



University of Pécs
Faculty of Business
and Economics

INTERNATIONALISATION STRATEGY 2026-2030

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AIMS AND PRINCIPLES

The internationalisation strategy of the University of Pécs School of Business and Economics is a *horizontal strategy* developed on the basis of the UPFBE Strategy for 2026–2030. Its distinctive role lies in the fact that, unlike the other sub-strategies, it does not define the independent development direction of a single functional area, but rather provides an overarching, connecting framework for the goals, activities and developments related to internationalisation across the School's entire operation. Accordingly, the document simultaneously serves the fourth strategic objective of the main strategy (Objective 4: Improvement of international visibility and recognition), while also aligning, from an international perspective, the relevant elements of the human resource development, education, research, marketing and social impact sub-strategies. Within the School's strategic framework, the internationalisation strategy is therefore an integrating document that ensures that the international dimension appears consistently across all key areas of the School's day-to-day operation. This is particularly important because, as the UPFBE Strategy clearly states, during the accreditation processes of the past 10 years the School has recognised that internationalisation must become a complex mindset. *The internationalisation strategy is the structured and conscious framework for this change in mindset.* In this way, the internationalisation strategy supports the coherence, internal consistency and accreditation-relevant operation of the School's strategic system.

In line with the School's mission, the purpose of the internationalisation strategy is not merely to increase international presence in itself, but to ensure that the School operates as a gateway through which international quality, perspectives, knowledge and experience flow into the region and generate measurable social impact. Consequently, for UPFBE internationalisation is not simply a matter of mobility, recruitment or networking, but a tool for quality enhancement, competitiveness and impact generation.

The aim of the strategy is that the School, through the deliberate channelling of international quality, knowledge and good practice, strengthens its education, research and operations, thereby increases its international visibility and recognition, supports its accreditation objectives, and generates measurable societal impact in the region and beyond.

The implementation of the internationalisation strategy is guided by *principles* derived from the School's vision and mission, its values, its strategic pillars and the accreditation mindset.

Quality-oriented internationalisation

The School understands internationalisation primarily as a tool for quality enhancement. Beyond increasing numbers of students, partnerships or programmes, the aim is to establish and sustain educational, research and organisational operations of demonstrably high quality that meet international quality expectations. This approach is aligned with the logic of institutional and programme accreditations, as well as with the excellence- and competitiveness-oriented pillars of the main strategy.

Horizontal and integrated approach

At the School, internationalisation is an overarching dimension that must be present in education, research, human resource development, marketing and societal impact alike. Accordingly, a key principle of the strategy is that the international dimension of every relevant sub-strategy should appear in a coordinated, mutually reinforcing manner.

Internationalisation at home and abroad

The aim of the School's internationalisation efforts is, beyond physical mobility, to create a local international learning and working environment through visiting faculty schemes, joint courses, COIL formats, virtual collaborations, international projects and a diverse campus experience that offers value not only to the local and national student base, but also to international students. This principle simultaneously serves access, inclusivity and the broad availability of the international experience.

Selective and value-based network building

Beyond the number of partnerships, the School seeks above all to build a quality-driven international network that creates genuine professional added value for education, research, the student experience and accreditation development. For this reason, the evaluation, segmentation and strategic management of partnerships constitute one of the core principles of internationalisation.

Linking regional mission with global standards

The School's internationalisation efforts do not appear as an end in themselves, but as a strategic tool supporting the fulfilment of the School's mission. International partnerships, knowledge networks and collaborations make it possible for global knowledge, good practice and innovative approaches to be channelled into the economic and societal development of the region – through the inflow of international knowledge, the creation of an international learning and innovation environment, and international knowledge transfer and innovation partnerships.

Continuous development and organisational learning

Internationalisation is a long-term development trajectory. Ten years ago, the School decided in favour of international accreditations, and it intends to build on the experience accumulated during recent accreditation cycles, turning it into institutional learning, development and embedded practice. Accordingly, a core principle of the strategy is continuous self-assessment, feedback and improvement.

Inclusivity, responsibility and sustainability

At UPFBE, internationalisation can only be considered value-creating if it supports not only visibility and competitiveness, but also responsible operation, cultural sensitivity and sustainable development. This is aligned with the School's core values, the logic of the societal impact strategy and the expectations of international accreditations.

Internationalisation dimension linked to Objective 1: MAINTAINING HIGH-QUALITY HUMAN RESOURCES (KPI 1)

According to the School strategy, maintaining high-quality human resources is a fundamental prerequisite for fulfilling the mission. The strategy also records that the succession challenge is particularly acute among university professors, as several key members of the current professoriate will retire by the end of the cycle, while the target value of KPI 1 is to maintain the number of professors. Consequently, in this dimension internationalisation appears as a dimension supporting the preservation and development of human resource quality: it contributes to academic and teaching excellence, succession development, internationally competitive working standards, and the School's ability to meet the expectations of the international accreditation environment.

International competences in academic and research roles

From the perspective of internationalisation, the quality of the School's human resources can also be measured in terms of ability to operate in an international environment. This includes the confident use of foreign-language teaching and professional communication, intercultural sensitivity, knowledge of international educational and research standards, the ability to work in international collaborations, and the openness that enables a global outlook and international good practices to be embedded in day-to-day operation. In line with this, the HR strategy introduces the Personal Development Plan (PDP) system, which treats competences related to internationalisation as a distinct development area and links them to the development dimension of the Performance Evaluation System (PES). The development of international competences at the School is not only a future goal, but one that can already be built partly on existing practices. One of the School's most important such instruments is the Compulsory International Experience (CIX), which was established to support the internationalisation of faculty on English-language programmes and within which the faculty concerned are expected to carry out activities that strengthen a global outlook and international professional embeddedness. Alongside CIX, International Teaching Week (ITW) plays a key role, serving both faculty development and the international experience of students; similarly important is the Visiting Faculty Programme (VFP), which, in line with the strategy, increases the presence of international academic staff on campus and also contributes to deepening partnerships. International experience acquisition also includes joint courses and joint educational collaborations implemented with partner institutions, which result in shared professional learning and institutional learning processes. The Personal Development Plan (PDP) system introduced by the HR strategy can provide a strong organisational framework for ensuring that internationalisation appears in individual development pathways in a way that is plannable, trackable and assessable. Its strategic importance lies in the fact that it directly supports the long-term sustainability of a high-quality body of teaching and research staff.

Internationalisation in administrative operations

International programmes, mobility processes, cooperation with foreign partners, management of the life cycle of international students, and accreditation-related operation all require high-quality administrative and organisational support. In this respect, the HR strategy provides a particularly important starting point when it emphasises that, as a learning organisation, the School builds not only on the continuous development of the knowledge and skills of faculty, researchers and leaders, but also on that of staff working in administrative

areas, and treats this as part of the same development logic. Competences related to internationalisation are therefore just as relevant in administrative and support operations as they are on the academic and research side. In previous cycles, the School has already taken steps that signal the internationalisation of administrative and support operations. In connection with the involvement of international faculty, certain internal communication platforms and meetings have become English-language, which shows that international operation is not confined to the classroom level but also affects the language and practice of organisational cooperation and day-to-day administration. This is an important starting point for the next cycle: internationalisation can function in a stable and sustainable way only if the supporting organisational background is also capable of adapting to the expectations of the international student, partner and accreditation environment. During the strategic period, it is therefore advisable to develop consciously the administrative dimension of internationalisation as well. In this way, internationalisation becomes an organisational capability that determines the operational quality of the School as a whole.

Internationalisation dimension linked to Objective 2: DEVELOPMENT OF THE PROGRAMME PORTFOLIO AND EDUCATIONAL QUALITY (KPI 2–4)

According to the School strategy, the development of the programme portfolio and quality focuses on improving the student experience, the continuous renewal of programme content, and the institutional response to demand for new forms of provision. In connection with this, the strategy identifies three indicators: improving the satisfaction of graduating students, developing and launching at least one online international programme, and launching at least one Hungarian-language distance-learning programme. From the perspective of the internationalisation strategy, this School objective is of particular importance because it is here that the international dimension appears most directly in students' everyday learning experience.

International learning experience and the internationalisation of curricula

One of the most important elements of the internationalisation of the programme portfolio is that students' learning experience should acquire an international character at curriculum level as well. This means not only maintaining English-language teaching, but also ensuring that across the entire educational portfolio the content, methodology and learning outcomes of courses increasingly and consciously prepare students for international and intercultural business environments. The internationalisation of curricula can be regarded as successful in the next cycle if the School consciously builds the international dimension both at course level and at the level of the student experience. This includes subject content reflecting global business challenges, the development of international and intercultural skills, the use of foreign professional examples and methods, and the inclusion in the shared learning process of the diverse experiences of students from international backgrounds. A student body with an international composition in itself carries significant "internationalisation at home" value, as a multinational learning environment directly develops students' foreign-language and intercultural competences.

International experiential learning and innovation platforms

One of the defining elements of the School's educational model is experiential learning, in which students develop their competences by solving real economic and societal problems. In the next strategic cycle, the School aims to strengthen consciously the international dimension of this model as well. In this area, internationalisation primarily means developing educational and innovation platforms in which students can work together in international environments on real projects. These may include international hackathons and innovation competitions, international student consulting projects with companies, project-based courses organised jointly with partner institutions, international enterprise development or innovation labs, and cross-border collaborations in regional development projects. Initiatives of this kind allow students simultaneously to develop their international competences and their entrepreneurial and problem-solving capabilities, while the projects are directly linked to corporate or societal challenges. As a result, experiential international learning becomes a key point of connection between global knowledge networks and regional economic development.

Online international education and digital internationalisation

Both the School strategy and the education strategy treat the development and launch of at least one online international programme as a separate KPI. This indicates that, for the School, online international education is a strategically important direction for portfolio development. From the perspective of internationalisation, online programme development has a dual significance. On the one hand, it enables the School to reach new international target groups in markets where physical mobility or relocation to Pécs may be more limited. On the other hand, digital internationalisation also develops education as a methodological and content-related mindset: it supports hybrid learning solutions, flexible learning pathways, virtual joint courses and new forms of international participation. In this connection, the School strategy also states that by entering the market for online degree programmes the School intends specifically to respond to the needs of the international market.

Internationalisation at home

Based on the School's existing internationalisation practices, internationalisation at home is one of the most important instruments for making international experience accessible to students who do not participate in mobility. The School already has several working forms on which the next strategic cycle can build. These include COIL and other joint online course formats, virtual teamwork, international projects and International Teaching Week (ITW). In the next cycle, it is advisable to treat these forms as consciously designed elements of the curriculum and student experience.

Double degree programmes

Double degree programmes are among the most visible and most structured forms of the School's internationalisation. In the next cycle, the strategic importance of this area is twofold. On the one hand, double degree collaborations increase the School's international attractiveness and the value of the learning pathways offered to students. On the other hand, they are also important from a quality assurance and accreditation perspective, because joint programme development, credit alignment and student pathway design with partner institutions require system-level cooperation. Therefore, from the perspective of the internationalisation strategy, the objective is to maintain existing double degree programmes consciously, make them more visible, and communicate them to students as clear study pathways.

Mobility, credit recognition and international student pathways

Student mobility is the classic form of internationalisation. The most important programmes include Erasmus+, Campus Mundi and the Pannonia Scholarship Programme, short-cycle mobility opportunities, as well as mobility linked to double degree programmes. One of the key elements in encouraging mobility is transparent credit recognition. The School uses a transparent equivalence system for courses at partner institutions, which makes the period of study abroad more attractive and reduces student uncertainty. In the next strategic period, maintaining and further developing this logic will be crucial, because the value of international student pathways is significantly increased if students can clearly see how the study experience abroad fits into their own educational pathway.

Short-cycle and international intensive programmes

The education strategy highlights the strengthening of short-cycle programmes and the growing demand for postgraduate specialist programmes, micro-credential courses, summer schools and winter schools as both a strength and an opportunity. This is particularly important from the perspective of internationalisation, because these forms make it possible to develop more flexible, more targeted and more rapidly marketable international offerings. The School strategy also records that the continuing education area grew dynamically in the previous cycle, so it is worth involving new, modern solutions in the further development of the portfolio. Based on the School's current practice, particularly important among short-cycle and intensive international formats are summer programmes and student-centred elements based on international teamwork, similar to the international hackathon. In the next cycle, these programmes should therefore be treated as conscious instruments of portfolio development.

International student experience, integration and support

The quality of the international student experience is one of the central issues of the second School objective, since improving student satisfaction appears as a direct KPI in both the main strategy and the education strategy. The School already operates several elements that support the integration and assistance of international students. In the next strategic cycle, it is worth interpreting the international student experience as part of the full life cycle: the student journey does not begin at enrolment and does not end at graduation, but starts already at the information and application stage and continues through to alumni relations. In this dimension, therefore, from the perspective of the internationalisation strategy the question is not only how many students arrive, but also what kind of learning, community and service experience they receive, how far they can engage in School life, and to what extent they perceive the School's international quality in day-to-day operation. This is directly linked to the School objective of improving student satisfaction.

International student recruitment and life cycle management

According to the marketing strategy, the School aims to operate a conscious, measurable and target-market-specific international recruitment system, with separate KPIs linked to international student applications, enrolment rates, the fee-paying ratio and the performance of digital campaigns. During the previous period, the School has already taken several conscious steps to rethink recruitment, demonstrating that it treats life cycle management as a complex system connected to programme quality and the student experience. From the perspective of the internationalisation strategy, the objective in this area is therefore the coordinated support of quality entry, integration and retention.

Internationalisation dimension linked to Objective 3: FURTHER STRENGTHENING OF RESEARCH EXCELLENCE (KPI 5–7)

The School strategy defines research excellence as one of the most important areas of higher education institutional performance and, for the period 2026–2030, sets objectives in terms of research output, its academic impact, and the domestic and international embeddedness of the School's research activity. Accordingly, the three related KPIs aim to increase the four-year cumulative total of the School's aggregated RMS-score, to raise the number of citations, and to expand the proportion of publications co-authored with non-School co-authors, including in particular the share of publications co-authored with foreign researchers. In the next strategic cycle, the research dimension of internationalisation can be captured in the below areas.

International research visibility and publication performance

The first and most tangible element of the international dimension of research excellence is the visibility of the School's research output. The School strategy explicitly records that, within the objective of increasing research output, the decisive consideration will continue to be raising the number of publications in highly ranked international journals, especially those classified as Q1–Q2. The research strategy adds that one of the most important achievements of the School's development in recent years has been the growth of its international visibility, particularly with regard to high-quality journal articles. In the next cycle, from the perspective of internationalisation, this trend must be strengthened further: an international-quality publication presence not only enhances reputation, but also contributes directly to growth in the RMS score and in citation counts. The research strategy also explains that the School's internal evaluation system differentiates research results according to their audience, quality and disciplinary fit. This approach strongly supports the internationalisation strategy, because it prioritises not merely the number of publications but also their international relevance and quality. In the next cycle, strengthening international research visibility will focus on ensuring that School researchers are present in increasing proportions in academic fora that genuinely connect them to international professional discourse.

International research collaborations and foreign co-authorship

The second important international dimension of research excellence is research embeddedness, which the main strategy also treats as a separate KPI. The primary objective here is to increase the proportion of work co-authored with foreign researchers. The research strategy links this to the vision of an embedded research environment, that is, one in which the School operates as part of a diverse and vibrant scholarly community through domestic and international collaborations. This approach fits well with the logic of the internationalisation strategy, because here internationalisation becomes a direct component of research quality and professional relational capital. The School already has several organisational arrangements that support the strengthening of international research collaborations. In the next cycle, the development of international research collaborations must build not only on individual researchers' contacts, but also on reinforcement at organisational level. The objective is not merely to increase the formal number of collaborations, but to ensure that these relationships are embodied in quality publications, applications and longer-term research networks.

International grants and research funding

An important element of the research strategy is that international embeddedness is also a prerequisite for attracting international sources of funding. The strategy treats strengthening grant writing, training researchers, aligning the performance evaluation system with grant activity, and achieving the submission of at least one international research proposal per year as a separate area for action. It also envisages the development of an internal funding system capable of supporting the enhancement of international embeddedness and preparatory work for applications. From the perspective of the internationalisation strategy, this area is particularly important, because it is here that it becomes visible that international relationships and research excellence do not develop independently of one another. Success in international applications requires a research and institutional presence grounded in prior conference activity, professional networks, joint research and partnerships. The research strategy also states that increasing the School's international embeddedness is necessary for successful access to EU and other international research projects.

International integration of research and education

The fourth element of the internationalisation dimension of research excellence is the strengthening of the relationship between research and education. Based on the School's mission and the logic of the accreditation documents, research is also an important source of programme quality, student experience and professional relevance. Although the research strategy focuses primarily on increasing research performance, it directly follows from this that internationally visible, high-quality research results must also be built into teaching materials, course content and the projects offered to students. The international integration of research and education is of strategic importance also because, in this way, research excellence directly contributes to the implementation of the second School objective, namely the development of the programme portfolio and quality. The horizontal nature of the internationalisation strategy is particularly visible at this point: stronger international embeddedness in research simultaneously supports publication and grant performance, educational innovation, the student experience and, ultimately, the School's international visibility.

International knowledge transfer and societal impact

In the field of research, internationalisation serves not only to increase publication performance or strengthen academic visibility, but also plays an increasingly important role in enhancing knowledge transfer and societal impact. In the next strategic cycle, the School aims to connect international research collaborations more consciously with practical application and societal relevance. Instruments for this may include international applied research projects with companies or public institutions, policy analyses and policy briefs produced within international collaborations, practice-oriented publications and professional reports, international corporate or institutional consultancy collaborations, and research projects related to the Sustainable Development Goals (SDGs). This approach ensures that the School's international scientific activity results not only in academic excellence, but also in tangible economic and societal impact.

Internationalisation dimension linked to Objective 4: IMPROVEMENT OF INTERNATIONAL VISIBILITY AND RECOGNITION (KPI 8–9)

In the period 2026–2030, the School strategy identifies improving international visibility and recognition as a stand-alone objective and assigns two direct indicators to it: obtaining at least one institutional accreditation and retaining the two existing EFMD programme accreditations. The rationale for the objective clearly states that the School has nearly three decades of experience in international education, gradually developed its programmes along EFMD standards and subsequently familiarised itself with AACSB institutional standards as well. The clear conclusion of the strategy is that internationalisation must permeate every element of day-to-day operation and become a complex mindset; enhancing international visibility and recognition marks out the quality-development trajectory of the School as a whole.

The School's accreditation journey is a consciously built developmental path: the initial impulses were followed by the achievement of programme-level EFMD accreditations and then by a gradual move towards institutional-level quality standards. In parallel, the School has built not only a practice of formal compliance, but also an organisational culture in which continuous improvement, quality assurance, strategic monitoring and stakeholder involvement have become a natural operational framework. Accordingly, in the 2026–2030 cycle the internationalisation dimension linked to the fourth School objective, building on programme-level achievements, aims to strengthen the institution-level international quality position. In this dimension, internationalisation appears in five interrelated areas.

Institutional accreditation readiness and quality enhancement

The School strategy clearly states that, in the 2026–2030 cycle, the School's objective is to obtain at least one institutional accreditation. This represents confirmation that, beyond programme-level developments, the School as an institution is capable of fully complying with international quality expectations. During previous years' accreditation processes, the School has already identified its main strengths and areas for development, and has developed a number of measures accordingly. The task of the next cycle is therefore to align at institutional level and carry forward consistently the quality-enhancement work that has already begun. This readiness can rely on several existing organisational elements. The School's culture of quality enhancement is already supported by the Assurance of Learning system, the Faculty Qualification System, annual KPI-based strategic monitoring, and the practice of using feedback from national and international accreditation processes as continuous input for organisational improvement. Strategic planning takes place with the involvement of stakeholders, advisory boards and School decision-making bodies, which provides a particularly strong foundation for a future institutional accreditation. From the perspective of the internationalisation strategy, this means that institutional accreditation is a quality logic that organises the School's operation as a whole.

Maintaining EFMD programme accreditations and using them for development

The other direct indicator of the fourth School objective is the retention of the two existing EFMD programme accreditations. The School strategy regards this as a value that in itself provides significant confirmation for the School. In the next cycle, therefore, maintaining programme accreditations should be interpreted as a developmental tool. Programme-level self-reflection, the incorporation of external feedback, the continuous fine-tuning of the

curriculum, the consideration of student and alumni feedback, and the maintenance of the quality of the international student base all contribute to ensuring that the accredited programmes continue to function as internal development laboratories. The marketing strategy supports this logic from its own side as well when it sets, as a separate objective, the need to secure the student base required to retain EFMD accreditation.

International partner portfolio management

One of the most important organisational carriers of international visibility and recognition is the quality of partnerships. In 2020, the School consciously reviewed its international partner portfolio and introduced a partner evaluation model based on a scoring system. This system examines not only the level of activity, but also how substantive the cooperation is, what educational opportunities it creates – for example joint courses – and whether the partner institution holds an international accreditation. The system arranges partners into cooperating and strategic categories, and explicitly aims to renew existing relationships, fill them with content, and increase the proportion of accredited partners. In the next cycle as well, network development is needed that simultaneously serves educational, research, mobility and accreditation objectives. The value of partnerships is determined by the joint courses created, double degree collaborations, research projects, staff and student mobilities, and the quality and reputational benefits they generate. From the perspective of international visibility, the conscious stewardship of the partner portfolio is therefore a strategic instrument.

External international validation

An important element in strengthening international visibility and recognition is the operation of the International Advisory Board (IAB), which the School established in 2022 to provide external support for international academic quality and strategic development. The Board meets twice a year and, as a consultative forum, supports the School leadership on strategic issues such as the international accreditation pathway, the development of the continuing education portfolio, and decisions related to AI or to cultural issues appearing in the classroom. The members of the International Advisory Board are professionals associated with respected foreign institutions, so its operation contributes simultaneously to the consistent enforcement of international quality considerations, external professional validation and the strengthening of the School's international partner network.

International positioning, brand and visibility

The outward-facing aspect of international visibility and recognition becomes tangible in positioning, brand building and communication. The marketing strategy clearly states that School marketing supports the sub-strategies, aligned with them, through an overarching and unifying brand-building objective. In terms of positioning in international markets, the document identifies several brand values that are directly linked to the internationalisation strategy: excellence, high-quality education, accreditations and international recognition; a community- and career-oriented learning environment offering personal attention; practical orientation; internationalisation; and the dimensions of impact and sustainability. Pécs, as a liveable, safe and culturally rich university city, is also an important positioning element. According to the marketing strategy, objectives in the area of international recruitment focus on increasing the proportion of fee-paying students, improving process efficiency, and securing the student base for accredited programmes. From the perspective of the internationalisation strategy, this is important because visibility and recognition cannot be separated from student recruitment: the brand promise is credible only if it is genuinely built on the School's real quality strengths and if communication is capable of conveying these values to the appropriate target groups in a clear and attractive way. In the next strategic

cycle, international positioning must therefore make the School's international quality identity visible, so that international visibility and recognition can serve as confirmation that the School's internal operation truly meets the international quality level it has set for itself.

Internationalisation dimension linked to Objective 5: STRENGTHENING SOCIETAL IMPACT (KPI 10–12)

The fifth objective of the School strategy is to strengthen societal impact, which the School intends to measure in the period 2026–2030 through three global KPIs: the Societal Engagement and Outreach Index (KPI 10), the Research and Knowledge Transfer Index (KPI 11), and the Contribution to Responsible and Sustainable Development Contribution Index (KPI 12). The societal impact strategy makes it clear that this framework interprets the School's mission in line with international accreditation frameworks. The document emphasises that the combined application of the BSIS and AACSB logics makes it possible to connect global quality-assurance thinking with evidence of regional impact. In this dimension, internationalisation appears as one of the mechanisms of external value creation.

International alumni system and international network capital

One of the most important areas of the international dimension of societal impact is the conscious development of the international alumni system. The strategic significance of the international alumni system lies in the fact that it directly transforms the School's international network capital into a societal and professional resource. In the next cycle, it is therefore advisable to treat the international alumni system as conscious relational-capital management. From the perspective of the internationalisation strategy, this is valuable because international graduates simultaneously support the student life cycle, career pathways, reputation, recruitment and the visibility of societal impact.

International professional relationships

The second important international dimension of societal impact is the system of external professional and corporate relationships. According to the societal impact strategy, the essence of KPI 10 is to measure the breadth and depth of the School's engagement with external stakeholders – businesses, communities and public policy decision-makers. From the perspective of the internationalisation strategy, this is of particular significance because, through international alumni and professional relationships, School students encounter real professional problems that go beyond the local market environment. In the next cycle, it is therefore justified to strengthen and structure international professional relationships. This may include stronger involvement of international or internationally oriented companies in projects, more visible linkage of internship pathways and career opportunities with the alumni and partner network, and ensuring that international relationships also generate measurable benefits for students, employability and the region.

International knowledge transfer and regional impact

The third international dimension of societal impact is knowledge transfer. According to the societal impact strategy, KPI 11 assesses the extent to which research and academic activities generate societal, economic or policy outcomes beyond the academic sphere, including applied research collaborations, industry projects and research activities aligned with the SDGs. In the next strategic cycle, it is therefore advisable to treat international knowledge transfer as one of the key elements of regional impact. This means that international research relationships, methods and good practices should also appear in applied projects, professional

collaborations, local and regional development issues, and various forms of accessible knowledge dissemination. In this way, internationalisation directly supports the mission that the School should function as one of the region's centres of knowledge for development.

Responsible and sustainable development in an international context

The fourth international dimension of societal impact is the contribution to responsible and sustainable development. KPI 12 of the societal impact strategy describes this as the School's overall contribution to environmental and sustainability issues, with particular regard to regional and global development dimensions. At this point, internationalisation also provides a normative direction: what responsible and sustainable patterns the School communicates, and how these appear in education, the partner system and external engagement.

Thus, the internationalisation dimension expresses that the School's international relationships and quality development fulfil their mission when they are transformed into measurable societal value. The international alumni system, external professional and corporate relationships, knowledge transfer and sustainability principles all support the School in operating, both in the region and beyond, as an institution that is not only internationally visible and recognised, but also socially useful, responsible and demonstrably effective. This logic is closely aligned with the mission of the School strategy and with the KPI system of the societal impact strategy.

The contribution of internationalisation to the School's societal impact measurement system

The implementation of the internationalisation strategy is closely linked to the School's societal impact strategy and its indicator system. International activities support a number of processes that also appear in the indicators used to measure social impact. The alignment of the two strategies is ensured, among other things, by the following indicators: the number of experiential learning projects implemented with international partners, the number of international applied research collaborations, the involvement of international visiting faculty and researchers in education, the number of international corporate or institutional innovation collaborations, and the number of international research projects related to sustainability or societal challenges. These indicators ensure that internationalisation activities make a measurable contribution to strengthening the School's regional, economic and societal impact.

IMPLEMENTATION

The implementation of the internationalisation strategy can be effective only if the document is also underpinned by a clear framework of responsibilities and organisational embeddedness. The implementation of the internationalisation strategy is distinctive in that, as a horizontal document, it is not the exclusive task of a single organisational unit. The strategy functions well when governance is clear at the level of School leadership, while individual areas also embed the internationalisation tasks relevant to them into their own operation. Based on previous accreditation self-assessments, the School's organisational operation already contains several elements on which implementation can build.

Responsibilities and governance

Primary responsibility for implementing the internationalisation strategy lies with the School leadership, in particular the dean, who is responsible for ensuring coherence between the School strategy and the sub-strategies, providing institutional support for implementation,

and allocating the necessary resources. In the case of the internationalisation strategy, this means that the dean ensures the institutional weight of the document, coordination between the sub-strategies, and executive oversight of implementation. Direct professional coordination, however, is based on the cooperation of several actors. Because of the objectives of the internationalisation dimensions, standards-based operation and self-assessment cycles, particular importance attaches to the functions connected with international accreditations: the *dean's advisor for international accreditations*, the *international accreditation manager*, the *Internationalisation Committee of the School*, and the *International Accreditation and Quality Assurance Committee*, the latter being a new committee of the School council whose members are the accreditation team in the narrower sense – the international accreditation manager, the dean, the Vice Dean for Educational Affairs, the dean's advisor for international accreditations and the dean's advisor for HR. Since the internationalisation strategy is a horizontal document, these positions are decisive from the perspective of strategic coherence, the observance of international standards and coordination between the various areas. In implementation, the involvement of those responsible for the School's strategic objectives detailed above is crucial, complemented by the leaders, faculty and administrative staff of the institution's relevant units.

As part of implementation, a *regular annual monitoring cycle* will be established for the internationalisation strategy, taking accreditation cycles and structured preparation for visits into account, regularly assessing progress, collecting data, and making recommendations for the necessary corrections. The management of this process is the responsibility of the International Accreditation and Quality Assurance Committee.

Appendix: Planned measures

KPI	Action area	Planned action	Responsible
KPI 1	Development of international competences in academic and research roles	In order to develop the international dimensions of School teaching and research activity, identify and develop the necessary competences in a targeted way through the PDP system, taking account of the School's strategic objectives and individual aptitudes, and monitor them continuously	dean's advisor for HR
KPI 1	Compulsory International Experience	Development of the Compulsory International Experience (CIX) system	dean's advisor for international accreditations
KPI 1	Internationalisation in School administrative operations	In order to develop the international dimensions of School administrative operations, standardise and enhance the quality of administrative, partner-management and student-support processes. In connection with this, identify and develop the necessary competences and integrate them into the PDP system	director of faculty contributor in relation to the PDP: dean's advisor for HR
KPI 2	International learning experience	More conscious incorporation of the international and intercultural dimension into course learning outcomes, content and methodology	vice dean for educational affairs
KPI 2	International student experience and integration	Development of orientation, integration, support and student services along the international student life cycle	vice dean for educational affairs
KPI 2	Internationalisation at home	Turning COILs, joint courses, virtual teamwork and international projects into regular curriculum elements	vice dean for educational affairs
KPI 3	Online international programme	Development, market and academic validation, and launch of at least one online international programme	vice dean for educational affairs
KPI 2-3	International visiting faculty	Identify the courses and programmes where regular international teaching participation is required and establish an operational framework for this	vice dean for educational affairs
KPI 2-3	Double degrees programmes	Review, rationalisation and targeted expansion of existing double degrees, and their development into more visible student pathways	vice dean for educational affairs
KPI 2-3	Mobility and credit recognition	Further improve the transparency of credit-recognition practice and communicate mobility pathways more clearly	vice dean for educational affairs
KPI 2-3	Short-cycle and intensive programmes	Strengthening the portfolio of international summer/winter schools, short-cycle and intensive programmes	director of the Centre for Applied Learning (CAL)
KPI 2-3	International Teaching Week	Strengthening International Teaching Week	dean's advisor for international accreditations
KPI 2-3	Visiting Faculty Programme	Systematic strengthening of the Visiting Faculty Programme	dean's advisor for international accreditations
KPI 2-3	International student recruitment and life cycle management	Target-market-specific recruitment, CRM funnel, conversion tracking and ensuring a high-quality student base	director of marketing

KPI 5	International research visibility	Further increase Q1–Q2 publication presence and the School's aggregate research output	vice dean for research
KPI 7	International research collaborations	Conscious building of foreign co-authorships, research networks, joint conferences and research collaboration formats	vice dean for research
KPI 5–7	International grants and funding acquisition	Support for the preparation of international grants, encouragement of grant writing, and establishment of an internal preparatory system	vice dean for research
KPI 5–7	Connecting research and education	More conscious incorporation of international research results into teaching materials, courses and student projects	vice dean for research
KPI 5–7	International knowledge transfer and social impact	Connect international research collaborations more consciously with practical application and societal relevance	vice dean for research, vice dean responsible for societal impact
KPI 8	Preparation for institutional accreditation	School-level alignment of the developments, data, processes and self-assessment logic required for institutional accreditation	international accreditation manager
KPI 9	EFMD programme accreditations	Development-oriented operation of the two accredited programmes, incorporation of feedback, and securing the student base	international accreditation manager
KPI 8–9	Partner portfolio	Regular use of the partner evaluation system, prioritisation of strategic partners, and filling partnerships with substantive content	dean's advisor for international accreditations
KPI 8–9	External international validation	More conscious use of the International Advisory Board and other external validation forums for strategic feedback	dean's advisor for international accreditations
KPI 8–9	International brand and positioning	Unifying and consistently communicating the School's international value proposition	director of marketing
KPI 10	International alumni system	Strengthening the involvement of international alumni	vice dean responsible for societal impact
KPI 10	International professional relationships	Greater involvement of international or internationally oriented companies in projects, professional collaborations and internship pathways	vice dean responsible for societal impact
KPI 11	International knowledge transfer	More conscious documentation and expansion of the local and regional utilisation of international research and professional knowledge	vice dean responsible for societal impact
KPI 10–11	External engagement and regional impact	More structured use of international partnerships and external collaborations to increase regional impact	vice dean responsible for societal impact
KPI 12	Responsible and sustainable development	Stronger integration of sustainability, responsible operation and an inclusive mindset into international educational, partnership and communication practice	vice dean responsible for societal impact