

Quality and internationalisation

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BEFEKTETÉS A JÖVŐBE

STRATEGY AND LEADERSHIP – WHICH FIRST?

How is it possible to ensure the seriousness of the international strategy?

Are the following criteria sufficient:

- Does the making of strategy correspond to a methodological minimum criteria?
- Does the strategy influence the operation of the institution, the running developments?
- Does the work along the strategy make verifiable results?
- What weaknesses are identified in connection with the strategic operation?)
- Who would you like to interview for the above?

QUALITY DIMENSIONS OF INTERNATIONALISATION

Indeed! What do contribute to the quality of internationalisation?

Processes?

T&L?

The quality of foreign language skills of those involved?

Joint products? (e.g. publications)

Nice multicultural community community of practice?

Hospitality? Quality of local life?

Local services?

THE QUALITY OF TEACHING AND LEARNING AND INTERNATIONALISATION

- To what extent can internationalisation expect or support the development of T&L?
- What elements of ESG and the related diverse tasks should be in focus?
- How do you estimate the risk of latency in case of credit recognition and what methods could lead to a more transparent general practice?
- Can we check the compliance of the credit mobility key phases?

COLLECTION, ANALYSIS AND USE OF DATA ON INTERNATIONAL WORK TO PREPARE TOP-LEVEL DECISION-MAKING

- Does audit methodology properly determine those datasets that are important in terms of the audit?
- What data are available and used by the management?
- What data, analytical methods and benchmarks is useful for the audit?
- On which areas of data management can the auditors expect outstanding positive or negative findings?
- Is it possible to examine the relationship between the quantified figures and the quality related indicators?
- What indicators should be used regularly?

SHARED RESPONSIBILITY AND COORDINATION OF THE INTERNATIONAL RELATIONS

- Who are the learders of internatialisatation to be identified and met?
- How elected leaders and employed professionals can share the tasks?
- What organisational forms support coordination best?
- How can the audit teams make sure that the institutionalised form of coordination fulfils its mission?
- What creatives ways do exist to connect internationalisation and management processes?

DIVERSIFICATION OF INTERNATIONAL WORK

- Is it a problem if internationalization covers only certain segments of the institution?
- What are the advantages of the holistic view?
- How can auditors scale to what extent the approach is integrated?
- How can the auditors map to what extent the integration of foreign teachers and students into the organization was successful?
- How is it possible to identify the existing good (and bad) practices in this field?

THE CAMPUS AND STUDENT SERVICES

- How can auditors access information on the linguistic competencies of the workers of the institution and the openness to multicultural dimensions?
- What student services are worth focusing on?
- What specific expectations and typical disappointments the exchange students, guest lecturers have?
- To what extent can fee-paying legitimise privileges for foreign students?

INTERNATIONAL APPEARANCE, MARKETING

- Are higher education institutions competitors of each other in this field or there are arguments in favour of cooperative recruitment “technologies”?
- Is it a realistic option for the leadership to involve departments and colleagues working in the field of marketing?
- What kind of role can quality play in marketing (and what kind of quality dimensions)?
- What are the pros and contras when appointing agencies to recruit new students?

THE CAMPUS AND ITS LOCAL AND REGIONAL ENVIRONMENT

What mutual benefits show the strategic partnership between the university and the city in the field of internationalization?

How can the audit team identify the existing efforts?

REVENUE GENERATION/ FINANCIAL SUSTAINABILITY OF INTERNATIONALIZATION

Is it important to internationalise each faculty?

What are the perspectives of faculties starting internationalisation against the robust income generating ones?

Is it possible to start programmes with tuition fee on a faculty which has no tradition in providing similar services?

What are the areas where longer-term and more complex calculations of return on investment must replace the expectation of direct income generation and profitability?

Is it possible for the audit to consider the budget of internationalisation?