us to suitably celebrate the most important anniversaries of the cooperations with strategic partners, and so the commemoration of the 25<sup>th</sup> anniversary of cooperation with Ohio University was held in 2016 and another one for the celebration of the 20<sup>th</sup> anniversary of the launch of BSc training validated by Middlesex University.

In order to increase international visibility we renewed our memberships in several organisations or started new ones, of which we must mention cooperation with EAIE and our successful application to become a member of EFMD, which is indispensable for international accreditation. Our presence made more intensive and the planned activity in different professional organisations resulted in new opportunities for cooperations and promoted the achievement of the goals for the increase of the international visibility of the institution. Of course there is still significant potential in this area, but the first steps can be definitely seen as successful.

Unfortunately, this is not the case when it comes to the recruitment of international students, where, despite all our institutional efforts (e.g. organisation of online recruitment campaigns, participation in international higher education fairs and agent meetings), the number of students recruited and enrolled from the specified target countries did not rise significantly. This is the area where we got the most painful experiences in the recent years, building on which we must reconsider tasks and opportunities of the coming strategic cycle.

Although the Faculty was able to continuously increase the number of international students enrolled for the first year of full-time trainings, the larger part of applicants was provided by the scholarship programme launched in the meantime, the Stipendium Hungaricum programme<sup>1</sup>. An important connection and assistance in the recruitment of our students is our collaboration with Eu-Sino Agency and the International Studies Centre (organising business preparatory programme) at the Faculty of Medicine of UP. The table below demonstrates the number of newly recruited students by programmes and years. The number of Stipendium Hungaricum scholars is shown in brackets.

#### Number of first year foreign students at FBE (persons)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018/1
<b>BABA</b>	5(0)	14(6)	44(35)	75(32)	38(28)
<b>MScAM</b>	3(0)	14(12)	16(23)	52(30)	52(32)
<b>IPhD</b>	3(0)	6(3)	10(9)	11(7)	23(17)
<b>Total</b>	11(0)	34(21)	70(67)	138(69)	113(77)

<sup>1</sup> Stipendium Hungaricum scholarship programme is a programme financed and coordinated by the Government of Hungary which assists students coming from preliminarily specified countries to get their diploma in Hungary in English or Hungarian language in the framework of a full-time training.

## Revenues from fee-paying trainings at foreign languages programmes (in HUF)

	year 2014–2015	year 2015–2016	year 2016–2017
<b>BABA</b>	29,343,779	104,711,235	165,395,734
<b>MScAM</b>	27,448,321	54,931,759	57,835,000
<b>IPhD</b>	10,031,860	19,481,380	14,757,500
<b>Total</b>	66,823,960	179,124,374	237,988,234

(source: Educational Directorate of UP)

After the assessment of the objectives specified for the previous years, now their evaluation is done, using all those indicators that were defined in the previous strategic document. The indicators were imported to the table from the 2014–2016 strategic material, and we supplemented the table with a new column for the evaluating remarks.

- Evaluation of indicators measuring “international relations”

Indicator	Goal	Assessment
1. satisfaction of international students	to grow it year by year	According to the satisfaction surveys of the international students of UP, the international students studying at FBE are more satisfied than the average of UP
2. number of lecturers gaining international experience at the partner institutions	2 programmes, 2 lecturers per programme participate in international teaching staff exchange programmes	Erasmus+ (1 week) lecturers' mobility: 2013–2014: 13 persons 2014–2015: 13 persons 2015–2016: 13 persons 2016–2017: 8 persons Participation in Visiting Scholar Program (1 month), lecturers of the UPFBE: 2014–2015: 4 persons 2015–2016: 2 persons 2016–2017: 4 persons
3. reception of international guest lecturers at the Faculty	a minimum of 2 guest lecturers per year	Number of guest lecturers received in the framework of Erasmus+, CEEPUS and other short-term (one-week) programmes: 2013–2014: 8 persons 2014–2015: 17 persons 2015–2016: 9 persons 2016–2017: 5 persons Participation in Visiting Scholar Program (1 month), lecturers of partner universities: 2014–2015: 4 persons 2015–2016: 1 persons 2016–2017: 2 persons

The development of the indices measuring the progress of international relations is basically positive, but we have to admit that the success of guest lecturers' programme was always determined to a large extent by the current budgetary positions of the Faculty and the availability of tenderable resources allocated for this purpose. In the future, more attention must be paid to the regular (annual) measurement of the satisfaction of foreign students, because presently it is only ad hoc data collections whose results are at our disposal.



- Evaluation of indicators measuring the level of internationalisation of teaching

Indicator	Goal	Assessment
1. number of international students enrolled in the Faculty	a minimum of 50% increase	2013–2014: 83 2014–2015: 154 (86%) 2015–2016: 200 (30%) 2016–2017: 275 (38%), a growth of 331% compared to the base value
2. a well-established network of recruiting agents in the target countries	cooperation with at least 2 recruiting agencies per target country, in the framework of which cooperation the agency represents our Faculty in the respective country	agent contracts have been made in Kazakhstan and Turkey; no relationship has been built in South Korea and Laos, despite the significant institutional efforts
3. improvement of the financial efficiency of the summer programmes	the summer programmes and their auxiliary projects generate extra income for the budget of the Faculty	the objective mentioned has not been achieved by the organisation of the newly developed Blue Economy Summer School. Simonyi Summer School generates a modest profit after its reorganisation in 2016
4. educational programmes organised jointly with the partner institutions	a minimum of two joint courses (online) per semester	the goal set has not been achieved, although 4 joint courses were organised in 2014–2016 with partner institutions, using the video conference device, and a new programme was launched in the spring of 2017 with the cooperation of our partner in Arnhem

As regards the indices evaluating the internationalisation of lecturing programmes, success is only partial, unfortunately. A measurable increase was achieved in the number of enrolled students, but all our efforts for student recruitment ended up in failure. We must admit that these efforts at Faculty level can only lead to success in the longer run and if more significant resources than recently are devoted to them. A more realistic alternative is to strengthen the efficiency of student recruitment, joining the central activity of the university. In the field of short cycle joint trainings – although this is not necessarily revealed by the indicators – we have made achievements, both as regards the summer programme organised jointly with Ohio University and the short cycle trainings jointly organised with Capilano University or Arnhem Business School.

Although not featured among the indicators, the reorganisation of all activities related to the foreign affairs necessitated the strengthening of the so-called “internal foreign affairs”, starting from the dean’s office through the lecturing staff and administrative colleagues right to the students, emphasising the importance of internationalisation and inspiring Faculty stakeholders for cooperation. Several contact points were made for this purpose, by the extension of the services of the International Office and the creation of the possibilities of cooperation in different international programmes. It is definitely positive that the number of members in the Foreign Affairs Committee of the Faculty is constantly growing, more and more lecturers join international programmes (apart from the degree programmes) organised at the Faculty. Regarding the administrative staff the number of colleagues who are able to

communicate in (primarily) English is constantly increasing. Furthermore students also feel it necessary to involve international students in the daily routine of the campus life.

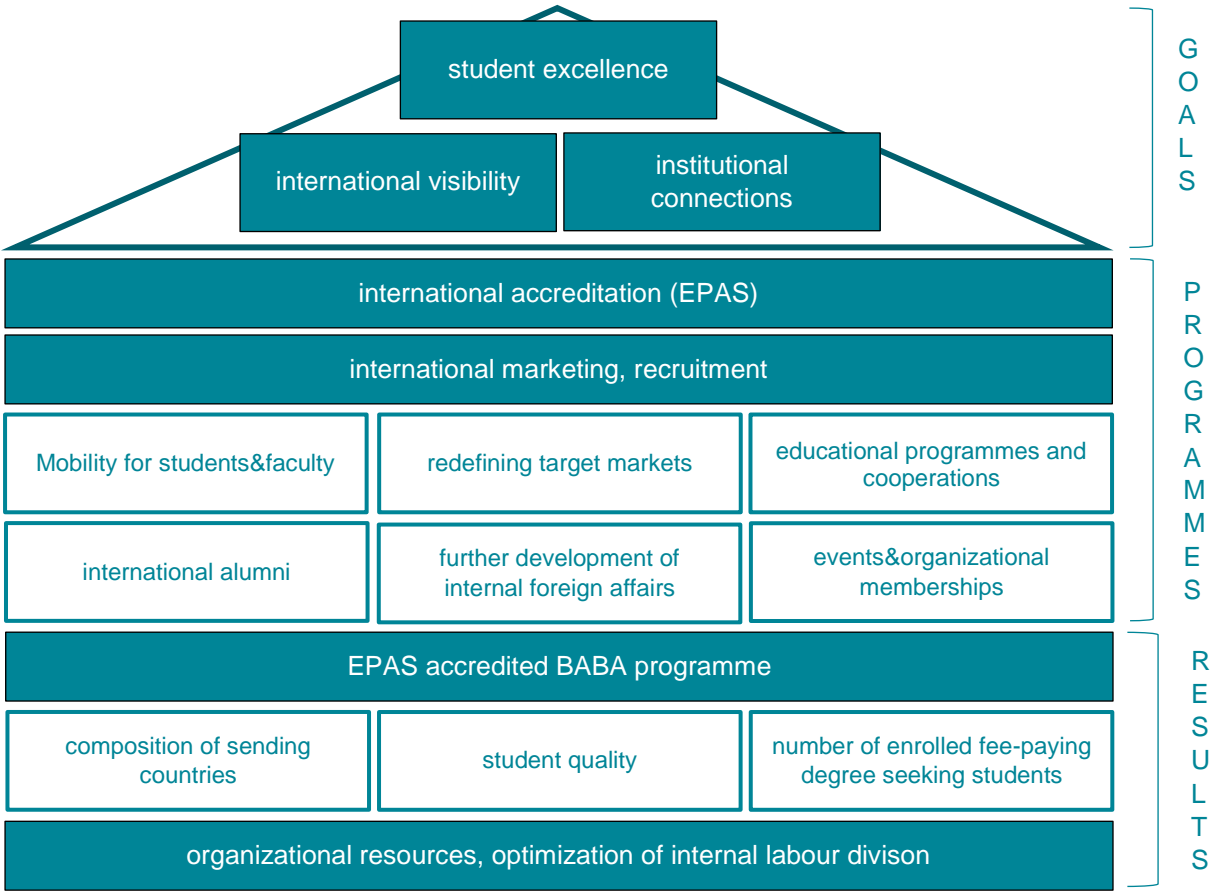
# 3. STRATEGIC OBJECTIVES AND MEASURES NECESSARY FOR THEIR ACCOMPLISHMENT

## 3.1 Vision and strategic objectives

Although most the objectives in the previous strategy have been achieved, more intensive efforts must be made in some areas. The assessment of the previous strategic document and the experiences gathered by UPFBE during the implementation of these offer a good basis for the reconsideration of our strategic goals and the definition of the objectives on the basis of these for the 2017–2020 period.

In this new cycle the frameworks of the strategy are defined by a vision of the Faculty as a student-centred international institution in whose campus training of excellent quality, meeting international standards is done so that students enrolled in the Faculty are prepared for their international careers. In order to make this vision come true we must abandon the concept of quantitative growth and must focus on the development of student excellence and the continuous improvement of the preparedness and abilities of students coming from abroad.

For the accomplishment of this goal we must further improve our international visibility and must maintain, in fact, deepen the existing international cooperations. Building on the previous strategic concepts, in the next phase the focus is on quality orientation. The figure below demonstrates this, showing the hierarchy of strategic objectives, programmes and results<sup>2</sup>.



<sup>2</sup> The strategy does not separately deal with developments necessary in teaching, research and the third function, these were of course integrated into the plan but handled in a comprehensive concept.

A total of eight programmes were ordered to the achievement of the strategic objectives, from which of selected importance are the acquisition of international accreditation for our BABA programme (P1) and the considerate and targeted implementation of international marketing activities for the support of student recruitment (P2).

These goals and the increase of student excellence require the reconsideration of target countries (P4) as well. In the countries specified in the previous strategy, our objectives were less successfully met, although this is also due (at least partially) to the limited resources available. In this planning cycle the target markets, taking both international trends and the efforts of UP into consideration and also building on the experiences with the students arriving at our faculty in the recent years, are India, North Africa and Central and South America. Of course this does not exclude the reception of students from the countries that are dominant now in sending students, but the resources available for recruitment will be centred on these new regions.

A similarly important element of the strategic programmes is the further reinforcement of “internal foreign affairs” (P7), the further standardisation of the services of the International Office, and the establishment of the frameworks of the division of labour within the Faculty, and between the Faculty and the University level.

A strategic programme element serving the improvement of our international visibility is the increase of lecturers’ and students’ mobility (P3), and the construction of an international alumni organisation as a new element (P6). The implementation of these programmes will lead, according to our plans, to the situation when the students and the staff of the Faculty represent several different nationalities and thereby the possibilities of gathering international experiences and career management are provided on the spot, at the Faculty.

Strategic programmes promoting the management of institutional relationships include joint training and research cooperations with foreign partner institutions (P5), and the sophisticated system of related events and organisational memberships (P8). Both programmes require substantial concentration, and so it will only be allowed in the future to support cooperations that make a meaningful contribution to the international accreditation.

The coming chapter is a brief summary of our plans related to the strategic programme elements.

## **3.2 Strategic programmes (P1-P8)**

### **3.2.1 P1: EPAS international accreditation**

The most important pillar of internationalisation for the time being is the acquisition of international programme accreditation (EPAS), which requires a comprehensive series of actions and themed preparation by the Faculty. Our institution joined in 2016 the organisation called European Foundation for Management Development (EFMD), the main objective of which is the development of management training, and another important activity is the international accreditation of business schools all over the world.

Our choice of joining this accreditation organisation, most acknowledged in the European countries, was also justified by the large number of its services to its members, such as the development of quality assurance, organisation of conferences and seminars, academic

services in the form of periodicals and newsletters, consulting, and the announcement of research projects.

Membership in this organisation, in addition to the use of these services, is a prerequisite for international accreditation: (EFMD Programme Accreditation System/EPAS). A goal of selected importance of the Faculty is to acquire EPAS qualification for the English language BABA educational programme until 2020.

During the accreditation a 10-point system of criteria is applied, which are met by our Faculty as follows, on the basis of preliminary negotiations:

Criterion	Assessment of meeting the criterion
1. Institutional status and fame a.) EFMD membership b.) Mission c.) Recognition in Hungary and internationally	1. a.) met b.) met c.) mostly met
2. Quality of lecturers at the Faculty	2. mostly met
3. Nature of the programme	3. mostly met
4. Training level of the programme	4. met
5. Quality of the programme	5. met
6. Credibility and sustainability	6. met
7. Minimum size	7. met
8. International perspective	8. mostly met
9. Company perspective	9. mostly met
10. Ethical issues, responsibility, sustainability	10. met

The base criteria defined well demonstrate the dimensions in which further developments must be made in order to meet the objectives. The recognition of the status and fame of our institution is very positive, as many of our partner institutions are universities with international accreditation; also, the validation of the English language programme by Middlesex is a serious contribution to this. The quality of the lecturers of the Faculty can be adequately justified by several recognised international publications and research projects, and also by the summer schools and short term programmes<sup>3</sup>. In the case of the English language BSc programme it could be necessary to improve practice-orientation and international perspective, as to increase the duration and frequency of the out- and inbound guest lecturers' mobilities. Parallel to this the number of students travelling abroad must be increased, but this is limited by the SH scholarship programme that does not allow to further support scholarship awarded students, e.g. by Erasmus scholarship. An important task is to develop the corporate connections, and to promote the cooperation with experts of the world of practice. Overall it seems that the two years defined by the organisation is a realistic and manageable timeframe for the Faculty to receive an EPAS accreditation.

The international visibility and recognition of the Faculty within the accreditation organisation is assisted by participation in conferences and seminars. Since the accession of the Faculty, it was represented in several events, including e.g. the Conference for Deans & Directors General in 2016 and 2017, the Annual Conference 2017 and the Entrepreneurship Education Conference in 2017. Of course in the coming years too we are planning to represent our Faculty in similar events, like e.g. the year 2018 started for us with the Conference for Deans & Directors General where the planned achievement is the accomplishment of the first real

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<sup>3</sup> As regards the quality of lecturers, we will have to increase the number of foreign colleagues acting as (at least) guest lecturers at the Faculty.

milestone of starting the accreditation process. This is the official submission of the so-called Data Sheet to the accreditation organisation, by which the actual process is started.

Within 2 years following the official submission of the Data Sheet we will have to acquire accreditation, by fully meeting all the criteria listed previously. For this, however, it is not enough to have the cooperation of the International Office and the programme management of BABA: we will need the direct or indirect support of several other colleagues for the achievement of our objective, the receipt of EPAS programme accreditation by 2020.

### **3.2.2 P2: International marketing, student recruitment**

The routines of recruitment from within Hungary have been made, the marketing appearances of the Faculty have mostly been standardised. We have significant handicaps, on the other hand, in the field of international marketing activities, which were mostly limited to our English language website and the related social media campaigns. We were using ad-hoc solutions with the assistance of external experts most of the times. Although, these appearances mostly had a pilot character, we tested internationally proven solutions and agencies. On the basis of our previous experiences we see that we are ready for much better conceived appearances, integrating the total of the recruitment process into the campaigns, in those target countries that are specified by this present strategy.

So the focus of our marketing activity must still basically remain student recruitment, but within this we must work out appearances and forms adjusted to the target markets, we have to establish representation in the target countries and also the division of labour within the Faculty, from the reception of telephone inquiries to the information sessions at orientation days.

This has an impact on the operation of the internal foreign affairs as well. In case of content generation we do rely on the contribution of programme leaders, in case of mapping the target countries on the university level Centre for International Relations of, in case of editing on the expertise of the Faculty's Marketing Office and in case of keeping in touch with the institutions and the interested individuals, of course, on the work of the International Office .

International marketing appearances are partly coordinated by the international working group specified in the EFOP 343 tender, but we will need other contributors from the Faculty as well. The resources necessary for this activity will also be provided from the EFOP 343 tender, but we also expect the support of the Internationalisation Fund created by the Centre for International Relations from a part of the SH scholarships.

### **3.2.3 P3: Lecturers and students mobility programmes**

During the preparations of international accreditation it was evident that the present proportions of student mobility are good, although this too can of course be improved by e.g. the creation of the system of field practices made abroad. What remain significantly below expectations, however, are the results of lecturers' mobility programmes. In the next strategic cycle we must further encourage the teaching staff of the Faculty to acquire international experiences and to invite foreign guest lecturers and researchers to the Faculty. For these tasks, there are two working models for the time being at the Faculty (beyond the standard Erasmus+ mobility programme): the International Training Week (ITW) and the already introduced Visiting Scholar Program (VSP).

The first International Training Week was organised in the spring of 2014 at the Faculty, with the aim of establishing a tradition. The objective of the event was to allow students to get further international experiences within a domestic environment, and also to focus on two selected topics of the teaching week. The one-week events organised in recent years were always



considered successful, as seen from the reflections both by the lecturers and the students, although the original concept, i.e. the implementation of the programme with the participation of European partners, was not really met for the last time, the reason for which was the increased interest by the overseas partner institutions.

Colleagues coming from foreign partner universities hold lectures at the English language education programmes of the Faculty during the week, transferring a new approach to students as well. During the ITW workshops and round table discussions are also organised for the guest lecturers visiting our Faculty, which are useful learning experiences both for the international and the Hungarian colleagues. The International Teaching Week has proved to be a successful initiative and reached its goal, offering quality programmes for the audience and also well serving the creation of long-term international cooperations.

One of the most successful international tenders that is more and more often used by the lecturers is related to the initiative called Visiting Scholar Program. The tender was first announced in the 2015 academic year and ever since it has continuously supported lecturers and international partners of the Faculty in one-month guest lecturing visits. Our goal is to offer faculty members an opportunity to be a guest lecturer and join (research or publication) projects at our North American partner institutions. The four-week period is an excellent opportunity for the development of personal competencies, and beyond that, the staff of the Faculty is also supported by the sharing of the experiences of those returning from such sessions. It is of special importance in this programme to host Colleagues teaching in a North American environment in our Faculty, which is a splendid possibility both for our students and lecturers to learn from foreign professors, enlarge their international experiences, create useful collaborations and so deepen the cooperation among partners. The success of the VSP is well indicated by the fact that the concept has been adopted at university level by now, also improving the possibilities of our Faculty.

In the Erasmus+ teaching staff mobility programme our colleagues can apply for a total of 19 lecturers' mobilities since 2017. There is enormous potential in the Erasmus teaching staff mobility for internationalisation, as the attitude of the faculty concerning internationalisation can be well shaped by the implementation of such a mobility, on the one hand, and the Erasmus+ teaching staff mobility is a good tool for raising the research efforts of the Faculty to international level by well-conceived actions, on the other hand. In order to achieve this, following the definition of the demands and efforts of the faculty it is also necessary to assess the possibilities of the foundation of research networks and consortia with partner universities.

An evidently neglected field of the internationalisation of the Faculty is keeping in touch with the Hungarians beyond the borders of the country, which, fortunately, is an issue that is important for several colleagues who cherish these relationships. Traditionally it is the doctoral trainings for which we have been able to recruit students from these countries (often persons already working in lecturer status at their home institutions), we will also be open to this in the future. This means that we have tasks also in this area in the coming years, provided that teaching and research cooperations are outlined.

Within the framework of the Erasmus+ student mobility programme UPFBE receives each year approximately 60 guest students from its European partner institutions. Students of the international partner institutions do their studies at the English language BSc and MSc programmes during one semester or a whole year. The Faculty sends annually approximately 40 students to its 84 Erasmus+ partner institutions in 27 countries for a half-year scholarship, to allow them to get international experiences.

The number of outbound students shows a decreasing tendency for the time being. Efforts were already made in the previous strategic cycle for the exploration of the reasons for this

decline. The major part of the reasons can be traced back to the fact that the number of students studying with state financed status at our Faculty is very low, and so the target audience of the Erasmus+ study mobility programmes has considerably changed: we can see serious financial burdens behind their studies, they are often not only students but active employees as well and this employment is not temporary student work but is typically regulated by contracts requiring a longer term dedication.

A small-scale but stable diversification of the composition of students, however, is also typical: in the last three years our international students have regularly applied for Erasmus+ mobility (2015/16: 2, 2016/17: 2 students) whose study results show an improving tendency. This means that our international students can more and more frequently join programmes and services available for the students of our Faculty, and their integration requires less and less assistance and positive discrimination.

Our goal in the 2018–2020 strategic period is to stop the decline in the number of outbound students and parallel to this to increase the number of students travelling abroad.

In order to meet this objective, we need to make changes in the following areas:

- Advertisement of the Campus Mundi scholarship among the students of the Faculty, at each training level. The Campus Mundi scholarships coordinated by Tempus Public Foundation offer all opportunities provided by Erasmus+ scholarships, but they can also be used for overseas mobilities outside Europe. Another advantage of the Campus Mundi programme is that it offers a higher monthly scholarship than Erasmus+ does. Furthermore, this possibility is also available, in addition to BSc and MSc students, to PhD students.
- Improvement of the proportion of credit approvals. It is a well-known problem that students returning from their semester abroad find difficulties in transferring their credits, so a rather low proportion of their total credits are actually accepted and transferred into their home education. This is not only a problem of the Faculty but is typical all over in Hungary. The International Office uses one of the most direct possibilities for handling the problem: in the 2017–2018 school years it started to register the courses offered for exchange students by Erasmus+ partner universities, and on the basis of this the grouping of the universities by fields of training. Our goal is to be able, starting from the 2018–2019 school year, to make offers to students interested in mobility also on the ground of their training programme, telling them which universities they should specify as receiving university in their applications.
- Introduction of a mobility window to be implemented in a more flexible and organised way. This opportunity will be an obligation of ours after 2019, regulated by a government decree.

In addition to all these we must also take a fourth possibility into consideration that is related to internship mobilities instead of study mobilities. This form of support (be that Erasmus+ or Campus Mundi) has the advantage that it can also be used in the following year of the completion of the studies by the student, and there is no credit transfer obligation for the students, they do not have to worry that their study period will be involuntarily extended. In addition, they can gain international experience in a real working environment, which further improves their chances on the labour market. And this is also valid for international students studying at our Faculty; we would like to be able to offer as many internship opportunities for them as possible, even by the foundation of their own businesses through the Simonyi BEDC programmes.

In addition to the Erasmus+ mobility programme, the Faculty offers exchange possibilities free of tuition fee to further five overseas partner institutions (2 in Canada, 1 in the USA, 1 in Russia and 1 in China). In the framework of bilateral agreements the Faculty receives guest students from these institutions and also implements training and research cooperations.

In the internationalisation programmes for 2018–2020 the short-term, so-called “faculty-led” programmes will be even more in the focus. The samples for these are the short-term programmes operated by Ohio University and Capilano University. The Global Consulting Program of Ohio is one of the pillars of the Simonyi Social Entrepreneurship Summer School. For the first time in the 2016–2017 academic year, UPFBE students were given the opportunity to participate in the Ohio GCP programme in Wuhan (China), where, in the organisation of the University of Wuhan, they could meet local businesses and entrepreneurs, and could work out solutions for their real business problems in groups made together with Chinese and American students.

In the spring semester of the 2017–2018 academic year we organised for the first time a so-called Field School to our Chinese partner university, Nanjing Audit University. During the programme our students could get to know a few basic characteristics of Chinese business life and business sector, and to acquire more general knowledge on Chinese academic and business culture and traditions.

### **3.2.4 P4: Reconsideration of target countries**

In the four years that have passed since the elaboration of the internationalisation strategy for the 2014–2016 period, significant changes have occurred in international higher education, at global, national, university and faculty level as well, which makes it necessary for the Faculty to reconsider the fields of international student recruitment (in a triple division: existing, potential and targeted areas).

On the one hand, international student mobility has further increased over the last four years, parallel to the changed role and position of the United States, Great Britain and the member states of the European Union in the international market of higher education. Besides the United States and Great Britain, the popularity of European countries (especially Germany) is ever growing among the potential students from the former colonies. Both financial and socio-political reasons for this can be demonstrated. Due to the global migration crisis, students searching for higher education possibilities abroad appreciate those areas where the quality of education is typically high, but the costs of living are lower than in the traditional target areas of international higher education. Also, the role of security has been more and more valued. For families that send their children to study to cultures totally unknown, in countries thousands of kilometres away, it is especially important to have study areas far from the political conflict zones and regions of the world, far from big cities that have become regular targets of terrorist attacks by now.

On the other hand, significant changes have started in the Hungarian internationalisation arena since 2012–2013, as an effect of the launch and continuous enlargement and development of the Stipendium Hungaricum programme. The number of partner countries in the SH programme has grown fivefold over the last four years, now they include the larger part of Asia and South America. This process is one of the best options for the internationalisation efforts of the Faculty, as it significantly increases the visibility of not only Hungary but also the respective Hungarian institutions including UP in countries and regions where the Faculty could not have reached considerable results on its own or even at university level – especially within such a short time.

After processing of the rather negative recruitment experiences of the years 2014–2016, the Faculty shifted its recruitment focus and aspirations from the Central Asian region to three

major new areas: Far-East (with India in the focus), North Africa and Central America. In the designation of these regions, an important factor was those positive experiences that we had concerning the academic background, the language skills and the abilities of the Stipendium Hungaricum scholarship holder students, arriving sporadically in the beginning, from these countries. On the whole we can say that the students arriving with the Stipendium Hungaricum programme for our education programmes have higher school education, and good language and academics skills (after a rigorous pre-filtering and selection process).

### **3.2.5 P5: Education programmes and cooperations**

In the recent years we have come up with several new education programmes in the international training market, and so now we offer 5 degree programmes, including two that are validated by Middlesex University and so have extra attraction (especially in the years after the Brexit).

From next year on our foreign language portfolio can be enlarged with another element: we are planning to launch the BSc in Tourism and Catering programme in English language, targeting international students. This way we will have two programmes at all three levels of training, which is already a considerable supply, besides other education programmes that are under consideration (the first being a full-time MBA programme with the inclusion of one US partner).

In addition to the degree programmes, we also have targeted short cycle trainings usually based on bilateral cooperations. The one with the longest tradition is the Simonyi Summer Program organised together with Ohio University, which was considerably amended in the recent past and hopefully will also include several other universities from next year on. As a medium- or long-term goal it was raised several times that this programme should be exported to some oriental country in order to promote the acquisition of international experiences by Hungarian students. The most suitable solution for this seems to be the cooperation with Nanjing Audit University, but the summer programme that can be organised at a Chinese venue raises several issues and problems to be solved already in this early conceptual phase.

Short programmes ranging from one week to ten days are also organised for international student groups, presently together with Capilano University in Canada, but another professional visit is under preparation (we had negotiations with representatives of the University of Montana and Bloomsburg University). The value of these programmes in our opinion is, in addition to the activation of cooperation, the fact that international students arriving here can personally experience the environment, infrastructure, and they get positive experiences of our Faculty most of the times. Building on these, a base for students spending longer time at our Faculty can be created in the longer run.

In addition to student groups arriving at our institution we are also planning to promote the short term mobilities to our selected partners, within organised frameworks. Examples for this were the groups travels to Holland and China in the last semester, building on the experiences of which we are preparing the visit of another group to Nanjing in the beginning of next year.

Initiatives supporting the acquisition of international experiences situate home are the so-called certificate programmes organised by Simonyi BEDC, or the one-semester International Business module organised jointly with our Arnhem partner, the latter built definitely on the participation of Hungarian students.

Education and training programmes can of course target other groups than students as well. Negotiations in several rounds have been made for the organisation of methodology and research seminars for our staff with the institutions in Canada and the USA. The implementation of these requires a high degree of dedication on the part of the partner institutions, and so a targeted preparation for these is needed.

### **3.2.6 P6: Building out an international alumni organisation**

Although struggling with rather wide cultural gaps, we are continuously building the alumni system at the Hungarian language programmes, with the inclusion of our graduate students. Differentiating several target groups and presuming various degrees of involvement we are organising programmes for students still in their training programmes as well as the members of the Alumni Board who have already built successful careers. Parallel to this, however, keeping in touch with our students who graduated from our English and German language programmes does not go beyond informal actions. Thus it is necessary– and also an important part of the international accreditation process – to create the contact database of students having graduated at the international programmes, the launch of formal communication with them and possibly the organisation of personal (or at least virtual) encounters.

The elaboration of the international pillar of the alumni programme will also be the responsibility of the international working group, possible in the second semester of the next school year, using the experiences and possibility of the involvement of students at the Hungarian language programmes.

### **3.2.7 P7: Further development of the internal foreign affairs**

The foundation of the internationalisation of the Faculty is the enlargement of the “internal foreign affairs”, the inclusion of an as wide a range of our Colleagues as possible into the programmes and cooperations. This is possible in two approaches theoretically, as individual connections can also be further developed and later institutionalised, but the opposite of this is also possible (and is more typical for the time being), i.e. by the extension of the range of Faculty stakeholders involved in institutional cooperations.

An important part of the internal foreign affairs is the International Committee of the Faculty, created in 2014, whose membership is continuously enlarged by the extension of the education portfolio but whose competence is still in need of development. This, however, requires decisions reaching beyond the concept of being a programme leader by coordinating administrative tasks. This however required the extension of decision-making competencies or maybe the creation of a new motivation system.

The driving force of the internal foreign affairs is the International Office. The management of the services, the meeting of demands related to foreign affairs is now assisted by two colleagues who have recently joined the Faculty. This capacity must definitely be enlarged in the future, with at least the inclusion of foreign students completing their internships in the Office. Another task of high importance in this field is the creation of internal labour division at the Faculty, the definition of competencies and authorisations, in cooperation with the Study Department, the Talent Centre, the Marketing Office and other administrative units.

In harmony with the international marketing activities, also in our Faculty the basic criteria of internationalisation must be created, which started with the transformation of orientation signs, labels and name plates, but we will have to move further and include international students into the organisation of events, and the management and upgrading of English language media platforms.

In this regard the most serious task is on the side of the students: the creation of the interest representation of foreign students. This is an urging and important issue, the negotiations with the Student Council have been started, and the goal will probably be reached at the end of a multi-step process.

### **3.2.8 P8: Events, organisational memberships**

Last but of course not least we must deal with the academic events based on research cooperations. These can be good occasions for making personal contacts and the establishment of academic research groups. It is important that, beyond personal ties, relationships with major potentials should be institutionalised, which will necessitate the activity of the researchers also in the future.

In the recent past the fourth Hungarian–Chinese international forum was implemented, embedded into the international section of the 10<sup>th</sup> Conference and Competition of Accounting. The definite goal of the forum is the establishment of academic collaborations with the Nanjing partner institution.

Next year a scientific conference will be organised jointly with Ohio University, 28 years after the first such event with similar purposes. An important element of the conference is the creation of research groups in order to allow valuable publications to be made by the demonstration of the research findings.

Another task beyond the organisation of events in the next cycle will be to cherish the already existing organisational memberships, and to participate in events organised by them, in order to “have the faculty seen” at these forums. Although, we are not planning to have the Faculty admitted to new professional organisations, it is still necessary to have more colleagues involved in these relationships, as we want to show the excellence of the faculty also beyond the dean’s team and the staff directly involved in foreign affairs.

## **3.3 Strategic achievements and indicators**

The achievements of the strategy will be measured with different indices and indicators also in this cycle, which partly overlap with the previously used ones.

The first and ultimate measurement point is to receive the EPAS international programme accreditation of the EFMD organisation for the BABA programme by 2020.

This will require among other things the optimisation of the organisational resources and an effective division of labour among the internal organisational units of the Faculty and the central organisational units of the university. The success of this result can only be approximately measured, for which we suggest the use of the following indicators:

- the number of staff working in the administration of international issues in proportion of the number of students (for the time being this is 4 persons [2 at the Study Department and 2 at the International Office] who manage the affairs of 275 students),
- the number of colleagues teaching in foreign language programmes, which is 45 for the time being and shows the following breakdown, in a harmony with the age structure of the staff of the Faculty<sup>4</sup>,

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<sup>4</sup> The breakdown by institutions also shows an interesting picture: the number of lecturers active in the foreign language trainings is 27% in the Department of Quantitative Management and also 27% in the Department of Economics and Econometrics, the proportions of the Department of Marketing and Tourism, and of the Department of Leadership and Management are both 17%, while the share of the Department of Finance and Accounting is 12%.



		<i>under the age of 30</i>	<i>aged 30-40</i>	<i>aged 40-50</i>	<i>above the age of 50</i>	<i>Total</i>
<i>staff teaching at foreign language programmes</i>	persons	5	19	7	15	46
	%	11%	41%	15%	33%	
<i>FBE faculty</i>	persons	7	26	14	28	75
	%	9%	35%	19%	37%	

- share of revenues from foreign students, in proportion of expenditure on foreign affairs (in 2016 it was HUF 202.8 million revenues besides an expenditure of HUF 187.3 million, for details see the appendix).

A basic index of performance, of success at the end of the day will be the number of students paying tuition fee (or participating in the scholarship programme of the Hungarian Government).

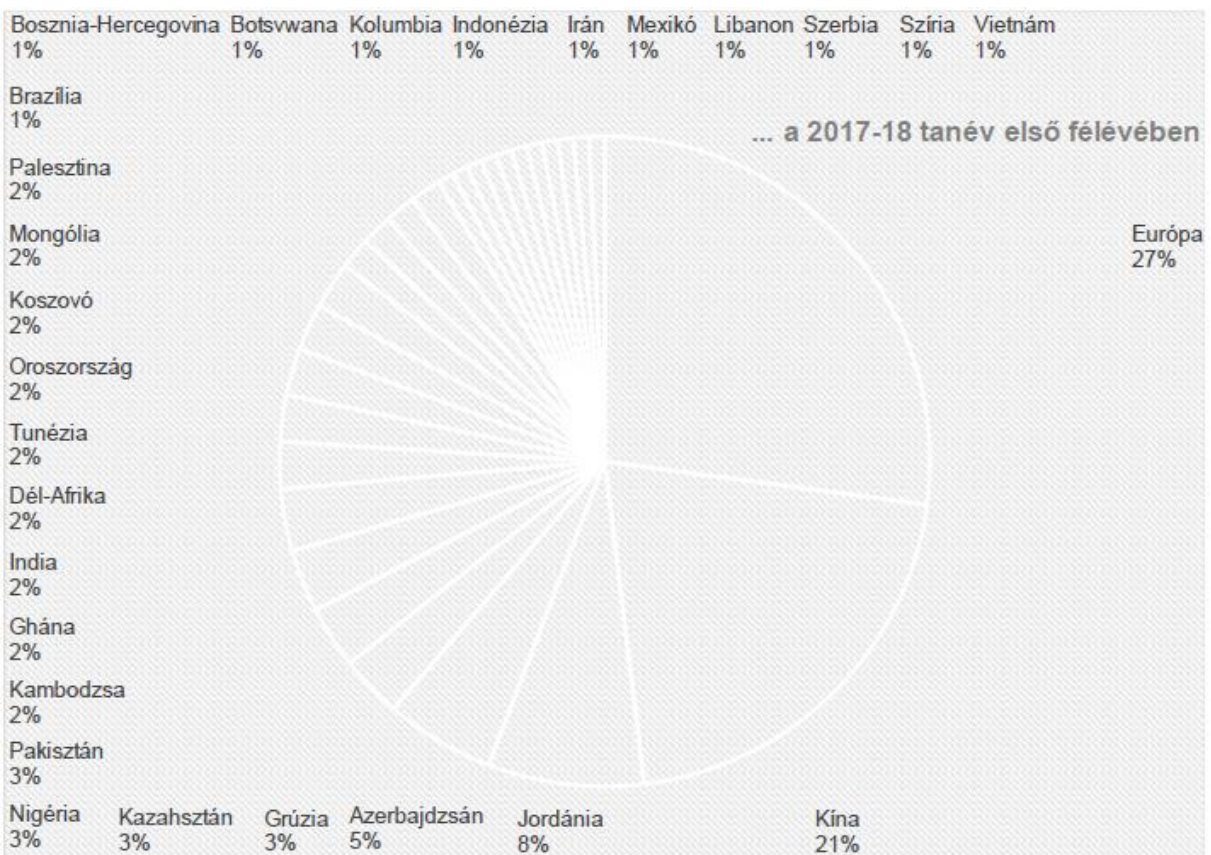
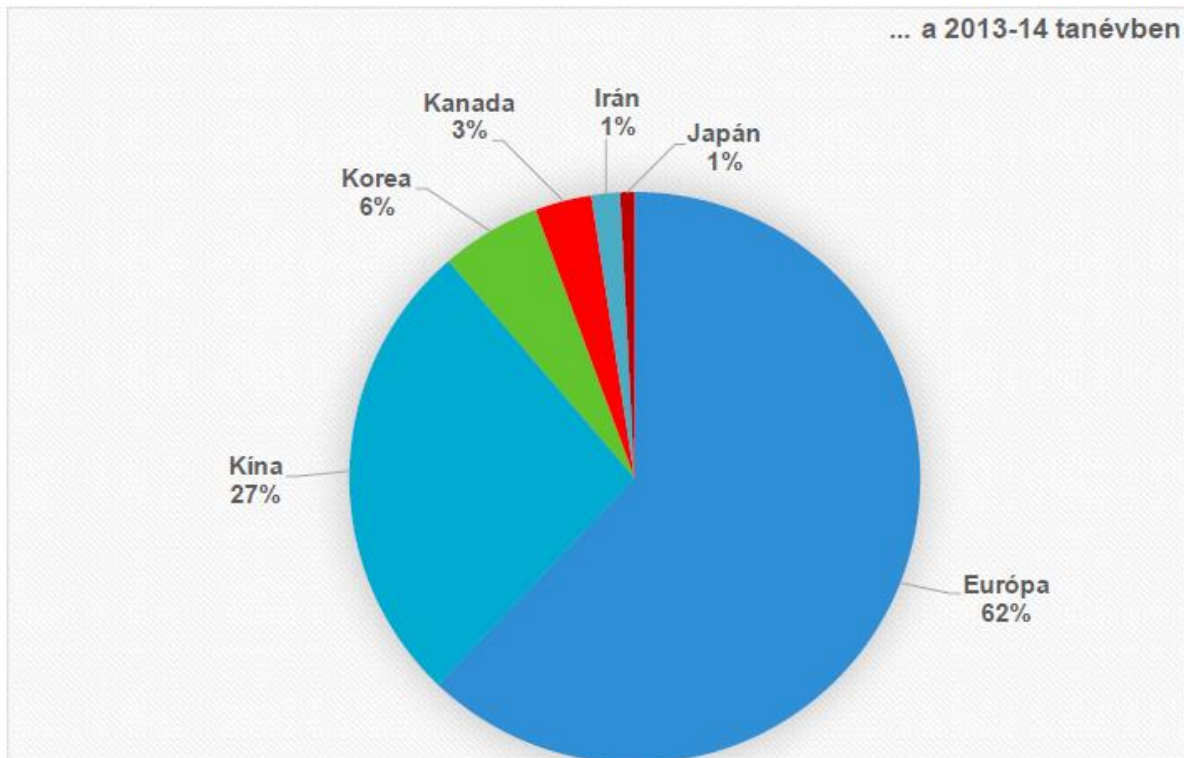
This will be supplemented by the measurement of the student quality, the improvement of which can be measured by the proportion of applicants and admitted students, on the one hand, and by the number of sending countries and the average number of students per country, on the other hand.

## 4. APPENDICES

### 4.1 Number of foreign students at UPFBE

Kimenő Erasmus hallgatók												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Hallgatók száma	61	57	54	56	68	68	80	41	54	36	36	31
Cserehallgatók												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Hallgatók száma	0	0	3	0	3	11	12	6	6	1	8	3
Bejövő Erasmusos hallgatók												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Hallgatók száma	38	40	55	52	40	73	84	66	93	62	60	32
Kimenő oktatói mobilitás												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Oktatók száma	10	8	9	8	17	17	17	13	13	13	8	3
Bejövő oktatói mobilitás												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Oktatók száma	7	11	5	4	5	11	11	8	17	9	5	3
Stipendium Hungaricum Hallgatók												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
BABA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	6	35	32	28
AMEMSC	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	12	23	30	32
EDEMA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	0	0	0	0
IPHD	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	3	9	7	17
Hallgatók száma	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	21	67	69	77
Üdözött Keresztény hallgatók												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Hallgatók száma												4
Teljes Programos Fizetés Nemzetközi hallgatók száma programra lebontva												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
BABA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	5	14	44	75	38
AMEMSC	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3	14	16	52	52
EDEMA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	0	0	0	0
IPHD	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3	6	10	11	23
Hallgatók száma	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	11	34	70	138	113
Nemzetközi hallgatók száma programra lebontva (Kivéve csere és Erasmus hallgatók)												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
BABA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	5	20	79	107	70
AMEMSC	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3	26	39	82	84
EDEMA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	0	0	0	0	16
IPHD	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3	9	19	18	40
Hallgatók száma	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	11	55	137	207	210
Összes Nemzetközi Hallgatói Létszám												
Kar	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2016	2016-2018	2018-2017	2017-2018/1
Hallgatók száma	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	83	154	200	275	229

## 4.2 Breakdowns of foreign students by countries



### 4.3 Expenses of international issues at UPFBE

In connection with the expenses comparable to the revenues, the first major statement is that unfortunately there is no register (either at central University or at Faculty level) that unequivocally contains the expenditure spent on this issue in the respective budgetary year<sup>5</sup>.

We thus chose the year 2016 that seemed from many aspects to be ideal for making the analyses, because

- the weighted student credit based accounting introduced in 2015 is available for the whole year,
- there was no major tender support in this area, as the former TÁMOP (Társadalmi Megújulás Operatív Program, i.e. Social Renewal Operational Programme) tenders were expiring and the new ones were still under preparation,
- the first major items of expenditure related to the international accreditation were already visible (which of course will increase in the future but evidently offer a good guidance as starting point),
- the present recruitment channels are well reflected by this year (because the number of SH scholars was already significant),
- the work of the International Office (1 full-time and two part-time employees) is coordinated by the International Advisor.

The annual expenditure spent on internationalisation is made by the following items:

- the proportionate share of the wages of the staff lecturing at the foreign language programmes (this can be calculated with the weighted student credit on the basis of the courses),
- the financial allocation managed by the International Office, including items from delegations through events to the making of souvenirs and publications,
- commissions paid to the recruitment agencies,
- hourly rates and consultancy fees paid at the IPhD programme,
- additional salaries for the foreign affairs activity and project works of lecturers responsible for management works, paid by the dean's office,
- salaries and project works etc. of the Colleagues working in the administration of foreign affairs.

	<b>Költség</b>	<b>2016. év</b> (mFt)	<b>Megjegyzés</b>
1	Oktatók személyi jellegű költsége	146,0	SHK alapján, járulékokkal
2	KI dologi keret	15,9	2016. évi tényadat
3	Ügynöki jutalékok	7,9	2016. évi tényadat
4	IPhD óra- és konzulensi díjak	3,5	közelítő adat, járulékokkal
5	Oktatók menedzsmentköltsége	4,5	közelítő adat, járulékokkal
6	Admin költsége	9,5	közelítő adat, járulékokkal
	<i>Összesen</i>	<i>187,3</i>	

<sup>5</sup> The clarification of the issue is further hindered by the fact that in the past years these data were collected in structures not comparable to each other.