Teaching Strategy

2024-2027

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1 Foreword

1.1 Teaching Mission and Vision

The teaching mission of Corvinus University of Budapest (hereinafter Corvinus) is to build on the rich intellectual legacy of the institution and to educate qualified, responsible, and capable professionals and leaders who are able to recognize the opportunities and challenges of environmental, technological and social transformations and to leverage their knowledge for the service of sustainable social and economic development.

Our vision is teaching is that, through a student-centred teaching-learning environment and consciously planned and managed individual student life paths, our graduates are ready to make a lasting positive impact on their professional field and society as a whole.

1.2 What is the Aim of the Teaching Strategy?

This document is the teaching strategy of Corvinus for the period 2024-2027 (hereinafter referred to as the strategy). The aim of the strategy is to build on the University's traditions and achievements to date, and to define a framework that is adaptable to environmental changes, which contributes to the fulfilment of the University's educational mission and supports its faculty and students in developing their potential at both individual and institutional levels.

1.3 What does the Strategy Mean for the Faculty?

Our Faculty are the most important strategic partners in achieving the teaching mission. The explicit aim of the strategy is to create a supportive environment in which all the support and tools are in place to enable our colleagues to carry out their teaching tasks effectively and to a standard of international excellence. Elements of this environment include internal trainings, support materials and services, support for participation in education-focused conferences and mobility programs, promotion and reward of teaching excellence, intentional development of teaching-learning culture and provision of high quality infrastructure (spaces, technologies, IT services, etc.).

In addition to the University's currently active teaching staff, high priority is also given to the development of our doctoral students preparing for academic careers. To facilitate their entry into teaching careers, we provide them with development opportunities, training and practical involvement that will not only enable them to make a smooth career start, but also give them an advantage in international academic positions.

2 Analysis and Conclusions

The institutional strategy was last reviewed at the end of 2020 and the strategic directions were set out in the document "The Corvinus Renewal Programme 2021-24 (Institutional Development Plan, IDP)".

The IDP sets out strategic objectives, principles, action plans and performance indicators for program and methodological development, for student satisfaction and for training programmes in general and at each level of education. The University's main strategic objective in the field of education in the recent period has been "to move beyond its leading position in the national higher education market and become a regional leader". This requires offering a bilingual education portfolio focused on student development that is the best choice for an

increasing number of international students while maintaining its popularity among excellent Hungarian students. This objective required a transformation of the education portfolio.

In case of the bachelor's programmes, the most important strategic objective was to unify the fragmented portfolio and to create a professional structure that provides a broad-based education and reflects the tradition of Corvinus University of Budapest by providing a strong economic and social science foundation for business students and a business foundations for students in economics, IT and social sciences. Consolidation of the portfolio has led to a reduction in the number of bachelor's programmes.

Following several changes, the University's portfolio of bachelor's programmes currently consists of 11 courses: *Applied Economics* (BA); *Business and Management* (BA), *Business Informatics* (BSc); *International Management* (BA), *Finance and Accounting* (BA); Communication and Media Studies (BA); International Studies (BA); *Philosophy, Politics, Economics* (PPE) (BA), *Data Science in Business* (BSc), Political Science (BA); Sociology (BA), but the last two programmes will be launched for the last time in autumn 2023. Programmes highlighted in blue have been developed or significantly improved in terms of content and methodology, based on a learning outcomes approach. There are still two bachelor's programmes in social sciences that need to be renewed (these developments have already started), thus, in medium term, a **stabilisation of the bachelor's portfolio and a deepening of the learning outcomes approach are needed.**

The most important strategic objectives concerning master's programmes were internationalisation, the integration of the content of bachelor's and master's programmes, the launch of one-year specialised master's programmes and the development of validation procedures to shorten the duration of trainings.

In 2023, the University has announced 25 master's programmes and one combined (5-year) programme. Among them, the following were renewed in terms of content and methodology, with the learning outcomes approach: *Economic Analysis* (MSc); *Business Development* (MSc); *Management and Leadership* (MSc); *Marketing* (MSc); *Finance* (MSc); *Accounting* (Msc); *Supply Chain Management* (MSc); *International Relations* (MSc); *International Economy and Business* (MSc); *Business Informatics* (MSc); *Public Policy and Management* (MSc); *Economics and Finance-Mathematical Analysis* (MSc), *Economics Teacher* (MA).

For the first time, the Political Economy (MA); Economic Behavioural Analysis (MA); Advanced Supply Chain Management (MSc); Public Governance (MSc); Marketing Strategy and Innovation (MSc) programmes were announced, out of which the following programmes were actually launched: Economic Behavioural Analysis (MA) and Marketing Strategy and Innovation (MSc).

From the academic year 2021/22 onwards, fostering internationalisation, 9 programmes have been available only in English (with their Hungarian versions discontinued), and 9 more – mainly part-time - programmes - will no longer be offered because they do not fit into Corvinus' long-term strategy.

Concerning master's programmes, demand has significantly changed in recent years, with a decrease in the demand for traditional two-year programmes and an increasing number of Hungarian students choosing to study abroad. This requires us to **rethink and develop a portfolio of master's programmes that meets the changing needs, focusing on labour market expectations, trends and student preferences.**

Concerning executive programmes and postgraduate non-degree programmes, the aim is to develop and operate a flexible, regionally oriented portfolio that is well adapted to market

needs. The portfolio currently includes 2 MBA programmes (Corvinus MSM SEED Executive MBA and the Fulltime MBA) and 25 postgraduate non-degree programmes. Of the postgraduate non-degree programmes, 20-22 are launched each year, depending on the number of applicants. The key challenge ahead is to **develop and successfully market the executive programme portfolio.**

The main strategic goal and challenge of the doctoral education is internationalisation. This means both increasing the number of foreign doctoral students, increasing the involvement of colleagues with international experience in the PhD teaching and supervising staff, and channelling our graduates to the the international job market. The Corvinus doctoral fellowship scheme is also being redesigned with this objective in mind.

3   Teaching Strategy Objectives

Our *teaching mission* is to make Corvinus degrees internationally competitive, and to ensure that our gradutes become qualified, responsible and capable professionals and leaders as a result of their studies. This requires a ***teaching and learning ecosystem*** that is based on a continuously evolving, innovative programme portfolio and comprehensive student support services. Accordingly, Corvinus' ***overarching strategic objectives for teaching*** for 2024-2027 are to:

A. *through intentionally designed pathways to excellence* –ensure the international competitiveness of our students, including both academic and professional excellence. Our aim is to ensure that, throughout their academic journey, students acquire a variety of professional experiences, according to their strengths, which will contribute to their future professional success; for example, by participating in research, learning entrepreneurship and the flexibility to address economic and social challenges posed by technological change.

B. offer a *deliberately structured portfolio of continuously developed programs* at all levels of education, from undergraduate to postgraduate programs; provide complex talent management activities; and offer an attractive portfolio of continuing education to support lifelong learning. The uniqueness and innovativeness of some elements of the programmes distinguish the University from its competitors and offer attractive opportunities for talented international students. By fostering an international environment that encourages creativity, critical thinking and collaboration, the University develops students who are ready to make a lasting positive impact on their professional field and society as a whole.

C. Develop an *innovative and flexible teaching & learning ecosystem* reflecting the challenges of the 21st century labour market, using state-of-the-art teaching methods and tools; providing an in-depth theoretical and methodological foundation;

integrating real-world, practical challenges and transversal competencies[1] into the curricula; and preparing students to excel in a rapidly changing labour market[2].

4 Teaching Strategy Principles

To achieve the above described strategic goals, systems, methods and policies that have driven progress in the past must continue to operate. We must therefore continue to pay particular attention to the following ***education-related principles***:

- Continuing Corvinus traditions, the University offers attractive programmes in *business, economics, social sciences* and *information technology* at all levels of education and also in continuing education to support lifelong learning.
- In order to achieve its objectives, the University needs to integrate into the international higher education space and into an international network of higher education institutions. *Internationalisation* covers all areas of the institution and its operations, such as teaching, learning, research, services, administration, strategy development, external and internal communication, infrastructure, values, value systems and all other areas. Internationalisation involves a general openness and an attitude of flexibility to manage change.[3]
- Emphasis is placed on ensuring that the programmes offered, their online and offline spaces, and the educational processes are designed and developed with *inclusiveness* as a central organising principle. By inclusiveness, we mean the deliberate exploration and continuous learning of how our education can be shaped to best support our diverse student and teaching community on the path to excellence, by complementing the pillars of universal design with the principle of equity.
- The University strives to educate professionals who are committed to *sustainability* and who can take action. The University prepares students for professional excellence and socially responsible careers by developing its educational content and methods. Students will acquire sustainability knowledge, develop ERS competences and develop their attitudes through their training programs, specialisations, courses, topics and extra-curricular learning opportunities.
- The University intends to develop its training mainly in the form of *face-to-face teaching*, complemented by the tools provided by blended technologies.[4]
- High quality and competitive education requires the strategic use and integration of *emerging modern technologies* (such as artificial intelligence, data analytics, cloud technologies, automation etc.) into teaching-learning processes and methods, as well

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[1] By transversal or transferable competencies we mean those that are transferable between different situations, tasks, roles and even professions during the student's university career and beyond, and which are usually developed across the curriculum rather than as a single subject. Examples are critical thinking, time management, leadership skills or inter- and intrapersonal competencies.

Assiter, A. (Ed.). (2017). *Transferable skills in higher education*. Routledge.

[2] Although our students are primarily employed in the Hungarian labour market, the aim is to enable them to succesfully compete on the global market as well. The development of the master's portfolio can have a fundamental impact on this, and in the coming years this question will also have to be addressed at the organisational level and not only at the educational level.

[3] The University's internationalisation profile and the tasks to be carried out are summarised in the Appendix

[4] The OECD definition of blended learning is applied. OECD (2023), Ensuring Quality Digital Higher Education in Hungary, Higher Education, OECD Publishing, Paris, https://doi.org/10.1787/5f44fd6f-en 19 p

as the appropriate management of related educational data, information and user experience aspects.

- We will stabilise our broad and comprehensive *undergraduate programs* and ensure the updating and continuous development of the specialisations leading to the master's programmes.
- We are developing our *master's degree portfolio* around a concept that offers competitive and attractive programmes for the best domestic and international students, both nationally and internationally. The concept is based on two pillars: on the one hand, the programmes are flexible in terms of content focus and form - innovative and responsive to changes in the social and economic environment. On the other hand, the programme portfolio should provide added value for students coming from various paths (e.g. our own undergraduate students, international students, students from other disciplines, students completing their second master's degree, etc.). The portfolio of master's degrees is responsive to changes in the economic and social environment, yet it is based on a stable framework.
- On the one hand, the transformation of *doctoral education* is taking place along the lines of the internationalisation principle mentioned above, where students are increasingly being offered and expected to participate in the international job market. With the increasing flexibility of Corvinus' training systems, a stronger integration of doctoral and master's programmes is also envisaged.[5]
- The development of our training and programmes should continue to follow the principles of *complex student competence development.*
- We need to attract and recruit national and international *students with outstanding academic potential* to provide the right input.
- The number of *newly enrolled students* in bachelor's programmes is fixed at 1500 per year, as has been the practice in recent years, and the number of active students in master's programmes (1st and 2nd years combined) is fixed at 1600. The number of students in our executive education and postgraduate non-degree programmes will be adjusted to market demand.
- We need to intentionally further reduce *student/instructor ratios* and seminar numbers and keep them both low to maximise personalised attention.
- Building on international benchmarks and adapting to the constantly changing (international economic-social-technological) environment, we ensure that our *curricula are kept up to date*.

5 How do we Achieve the Goals

In order to achieve the objectives of the overall education strategy, in addition to operating existing systems and following the above guidelines, new systems and tools will need to be introduced during the period of this strategy. Thus, the following initiatives (projects) related to the overall education strategy objectives need to be implemented.

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[5] On an experimental basis, the Doctoral Programme in Economics has already started to harmonise master's and doctoral courses, and to recognise the credits previously acquired by master's students that can be counted towards their PhD. The possibility of doing so will be explored and will be made possible in the other doctoral programmes.

5.1 Intentionally Designed Student Pathways to Excellence

Training internationally competitive, qualified, responsible, capable professionals and leaders is unimaginable without identifying individual characteristics and needs and providing individual support. To achieve this, we need to:

- ✓ A1) Provide and further develop ***integrated academic advising and career planning support*** services to ensure that students develop intellectually and professionally through deliberately designed pathways to excellence, tailored to their personalities and interests.
- ✓ A2) Develop a ***data-driven system*** of analysis and evaluation of the factors influencing student success, enabling the use of learning analytics tools at both individual and institutional levels.
- ✓ A3) Develop a ***comprehensive talent programme*** to maximise individual professional development.
- ✓ A4) Create actively inclusive and accessible ***learning spaces*** (online and offline, synchronous and asynchronous, formal and non-formal) are needed to enhance learning outcomes.
- ✓ A5) Equip teachers to ***develop students holistically***, i.e. to support students' development in the intellectual, emotional, social and cultural dimensions, as well.

5.2 Constantly Evolving, Innovative Portfolio of Programmes

Our bachelor's programmes, which offer a wide scope and comprehensive knowledge, have been developed and renewed over the past four years, so our primary focus is to ensure stability of this portfolio. But we also have further work to do in linking bachelor's and master's degrees and developing master's programmes. Our priorities in this area are:

- ✓ B1) To develop a framework for ***complex student competency and curriculum development*** reflecting 21st century challenges, expectations and sustainability, with a special focus on the development of competencies that define the uniqueness of Corvinus and create real added value (from undergraduate to postgraduate level).
- ✓ B2) Developing a framework for ***curriculum development and teaching with corporate, institutional and social partners*** to strengthen the practical dimension.
- ✓ B3) In the tradition of Corvinus, while retaining outstanding degree programmes, we develop ***unique, innovative, internationally marketable master's programmes*** in deliberately identified areas of focus that provide a competitive advantage. Accordingly, we will further develop a system that allows students from other fields of study, including engineering, technology, arts, public administration, to continue their studies in our master's programmes. On the other hand, we will develop a shorter, specialised range of programmes for undergraduates in economics and social sciences.
- ✓ B4) To operate an ***attractive, profitable portfolio of postgraduate non-degree programmes and executive education*** aimed at developing professional excellence. This will require the development of an Executive Education Centre to ensure the effective functioning of executive education.

5.3 Innovative and Flexible Teaching & Learning Ecosystem

The University can successfully prepare its students to meet the rapidly changing challenges of the labour market and to achieve excellence if it is able to adapt flexibly, create an innovative

teaching and learning environment and achieve continuous quality improvement. This requires the following:

- ✓ C1) Promoting and encouraging the **renewal and development of teaching methodologies**, with a special focus on the development of teaching excellence competences defined in the Corvinus Teaching Excellence framework.
- ✓ C2) **Incorporating the latest professional expertise and experience** into courses, with a particular focus on the development of professional excellence competences as defined in the Corvinus Teaching Excellence framework.
- ✓ C3**) Deliberately and regularly involve students** in programme and subject development.
- ✓ C4) Recognising teaching excellence at institutional level through the development of a highly prestigious **teaching awards** scheme.

6 Strategy Implementation Plan[6]

Intentionally designed student pathways to excellence

Strategic initiatives	Actions and tasks planned	Results	Scheduling	Participants	Indicators[7]
A1) Provide and further develop ***integrated academic advising and career planning support*** services to ensure that students develop intellectually and professionally through deliberately designed pathways to excellence, tailored to their personalities and interests.	✓ Creation of programme development maps (development of matrices describing links between subjects and competences), and their use in programme development ✓ Deliberate design and integration of extracurricular activities and talent management into training (building on A3) ✓ Student Academic Journey Analysis ✓ Designing spaces and activitiess for identity-based groups or situational communities (e.g. international students, first-	✓ Visualisation of programme development maps ✓ Portfolio of programmes supporting talent development ✓ Typical academic journeys identified for each programme ✓ Spaces and activities created	1. year 1. – 2. year 1. – 2. year 2. – 3. year	✓ Education Leaders ✓ Faculty ✓ Centre for Educational Quality Enhancement and Methodology ✓ ETDT ✓ Study Colleges, Student Organizations ✓ Corvinus Science Shop ✓ Student Support Services ✓ Library ✓ Talent Management Centre	✓ Improvement of learning outcomes ✓ Student satisfaction ✓ Labour market feedback

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[6] The detailed development of the strategy's feasibility plan, the precise timeline, annual plans, tasks and responsibilities will be defined in early 2024.

[7] The precise definition of indicators and performance indicators requires careful preparation and data collection. In many places we do not even have a baseline. All this takes time to prepare and develop.

	year students, first-generation students, etc.) ✓ Provision of mental health services and counselling ✓ *Developing a system of excellence, quality assurance and monitoring in the field of educational services - responsibility of CIR, Institutes*	✓ Enhanced advisory services	Continuous	✓ Student Services ✓ Institutes	
A2) To develop a ***data-driven system*** of analysis and evaluation of the factors influencing student success, enabling the use of learning analytics tools at both individual and institutional levels.	✓ Developing an organisational framework (Centre for Educational Research and Learning Analytics) ➢ Defining the teaching & learning ecosystem of Corvinus, identifying the actors and the relationships between them. ✓ Identify data sources describing student success and learning outcomes, extract data, implement related improvements ✓ Developing a set of relevant analyses for the diagnostic evaluation of learning pathways and outcomes, building on artificial intelligence tools ✓ Carry out the necessary educational, learning and	✓ Centre for Educational Research and Learning Analytics ✓ Data Infrastructure ✓ Data Analysis Scenarios ✓ Enhanced learning pathways, career pathways	1. year 1. year From 2. year continuous	✓ Education Leaders ✓ Programme Directors ✓ Education Management ✓ Centre for Educational Quality Enhancement and Methodology ✓ Digital Innovation Team	✓ Number of analyses and reports produced ✓ Development of learning/teaching methods ✓ Improvement of learning outcomes

	digitalisation measures and tasks based on the analysis		From 2. year continuous		
A3) Develop a **complex talent programme** to maximise individual professional development.	✓ Modules of a complex talent programme (partly building on existing talent programmes to further develop them, deliberately linking them together and exploiting synergies, partly building on new ones) (aligned with the framework developed under B1)	✓ Enhanced or newly developed programmes where we develop the competences that will enable students to succeed in their future careers	Continuous 2024 Spring first pilot programs	✓ Faculty ✓ Centre for Educational Quality Enhancement and Methodology ✓ ETDT ✓ Study colleges ✓ Students Organizations ✓ Corvinus Science Shop ✓ Student Support Services ✓ Library ✓ Centre for Talent Management	✓ Number of participating students ✓ Student satisfaction ✓ Development of student competences
A4) Actively inclusive and accessible **learning spaces** (online and offline, synchronous and asynchronous, formal and non-formal) are needed to enhance learning outcomes.	✓ In-house training for teachers on inclusion and accessibility (as defined in C1) ✓ Review of teaching spaces with input from student focus groups, exploiting the potential of technology ✓ Making our LMS and learning materials accessible	✓ Improving students' learning outcomes ✓ Improvement in perception of the institution ✓ Improvement in learning-teaching culture	Continuous 2.-4. year 2.-4. year	✓ Centre for Educational Quality Enhancement and Methodology ✓ Student Support Services ✓ Campus Directorate	✓ Student satisfaction
A5) To equip teachers to **develop students holistically**, i.e. to support students' development	✓ Developing an onboarding programme for new	✓ More confident, more effective teaching	end of 1.year vége (from	✓ Centre for Educational Quality	✓ Student satisfaction ✓ Growing teacher commitment

in the intellectual, emotional, social and cultural dimensions, as well.	instructors, with a strong attitude-building component ✓ Developing an internal training system for instructors ✓ Training in teaching methodology for doctoral students	✓ Better learning outcomes and student satisfaction ✓ Improved learning-teaching culture	September 2024) Continuous 2. year	Enhancement and Methodology ✓ Student Support Services ✓ Corvinus Doctoral Schools	✓ Fewer student complaints

Constantly evolving, innovative portfolio of programmes

Strategic initiatives	Actions and tasks planned	Results	Scheduling	Participants	Indicators
B1) To develop a framework for **complex student competency and curriculum development** reflecting 21st century challenges, expectations and sustainability, with a special focus on the development of competencies that define the uniqueness of Corvinus and create real added value (from undergraduate to postgraduate level).	✓ Developing a teacher competency map (situation analysis integrating both content and methodological aspects) ✓ Identification of a set of student competences that give Corvinus its uniqueness, reflect 21st century expectations and create added value ✓ Developing plans to develop the identified student competences that are unique to Corvinus, building on the potential of modern technologies and artificial intelligence (adhering to C3) ✓ Developing a quality assurance system for curriculum development, with a focus on sustainability in terms of content, format and inclusiveness/accessibility of curricula.	✓ Comprehensive teacher competency map ✓ Corvinus specific competences set ✓ Competency development methods, tools, teaching materials, programmes, trainings	1. year 1. year 2.-3. year 1. year	✓ Education leaders ✓ Education Management ✓ Centre for Educational Quality Enhancement and Methodology ✓ Faculty ✓ Programme Directors	✓ The identified Corvinus-specific competences will become an integral part of the training and course descriptions. ✓ Comparative results of pre- and post competency assessments demonstrate progress. ✓ Indicators of student satisfaction
B2) Developing a framework for **curriculum development and teaching with**	✓ Current corporate/institutional/social partner network survey	✓ Collaboratively developed learning materials (e.g. case	2. - 3. year	✓ Education Leaders ✓ Programme Directors	✓ Number of collaboratively

corporate, institutional and social partners to strengthen the practical dimension.	✓ Cooperative, technology-enhanced curriculum development with corporate, institutional and social partners ✓ Train and encourage faculty to effectively integrate corporate experts *✓ Developing a corporate CRM system - a task for CIR* *✓ Alumni strategy and management - a task for CIR* ✓ Effective involvement of alumni for educational purposes	studies, videos, teaching guides, project work, etc.) ✓ Teaching methodology toolkit for corporate partners (e-learning) ✓ Teachers' tutorials		✓ Education Management ✓ Institutes ✓ Centre for Educational Quality Enhancement and Methodology ✓ Corporate and Institutional Relations	developed learning materials ✓ Indicators of student satisfaction
B3) In the tradition of Corvinus, while retaining outstanding degree programmes, we develop **unique, innovative, internationally marketable master's programmes** in strategically identified areas of focus that provide a competitive advantage. Accordingly, we will further develop a system that allows students from other fields of study, including engineering, technology, arts, public administration, to continue their studies in our	✓ Definition and preparation of two-year master's programmes according to the new master's portfolio concept (restructuring, development) ✓ Identification and development of unique and innovative one-year master's programmes ✓ International market research and marketing (as defined in the International Strategy)	✓ Internationally competitive, innovative master's programmes ✓ Design of the first round (~2/3) of courses identified in the new portfolio, to be launched in 2025 ✓ Design of the second round of courses (~1/3) of the new portfolio, to be announced in 2026 ✓ Launch of all programs in the new portfolio	1 year 1 year 2. year	✓ Education Leaders ✓ Programme Directors ✓ Education Management ✓ Centre for Educational Quality Enhancement and Methodology ✓ International Relations and Accreditations	✓ Student application numbers ✓ Percentage of self-funded students ✓ Student satisfaction

master's programmes. On the other hand, we will develop a shorter, specialised range of programmes for undergraduates in economics and social sciences.					
B4) To operate **an attractive, profitable portfolio of postgraduate non-degree programmes and executive programmes** aimed at developing professional excellence. This will require the development of an Executive Education Centre to ensure the effective functioning of executive education.	✓ Maintaining the stability of the postgraduate non-degree programme portfolio (in line and harmonised with objective B3) ✓ Increase the commitment and performance of programme directors and faculty through the development of appropriate remuneration and professional development policies ✓ Development of an Executive Education Centre ✓ *Development of a comprehensive policy of cooperation between the programme directors, the CIR and the Communications Department in order to making postgraduate and executive training part of the training and education portfolio offered to and/or supported by companies and other organisations - CIR's task*	✓ Up-to-date materials developed with corporate partners ✓ Revised system of faculty development, requirements and remuneration ✓ Establishment of Executive Training Centre ✓ Increasing revenues ✓ *Comprehensive, market-wide sales concept.*	Continuous 1. year 1. year Continuous 1. − 2. year	✓ Programme Directors ✓ Institutes ✓ Education Management ✓ Student Services ✓ Corporate and Institutional Relations ✓ Communication	✓ Student satisfaction ✓ Teacher satisfaction ✓ Increased revenues

Innovative and flexible teaching-learning ecosystem

Strategic initiatives	Actions and tasks planned	Results	Scheduling	Participants	Indicators
C1) Promoting and encouraging the **renewal and development of teaching methodologies**, with a special focus on the development of teaching excellence competences defined in the Corvinus Teaching Excellence framework.	✓ Developing innovative teaching methods by exploiting the potential of technology, in particular artificial intelligence ✓ International accreditation of the internal training system for instructors ✓ Developing an internal grant system for instructors (e.g. on the themes of developing the LMS, Idea Box, Sustainability-across-the-curriculum, Inclusion & Accessibility) ✓ Support for international staff mobility and participation in conferences with a teaching focus	✓ Effective teaching and teaching methods ✓ Educational innovations ✓ Improving the teaching-learning culture	Continuous 3. year 2. year 2. yeartől	✓ Programme Directors, Subject Leads, Faculty ✓ Centre for Educational Quality Enhancement and Methodology ✓ International Relations and Accreditations ✓ Education Management	✓ Student satisfaction ✓ Increasing faculty participation in internal trainings ✓ Number of grant winners
C2) **Incorporating the latest professional expertise and experience** into courses, with a particular focus on the development of professional excellence competences as defined in the Corvinus Teaching Excellence framework.	✓ Identifying opportunities to link teaching and university research projects ✓ Developing methods for integrating research findings into education	✓ Up-to-date, high-quality learning materials and training	2. year	✓ Programme Directors ✓ Faculty ✓ Vice-Rector for Research	✓ Satisfaction with the content of programmes

C3) **Deliberately and regularly involve students** in programme and subject development.	✓ Involving a student board as a mandatory element in accreditation-related programme development ✓ Involvement of a student board as a recommended element for subject development ✓ Support material for successful and effective student engagement in curriculum development (e-learning)	✓ Student-focused, fresh, up-to-date, technology-enhanced curricula and programmes ✓ Improvement of the learning-teaching culture	1. year 2. year 1. year	✓ Programme Directors ✓ Student Council ✓ Representatives of students from all programs ✓ Centre for Educational Quality Enhancement and Methodology	✓ Satisfaction with the content of programs
C4) Recognising teaching excellence at institutional level through the development of a highly prestigious **teaching awards** scheme.	✓ Establish a system of awards for excellence in education (individual and group awards, by application/nomination) along the CTE dimensions ✓ Establishing fellowships (one-semester/one-year Faculty Learning Community with temporary teaching load reductions) ✓ Involving our excellent instrucors in internal training (e.g. Spotlight series)	✓ Improving instructor commitment ✓ Improved learning-teaching culture	1 year 2.-3. year 2.-3.year	✓ Education Leaders ✓ Centre for Educational Quality Enhancement and Methodology ✓ HR	✓ Faculty commitment

7 Appendix

I. Measuring the effectiveness of teaching strategy initiatives

Measuring effectiveness and defining and developing a set of indicators to measure it requires careful and thorough work. In measuring effectiveness, we intend to draw substantially on the University's traditional and more recent evaluation systems:

- MyView, MyVoice – The student evaluation of teaching work mainly focuses on the content of each course and the evaluation of the teacher of the course.
- Corvinus Teaching Excellence - In addition to student evaluation, it also includes managerial, methodological and peer evaluation, allowing for the assessment of multiple and varied elements of teaching work.
- Graduate Student Questionnaire - A complex survey that assesses the quality of teaching and the quality of courses and entire programs, as well as the quality of teaching, and evaluates many other aspects of student life (reputation, networking opportunities, practicality of training, etc.).

In addition to the ongoing measurements focusing on specific areas, it is important to have a comprehensive picture of strategic progress. We intend to build on the indicators and past results of the graduate student questionnaire in the selection and baseline setting of the relevant indicators. We plan to use the following indicators to monitor overall progress:

- To what extent do you agree with the following statements?
  - If I were to study in this program again, I would choose Corvinus again
  - The degree is highly prestigious
  - The training was useful for my professional interests
  - I have acquired up-to-date theoretical knowledge
  - The training has provided me with up-to-date methodological knowledge
  - The training was practice-oriented

It is also necessary to measure the opinion of external stakeholders (e.g. employers) and to develop this evaluation system.

II. Inclusion in teaching strategy development and consultation process

- **9 November 2023** - Members of the Education Committee (24 person) received and gave their written opinion on the Teaching Strategy
- **16 November 2023** – Program directors (50 persons) received the Teaching Strategy and gave their written opinion on it.
- **21 November 2023.**
  - Education Committee to discuss the Teaching Strategy in a first round, feedback received in writing and feedback and dilemmas raised in the face-to-face meeting.
  - Head of Department meeting briefed on the Teaching Strategy and the process of developing the Master's portfolio.
- **23 November 2023** - Master's portfolio concept review with invited experts (focus group evaluation)
- **23-24 November 2023** - Specialist briefing on the basis of the Master's portfolio and the development process (two sessions, face-to-face, 6-8 people),
  - 23 November 2023, 16:30.
  - 24 November 2023, 9:00 a.m.

- **December 3, 2023** - Heads of Institutes receive fine-tuned Master's portfolio proposal (6+1 two-year areas and 1-year courses built on top)
- **4 December 2023** - Academic Town Hall, presentation of the Teaching Strategy and the Master's portfolio proposal, broad engagement (inviting Senate members and full faculty)
- **7 December 2023** - Written response to written feedback received from Education Committee members, indicating where the strategy text has been modified based on their feedback.
- **12 December 2023** - Education Committee to discuss the education strategy again at its monthly meeting
- **14 December 2023** - Master's portfolio: round table discussion with supervisors (OMMK leader, potential supervisors and heads of institutes) - possibility of joint applications (1 year masters) (40 participants), (e.g. room C.IX or C.VII), possible joint cooperation for joint cross-institutional courses
- **20 December 2023** - Master's portfolio: continue to agree concept, open up "bidding" for one-year annual courses (where appropriate, workshops to cooperate)
- **20 December 2023** - The Institutes have received written responses to the written feedback received, indicating where the text of the strategy has been modified in the light of their feedback.
- **From 3 January 2024** - Master's portfolio: selection of one-year courses for development (one- and two-year development cycle).
- **January 2024** - Submission of final materials to Senate, ET and Board of Trustees

III. Concept, situation and challenges of internationalisation

Internationalisation in higher education is, in a nutshell, the process that enables a higher education institution to integrate organically into the international higher education space. By organic integration we mean active participation in processes such as teaching, research, innovation, educational development, cultural life and many others. **Internationalisation** is not only about reaching a certain number of international students, international faculty, international programmes; it is much more complex than that. Internationalisation as a process and internationalism as a condition involves the integration of international, intercultural and global dimensions into the institutional goals and strategy, their manifestation in teaching, learning, research, services, extracurricular activities, in the everyday functioning of the university. Internationality must be reflected in attitudes; it must become an integral part of the organisational culture. International standards must be met in all areas of operation. We must represent values, speak a certain "language", and be able to demonstrate quality standards in all areas of operation that can make the interaction with the citizens of any internationalised higher education institution in the world harmonious and, from the point of view of objectives, effective. It also requires a high degree of openness, flexibility and tolerance towards anything that differs from our 'home country'.

To achieve its goals, the university needs to integrate into the international higher education space, into an international network of higher education institutions - and to do so, it needs to internationalise.

Internationalisation is the process that enables a higher education institution to integrate organically into the international higher education space. Internationalisation covers all areas of the institution and its operations, such as teaching, learning, research, services, administration, strategy development, external and internal communication, infrastructure, values, value systems and all other areas. Internationalisation involves a general openness and an attitude of flexibility to manage change.

Snapshot

In recent years, the University has taken significant steps towards internationalisation. The most visible signs of this are the increase in the number of English-language courses and the number of students studying in these courses, as well as the increase in the proportion of international students. An important part of this internationalisation has been the development of teaching methodology, the move towards courses that meet international standards, the development of internal training, the achievement of international accreditation and a small but growing number of international faculty. However, there has been little progress in internationalisation in a number of areas. Some of this is a national phenomenon - but this is no excuse. Overall, the university's ability to communicate in English is low - particularly among non-teaching staff. The language quality of documents issued by the university to external and internal audiences is low. The general mindset and attitude is still "alien" to anything that is not the norm. The intercultural sensitivity of colleagues and the university as a whole is low. Overall, internationalism is not an integral part of the university's organisational culture.

Steps needed to strengthen internationalisation

In order to strengthen internationalisation, we consider the following steps necessary. The first step is to change attitudes and perceptions of internationalisation. It is necessary to define what internationalisation is, how it contributes to the achievement of strategic goals and how it contributes to the achievement of individual goals through the development of a university internationalisation strategy. A strategy for university internationalisation should be developed. Training and education should be provided to increase intercultural awareness and to dispel fears of internationalisation. Thinking in project terms, it is necessary to identify, in relation to the programmes (degree programmes), the roles and responsibilities of each member of staff (programme Director, programme Coordinator, Student Services, Education Management, Institute Director/Department head, instructor, institutional/departmental administators, IT, room management and other service partners) in the programme and the competences required (to be an integral part of the international higher education space). This should be done on an individual level, broken down by persons, and then the training programmes needed to achieve the competences should be developed and the training courses launched.