

Faculty for International Management in Tourism and Hospitality

EVALUATION REPORT

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1. Introduction

This report is the result of the evaluation of the Faculty for International Management in Tourism and Hospitality (hereafter referred to as HEC). The evaluation took place in the framework of the project “Higher Education and Research for Innovation and Competitiveness” (HERIC), implemented by the government of Montenegro with the overall objective to strengthen the quality and relevance of higher education and research in Montenegro.

While the institutional evaluations take place in the context of the project, each university is assessed by an independent IEP team, using the IEP methodology described below.

1.1 Institutional Evaluation Programme

The Institutional Evaluation Programme (IEP) is an independent membership service of the European University Association (EUA) that offers evaluations to support the participating institutions in the continuing development of their strategic management and internal quality culture. IEP is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed in the European Quality Assurance Register for Higher Education (EQAR).

The distinctive features of IEP are:

- A strong emphasis on the self-evaluation phase
- A European and international perspective
- A peer-review approach
- A support to improvement

The focus of IEP is the institution as a whole and not the individual study programmes or units. It focuses upon:

- Decision-making processes and institutional structures and effectiveness of strategic management
- Relevance of internal quality processes and the degree to which their outcomes are used in decision-making and strategic management as well as perceived gaps in these internal mechanisms.

All aspects of the evaluation are guided by four key questions, which are based on a “fitness for (and of) purpose” approach:

- What is the institution trying to do?
- How is the institution trying to do it?
- How does the institution know it works?
- How does the institution change in order to improve?

1.2 HEC's profile

HEC was established in 2013 as a "Faculty", a non-university higher education institution consistent with Article 15 of the Higher Education Act of 2014 of the Republic of Montenegro.

The law and its amendments establish the legislative framework of higher education institutions, which includes the requirement that both institutions and their programmes have to be accredited. Accordingly, at the time of this evaluation, HEC is an accredited, state-recognised faculty. It was founded originally as a vocational training institution by a local family with decades of experience in hospitality. An early cooperation with a similar programme at Algonquin College for Applied Arts and Technologies in Ottawa, Canada, helped shape the curriculum and teaching requirements for the initial programme. HEC has one accredited Bachelor study programme in International Management in Hospitality. At this time, a Master's programme in International Management in Hospitality and Gastronomy has been submitted for accreditation. Since 2003, Montenegro has been a signatory to the Bologna Declaration (then as Serbia-Montenegro and, since 2007, as Montenegro), and its three-year Bachelor programme is in line with the 3+2+3-year cycle system that has replaced a 3+1+1+3 structure.

The country has one large higher education institution, the University of Montenegro, as well as two private universities (Mediterranean University and University Donja Gorica), nine independent private faculties, including HEC, and one independent public faculty. The country has a national total of around 26,000 students¹, of which over 20,000 study at the University of Montenegro².

The profile of HEC is in hospitality and tourism, with a strong focus on transmitting applied knowledge and skills, where internships and on-the-job training constitute part of the curriculum. As of 2017, HEC had 38 students, with 13 new students enrolled for the 2017/18 academic year. There are 18 academic staff, six of whom work for HEC full-time and 12 part-time. While Bachelor studies at public universities are government-funded, as a private faculty, HEC sets tuition fees for its Bachelor students.

1.3 The evaluation process

The self-evaluation process was managed by the four internal members of the five-member Managing Board of HEC, and thus represented the founders, academic staff, administration and students.

The self-evaluation report (SER), while following the IEP template in its structure, revealed the novelty of the exercise for HEC. During its first site visit the evaluation team (hereafter named the team) learned that the SER was the product of considerable discussion among the drafting group and members of HEC and thus welcomed it as a cornerstone for self-reflection and

¹ <http://supporthere.org/page/higher-education-montenegro> (9 July 2018)

² <http://www.ucg.ac.me/> (9 July 2018)

quality assurance, as is its main purpose. Nevertheless, the SER focused as much on the Bachelor programme as on the institution and its governance, which is the scope of the IEP evaluation. The team, it asked for additional documents and data prior to and also after the first visit, which HEC readily provided.

The self-evaluation report of HEC, together with the appendices, was sent to the evaluation team in January 2018. The visits of the evaluation team to Miločer, Montenegro took place on 26-28 February and 11-13 June 2018, respectively. In the two site visits, the evaluation team met HEC's founders and members of the governance bodies, several groups of academic and administrative staff, students and external stakeholders.

The evaluation team consisted of:

- Luc Hittinger, former President of the University Paris Est Créteil Val de Marne, France, team chair
- Marian Dzimko, former Vice Rector of the University of Žilina, Slovakia
- Ian McCready, student, Laurea University of Applied Sciences, Helsinki, Finland
- Christina Rozsnyai, Program Officer, Hungarian Accreditation Committee, Hungary, team coordinator.

The team thanks Vuksan Mitrović, Zlatibor Milić, Anita Mitrović Milić, Saša Čekrlja, Danica Radević and all HEC colleagues for their contribution to the IEP evaluation, and for their kind organisation and hospitality. It also thanks the HEC students for their expert service and, together with their professors, for the wonderful dishes presented to the team.

2. Governance and institutional decision-making

HEC describes its mission in its SER in seven points. Overall its aim is to position itself as a leading national institution of higher education in the field of management in tourism and hospitality, and as a socially responsible entity involved in the life and work of the local community. The mission and vision reflect HEC's strong commitment to society and for the integrity of its operations. **The team recommends that HEC condense its mission and vision into a few key goals as the keystone of its long-term operations.**

HEC has recently developed its *Strategy of Faculty Development 2017-2025* after consultation with an extensive range of external stakeholders, from government representatives to employers to representatives of other higher education institutions, to explore the demand for training and employment in hospitality and tourism. The strategy sets down the goal of integrating fully into the European Higher Education Area by being competitive in up-to-date education with a focus on applied knowledge and skills in hospitality and related fields, and by providing the conditions for student and staff mobility. **The team recommends that HEC consider concentrating its profile in two distinct areas, the hotel industry and the culinary industry. It also recommends developing an action plan to achieve its strategic goals, building on the long-term objectives developed for the self-evaluation and set down in the strategy.**

The team considered the uniqueness of HEC in Montenegro to provide tangible, practical knowledge and skills for its students, which was emphasised by the HEC leadership and stakeholders. The personal connections of the HEC management are an asset which HEC is exploiting fully for the benefit of its students. **In developing its strategy further, the team recommends considering HEC's position locally, but also regionally in the Adriatic area, in order to ensure sustainability in an increasingly competitive market. The team further recommends carrying out an annual market analysis of HEC within the field and updating its strategy on that basis.**

HEC builds on its history of a family enterprise with a background in agriculture and hospitality that was originally expanded into a vocational training centre for hospitality skills. As a faculty, HEC began operations in 2013. Its organisational structure follows the legal requirements for a private higher education institution, with a Founders' Assembly of three members, Managing Board of five members representing the founders, academic staff, the public, the administrative staff and students.

There is also an Academic Council, which decides on academic issues, and a student parliament, in line with legislation. Given the personal character of HEC that is reflected in the relationship between the leadership, teachers and students, the students reported that they are very satisfied with their involvement in decision-making as well as the level to which their requests and needs are met. The team nevertheless has had the ongoing expansion of HEC in mind when it considered the current management structures. With respect to students, **the team recommends continuing to ensure the active participation of students in decision-making by encouraging the student parliament to support students as HEC expands.**

The dean and the manager of the sole study programme are responsible for running the faculty and the programme, respectively. The manager of the study programme also holds the position of vice-dean. HEC is a small institution, and the individuals within the management structure necessarily overlap as far as the founders and management are concerned. At the same time, the dean has the sole responsibility, next to teaching, of running the faculty on the academic level.

With this background of a privately motivated enterprise, there is a strong commitment to the mission of HEC that by now extends beyond the founding family also to internal and external staff. The project of building HEC into a recognised higher education institution is borne with personal dedication by all internal stakeholders, including the students that the team met. The management bodies meet formally at set intervals to decide on strategic and academic matters within their respective scopes. Nevertheless, management structures are fluid, as is to be expected for a small institution, and lines of communication are ongoing and largely informal. In considering the size and history of HEC, **the team recommends looking to other similar higher education institutions for governance structures not only in the country but also internationally in order to ensure sustainability and develop models for expansion.**

A noteworthy feature of HEC is its cooperation with Algonquin College for Applied Arts and Technologies in Ottawa, Canada. The Memorandum of Understanding between the two institutions allows HEC students to obtain a diploma from the Canadian vocational training college in culinary management or hospitality management after two years with the ECTS credits completed at HEC, while continuing their studies for a further year to obtain their Bachelor degree in one of the two specialties from HEC.

As a private faculty, HEC is financed predominantly by student tuition fees and partly by financial and in-kind support from external partners, who provide some scholarships, other support, such as for student accommodation. HEC's strategy indicates that it is fully aware of the need to ensure its financial sustainability and explores various possibilities: "The strategic goal is to strengthen the role of the Faculty at the national and international level by raising the quality of research, participating in significant national and international research and development projects, and achieving the scientific excellence and recognition of the Faculty and its study program." HEC is now in a financially positive position, but **for the forthcoming expansion into Master studies, the team recommends looking into more funding possibilities from the community, partners, etc. for resources needed to support more research opportunities being available for prospective students. The team recommends looking into partnership investment locally and regionally as well as at international projects and schemes in order to ensure long-term sustainability beyond the current model.**

3. Quality culture

Ensuring the quality of teaching and learning, as well as scientific research at HEC, features prominently in its SWOT analysis submitted with the SER for the evaluation as well as in its *Strategy of Faculty Development 2017-2025*. The latter states: “In order to ensure quality, it is necessary to carry out self-evaluation / surveys every year in order to eliminate the identified weaknesses and develop good ones regarding the teaching staff.” Quality assurance is called for in the Higher Education Act by means of “accreditation, self-evaluation and reaccreditation” (Article 7). Moreover, Article 41 of the 30 June 2017 amendment to the Act describes the quality assurance measures to comprise an annual self-evaluation of the institution and its programmes, which include anonymous student surveys. It is to be submitted to the Ministry and the new Agency for Quality Control and Quality Assurance in Higher Education. A full reaccreditation is required every five years. Additionally, the team learned during the site visit that the Canadian partner college visits HEC every three years to evaluate the joint aspects of the programme.

It was evident to the team that HEC has many quality assurance elements in place, and there is a prevailing quality culture – an awareness for quality and drive for ongoing improvement – among the internal stakeholders of HEC. The elements include not only the measures required by law but an internal quality assurance strategy that, according to the SER, was developed soon after the establishment of the faculty. HEC has a quality assurance working team, whom the evaluation team interviewed and which includes representatives from the academic and administrative staff and students. Student surveys are conducted at the end of each semester for each course and the results are discussed with each teacher and in the Academic Council. HEC set down a *Code for Academic Ethics* even before this was required by the law. **The team recommends continuing to go forward with the Quality Strategy and to begin its systematic implementation.**

The awareness of quality with a focus on ongoing improvement prevails at HEC, as does a sense of responsibility towards society and the environment. Due to its small size, follow-up measures on quality issues tend to be informal, including the approach to dealing with student complaints. Students have a personal relationship with their teachers and the leadership, and discussing issues on a face-to-face basis is the most common approach.

The Higher Education Act, as amended June 2017 in Article 13a, implements *the Standards and Guidelines for Quality Assurance in the European Higher Education Area* (commonly known as ESG)³ as an instrument for the new quality assurance agency. But while Parts 2 and 3 pertain to quality agencies, Part 1 of the ESG sets quality standards for higher education institutions to be used in their internal system. The 10 standards include matters such as setting up a quality policy in line with the institution’s strategy to programme design and monitoring, student-centred learning, assessment, student support and admission, teaching staff and information

³ http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

management. **The team recommends that HEC integrates the ESG Part 1 into its quality assurance system, building on existing elements and setting up new ones as required.**

Keeping in mind the planned expansion of HEC, and in order to comply with quality assurance practices in the European Higher Education Area, quality assurance instruments still need to be developed. Data collection and analysis are crucial components of a quality assurance system, as are formalised follow-up measures (Plan-Do-Check-Act cycle). **The team recommends building up a long-term quality assurance system that covers all HEC activities, including mentoring, internships and student services, with ongoing follow-up actions.** The team heard that an IT system was being developed. **The team therefore recommends implementing a systematic approach to data collection and analysis using the new IT system and feed back the results into the quality assurance process.**

4. Teaching and learning

As noted, HEC has built up a nationally accredited Bachelor programme in International Management in Hospitality. The three-year programme awards 180 ECTS credit points, in line with the dominant Bologna model. Its strategy is to add a two-year, 120 ECTS Master studies with a programme in International Management in Hospitality and Gastronomy, aligned with Level 7 of the National Qualification Framework. This has been submitted for accreditation and is expected to start in autumn 2018 or in the 2019 spring semester. A Bachelor programme in Gastronomy was also discussed. Any further expansion will continue to focus on the applied fields of hospitality and gastronomy with a strong emphasis on practical training and internships, although the research component will have to be more dominant at the Master level. As a faculty, HEC is not planning third-cycle programmes, which the law permits only for universities. **The team encourages HEC to implement the planned Bachelor and Master programmes in International Management in Hospitality and Gastronomy.**

The option for students to receive a parallel diploma from Algonquin College for Applied Arts and Technologies in Ottawa is an added dimension for HEC. The cooperation has helped HEC to build up a curriculum of international standards, to implement the required quality assurance processes, to offer its students classes in English and improve prospects for graduate employment. Moreover, the concept of student-centred learning was introduced early on. Volunteering, sustainable development, and social responsibility constitute mandatory classes in the Bachelor programme, reflecting the broad scope aimed at through the teaching and learning at HEC.

The Scientific Council, made up of academic staff teaching on the programme as well as student representatives, is the oversight body for the study programme. The Academic Council has the responsibility to oversee maintaining the programme's high standard. Regulations set out the study, examination and grading conditions, including the assessment of skills and competences.

The team interviewed some of the programme's teachers and heard that some of them apply innovative teaching methods in order to engage students. Distance learning is available for many courses. The team was able to visit some of the practical training facilities and enjoyed the fruits of the students' work during the meals they were served. It seemed that the training facilities as well as external training opportunities are well provided. In order to continue the development of teaching at HEC, **the team recommends developing a scheme whereby teaching staff can visit the classes of other teachers in order to maximise teaching expertise by observing and sharing innovative teaching practices.**

National accreditation determines the maximum number of students for a programme under the conditions set down in the accreditation application, allowing for some expansion in the enrolment of the current programme. It also sets requirements for the minimum number and qualifications of teaching staff. HEC employs full-time and part-time staff, many of whom have university scientific degrees and research qualifications. It also invites guest teachers from industry. **The team recommends building up a core teaching staff that is qualified to do**

research and to support the new Master studies, where students can be involved in research projects. The team also recommends hiring young teachers in order to ensure the sustainability of academic staff.

Students receive support from the HEC leadership and academic and administrative staff through personal contact and discussions. Students are also represented in the management bodies and are involved in presenting student concerns through formal channels. The students that the team interviewed were enthusiastic about the education and the services they were receiving, including some scholarships for tuition and/or accommodation. The website of HEC provides detailed information about the study programme and environment for prospective students. Students who are already at HEC are included in the lines of information concerning their studies. Considering the foreseen expansion of HEC, which will necessarily reduce the current close contact between students and teachers, **the team recommends considering increasing administrative staff, including for student services, such as career services, mobility support, etc.**

5. Research

Although HEC's focus is on applied education and training with considerable practical training opportunities, and as a non-university institution it does not expect to offer doctoral programmes, conducting research and raising its quality is nevertheless mentioned repeatedly in its SER. Research also appears prominently in the faculty's strategy: "The strategic goal is to strengthen the role of the Faculty at the national and international level by raising the quality of research, participating in significant national and international research and development projects, and achieving the scientific excellence and recognition of the Faculty and its study program."

Many of the full-time and part time academic staff of HEC whom the team interviewed have research backgrounds. They continue to be involved in research projects and produce publications on their research, but these are carried out at other institutions. Students are involved in practical projects, but research-level involvement will need to be ensured for the planned Master studies.

The team recommends preparing a research strategy and action plan that focuses on how applied research will be carried out, expectations towards existing and new staff and the involvement of students.

The team points out that teaching and research are indivisible. It recommends developing a research profile that is service-oriented in line with HEC's specialty areas and its teaching profile.

The team encourages HEC to "provide conditions for the realisation and development of scientific research activities within the faculty", as stated in the SER, by ensuring that staff keep up to date on theoretical knowledge and the latest research to lay the groundwork for students' long-term careers, especially when introducing the Master programme. It recommends involving students in research projects by setting up small research teams with students and teachers around selected projects. The team also recommends exploring cooperation possibilities with other faculties for joint research projects.

6. Service to society

The history and running of HEC inherently requires that the faculty builds on an extensive network of contacts in and around the hospitality industry in Montenegro and the region. HEC is actively involved in the tourism industry in the region with its contacts, activities and through student internships.

The faculty itself is housed within the hotel owned by the founding family. As such, it provides a training ground for students, with the restaurant kitchen set up as a practice site, but also extending hospitality services to the public, chiefly local and foreign tourists. As stated in its SER, it is a long-term goal for HEC “to meet the increasing demand of the Montenegrin labour market for higher education qualifications in the field of applied management in tourism and hospitality.” HEC thus contributes, and aims to increasingly contribute, to supplying services and professionals for the country’s hospitality industry. Its students provide qualified personnel to local hotels and restaurants during the high seasons and HEC is flexible in accommodating students’ work schedules. **The team recommends thinking along the lines of the HEC strategy rather than in an ad hoc way, and systematically developing its reach beyond the immediate region.**

Individually, representatives of the HEC leadership are active in national-level committees that discuss issues related to hospitality and education in the field. These engagements range from ministry working groups to the chamber of commerce and tourism associations. Cooperation with the municipality of the neighbouring city of Budva extends to joint adult education projects, including training unemployed people, and to setting up another teaching site for HEC. The team was shown the school in Budva where HEC plans to extend its campus. To strengthen these links, **the team recommends for staff and students of HEC to carry out mentoring activities or become involved in courses for secondary-school students in the field in the Budva school.**

HEC teaches social responsibility to its students by including volunteering in society and environmental awareness as part of the curriculum of the existing Bachelor programme. The team found that students’ time is filled by working and improving their practical skills during internships and on the job training, rather than actually involving themselves in voluntary projects, but it welcomes the fact that HEC raises awareness about social commitment. To further its efforts in this area, **the team recommends that HEC considers developing or participating in research that reflects the needs of society locally or regionally, or even internationally.**

7. Internationalisation

Although HEC has not formulated a specific internationalisation policy, it is active in establishing and using international contacts. It maintains contacts with higher education institutions in the former Yugoslav countries with whom its leadership and academic staff share management experiences and secure internships for its students. The team heard from several students that they had worked in Serbia, Croatia and elsewhere in the region.

The team also met several students who had spent study time and/or worked not only in the region but in the USA and Canada. The schemes were facilitated by HEC and the HEC leadership and academic and administrative staff provided support and assistance for students wishing to participate in these programmes. **The team recommends seeking additional contacts in other countries in order to attract international staff to HEC for both short- and long-term teaching, to establish links for staff and student exchanges and to improve the knowledge of English of students and staff, as well as to collaborate in research projects.**

HEC has begun to explore the possibilities for Erasmus+ and CEEPUS exchanges for students. However, this is an underdeveloped area that holds opportunities for HEC. In line with the international profile of the existing study programme, HEC has periodically invited foreign experts and lecturers to give presentations on specific subjects to students. **The team recommends continuing to explore involvement in international schemes, such as CEEPUS and Erasmus+, for staff exchanges and student mobility for a semester, thesis support, double degrees, double mentoring, and other opportunities.**

The team learned that HEC and some of its partners provide financial support for students and academic staff to attend international conferences or events related to the field. **The team recommends continuing to provide financial and logistical support for staff and students. It also recommends continuing to actively support students going abroad both by looking for international opportunities for them and also by assisting them in the process at the individual level.**

As noted, HEC has a long-term Memorandum of Understanding with Algonquin College for Applied Arts and Technologies in Ottawa, Canada. In order to qualify for the double degree, HEC students follow English-language distance learning classes on curriculum subjects offered by the Canadian partner. Students have the option to study in Ottawa but, due to the cost of travel and board, few students are able to take advantage of the scheme. However, the team learned during the site visit that a teacher from the Canadian partner visits HEC each year and teaches English to HEC students.

The team also learned during interviews that 12 students from Canada had spent a semester at HEC together with their professor in 2017. There had been little exchange with HEC students, however, since the Canadian students studied separately.

Students and their mentors regularly participate in international workshops in gastronomy and wine, where they learn practical skills on an international scale, fitting into the profile of the study programme of international management in hospitality.

8. Conclusion

The team was impressed with what HEC has achieved in its five years its existence. It seems to be filling a market need to supply the country and region with skilled graduates for the expanding hospitality and gastronomy industry.

HEC is continuing to build up its programme offer with the additional Bachelor and Master programmes in International Management in Hospitality and Gastronomy. The latter may be expected to facilitate the deepening of the research intensity that HEC will need to establish itself as an acknowledged higher education institution. The expansion to the new site at Budva provides additional opportunities for teaching, training and research.

The mid- and long-term challenge for HEC is to ensure its sustainability financially and as a faculty that can grow beyond its family roots.

The enthusiasm of the HEC leadership and staff will afford a resource for further development. The team hopes that HEC will be able to sustain its engagement and that it will go on to explore further opportunities inherent in its specialty fields on the local, regional and even international level.

Summary of the recommendations

1. Condense HEC's mission and vision into a few key goals as the keystone of its long-term operations.
2. Consider concentrating its profile in two distinct areas, the hotel industry and the culinary industry.
3. Develop an action plan to achieve its strategic goals, building on the long-term objectives developed for the self-evaluation and set down in the strategy.
4. Develop the strategy further by considering HEC's position locally, but also regionally in the Adriatic area.
5. Carry out an annual market analysis of HEC within the field and update its strategy on that basis.
6. Continue to ensure the active participation of students in decision-making by encouraging the student parliament to support students as HEC expands.
7. Look to other similar higher education institutions for governance structures not only in the country but also in the international arena in order to ensure sustainability and develop models for expansion.
8. For the forthcoming expansion into Master studies, look into more funding possibilities from the community, partners, etc. for resources needed to support more research opportunities being available for prospective students.

9. Look into partnership investment locally and regionally as well as at international projects and schemes in order to ensure long-term sustainability beyond the current model.
10. Continue to go forward with the Quality Strategy and to begin its systematic implementation.
11. Integrate the ESG Part 1 into the quality assurance system, building on existing elements and setting up new ones as required.
12. Build up a long-term quality assurance system that covers all HEC activities, including mentoring, internships and student services, with ongoing follow-up actions.
13. Implement a systematic approach to data collection and analysis using the new IT system and feed back the results into the quality assurance process.
14. Implement the planned Bachelor and Master programmes in International Management in Hospitality and Gastronomy.
15. Develop a scheme where teaching staff can visit the classes of other teachers in order to maximise teaching expertise by observing and sharing innovative teaching practices.
16. Build up a core teaching staff that is qualified to do research and to support the new Master studies, where students can be involved in research projects.
17. Hire young teachers in order to ensure the sustainability of academic staff.
18. Consider increasing administrative staff, including for student services, such as career services, mobility support, etc.
19. Prepare a research strategy and action plan that focuses on how applied research will be carried out, expectations of existing and new staff and the involvement of students.
20. Develop a research profile that is service-oriented in line with HEC's specialty areas and its teaching profile.
21. As stated in the SER, "provide conditions for the realisation and development of scientific research activities within the faculty", by ensuring that staff keep up to date on theoretical knowledge and latest research to lay the groundwork for students' long-term careers, especially when introducing the Master programme.
22. Involve students in research projects by setting up small research teams with students and teachers around selected projects.
23. Explore cooperation possibilities with other faculties for joint research projects.
24. For service to society, think along the lines of the HEC strategy rather than in an ad hoc fashion, and systematically develop HEC's reach beyond the immediate region.

25. Ask staff and students of HEC to mentor or be involved in courses for secondary-school students in the field in the Budva school.
26. Consider developing or participating in research that reflects the needs of society locally or regionally, or even internationally.
27. Continue to provide financial and logistical support for staff and students to participate in international events and conferences.
28. Continue to actively support students going abroad both by searching for international opportunities for them and also by assisting them in the process at the individual level.
29. Seek additional contacts in other countries in order to attract international staff to HEC for both short- and long-term teaching, to establish links for staff and student exchanges and to improve the knowledge of English of staff and students, as well as to collaborate in research projects.
30. Continue to explore involvement in international schemes, such as CEEPUS and Erasmus+, for staff exchanges and student mobility for a semester, thesis support, double degrees, double mentoring, and other opportunities.