The Internationalisation of Higher Education
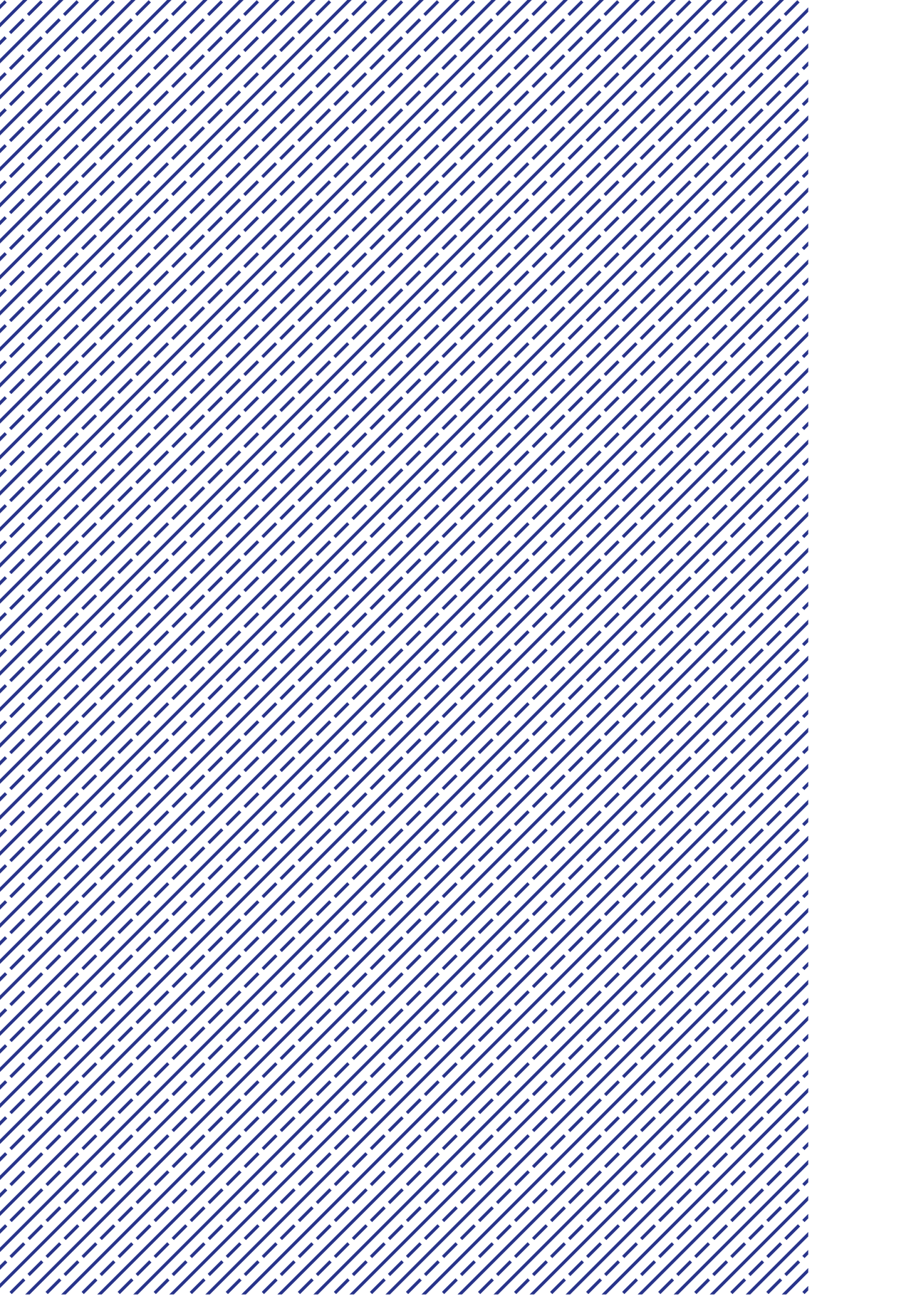
Perspectives from the THEA Ukraine
Project and Beyond

Petra Pistor (Ed.)

FH MÜNSTER
University of Applied Sciences

THEA
UKRAINE

The Internationalisation of Higher Education

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Imprint

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Content

Foreword

The Ukrainian higher education system has undergone a number of developments since Ukraine committed itself to the Bologna Process in 2005. Internationalisation and quality assurance in higher education have thus become two core policy issues to aid Ukraine's efforts in becoming a full member of the European Higher Education Area. Accordingly, a number of funding programmes have been set up in recent years, particularly in the area of internationalisation, to support Ukraine in its efforts to reform higher education.

In 2019, the German Academic Exchange Service (DAAD) established the "Support for the Internationalisation of Ukrainian Higher Education Institutions" programme, funded by the German Federal Ministry of Education and Research (BMBF).

When the DAAD issued a call for proposals designed to support Ukrainian higher education administrators in the field of internationalisation in April 2019, we applied with the Training for Higher Education Administrators in Ukraine (THEA Ukraine) project. The implementation of this project has provided us with material for a number of interesting case study descriptions of projects undertaken in the THEA Ukraine framework, as well as general perspectives on internationalisation in higher education; this anthology covers both of these aspects.

THEA Ukraine was a continuing education course that combined training elements with development counselling. Within the project, 32 Ukrainian higher education administrators received training in the internationalisation of higher education institutions and science management. The training was conducted in two cohorts of 16 participants, in 2020 and 2021. The participants worked on individual application projects to foster the international orientation of their home institutions, which are located all over Ukraine. The training was implemented by the Wandelwerk – the Centre for Quality Assurance and Enhancement at FH Münster University of Applied Sciences, Germany – in close cooperation with the International Relations Department of Sumy State University, Ukraine.

When we applied for the project, we thought, higher education in the Eastern European region, particularly in Ukraine, was a rapidly developing field with great potential for innovation. For this reason, it seemed like the right time and place to share our experiences from the Higher Education Management Programme (HEM Programme), an international training and advisory programme for higher education stakeholders that we have been running since 2017. We were right. The insights we gained in the context of THEA Ukraine into very different institutions and the current developments in the Ukrainian higher education sector, and not least the acquaintance with our Ukrainian colleagues, confirmed the great development potential and dynamism in Ukraine's higher education.

I am very happy that my colleagues and I could be a small part of this great development and I thank all the training participants, whom you can get to know better within the framework of this book, for these insights. I would also like to thank our cooperation partner Sumy State University, in particular Dr. Kostyantyn Kyrychenko, for the extraordinarily close and instructive cooperation.

In addition, great thanks are due to the many trainers and other supporters who have contributed to THEA Ukraine in one way or another: Dr. Gisela Zimmermann (DAAD IC Ukraine), Inna Rechtmann and Diana Scherer (DAAD Germany), Dr. Yuliia Zayachuk (Ivan Franko University of Lviv), Dr. Oksana Seumenicht (German-Ukrainian Academic Society), Svenja Fillep-Kühn (European University of Applied Sciences), Petra Günther (University of Duisburg-Essen), Maria Homeyer (University of Münster), Ronny Heintze (AQAS), Nataliya Butych (Leibniz University Hannover), Prof. Dr. Annika Boentert, Prof. Dr. Frank Dellmann, Dr. Sonja Mikeska, Dr. Joachim Preusse, Andrea Rustemeyer, Evelyn Stocker and Kristina Timmermann (FH Münster).

I now wish you a stimulating read on perspectives on, facets of, and projects for internationalisation in higher education in Ukraine and beyond.

Petra Pistor (October 2021)

The THEA Ukraine cohorts

Cohort I

1 Lviv

Lviv Polytechnic National University

Ukrainian Catholic University

2 Ternopil

Ternopil Volodymyr Hnatiuk
National Pedagogical University

3 Vinnytsia

National Pirogov Memorial
Medical University

Vasyl' Stus Donetsk National University

4 Kyiv

National Pedagogical Dragomanov University

Taras Shevchenko National
University of Kyiv

5 Sumy

Sumy National Agrarian University

Sumy State University

6 Kharkiv

V. N. Karazin Kharkiv National University

Simon Kuznets Kharkiv National
University of Economics

7 Odessa

Odessa A. V. Nezhdanova National
Academy of Music

Simon Kuznets Kharkiv National
University of Economics

8 Pokrovsk

Donetsk National Technical University

Cohort II

1 Lviv

Lviv Polytechnic National University

Ukrainian Catholic University

2 Ternopil

Ternopil Volodymyr Hnatiuk
National Pedagogical University

3 Vinnytsia

Vasyl' Stus Donetsk National University

4 Kyiv

National Technical University of Ukraine

Taras Shevchenko National
University of Kyiv

5 Sumy

Sumy State University

6 Kharkiv

V. N. Karazin Kharkiv National University

H. S. Skovoroda Kharkiv National
Pedagogical University

7 Chernivtsi

Yuriy Fedkovych Chernivtsi National University

8 Zhytomyr

Zhytomyr Polytechnic State University

Map labels (regions and cities):

Kovel'
VOLYNS'KA
RIVNENS'KA
Korosten'
Chornobyl'
Chernihiv
Shostka
Konotop
CHERNIHIVS'KA
SUMS'KA
Luts'k
Rivno
ZHYTOMYRS'KA
Pryluky
6
8
L'viv
L'VIVS'KA
Zhytomyr
5
Kiev
6
4
KYIVS'KA
POLTAVS'KA
9
Kharkiv
7
1
Ternopil'
Khmel'nyts'kyy
Bila Tserkva
KHARKIVS'KA
LUHANS'KA
2
TERNOPIL'
2
KHMEL'NYTS'KA
Vinnytsya
Poltava
Kremenchuk
Ivano-Frankivs'k
IVANO-FRANKIVS'KA
4
3
Cherkasy
CHERKAS'KA
7
Dnipropetrovs'k
Kramators'k
Luhans'k
Uzhhorod
ZAKARPATS'KA
Uman'
Dnipropetrovs'k
8
DONETS'KA
Chernivtsi
3
CHERNIVETS'KA
Kirovohrad
KIROVOHRAD'SKA
10
DNIPROPETROVS'KA
Donets'k
MOLDOVA
Pervomays'k
Kryvyy Rih
Nikopol'
12
Zaporizhzhya
Mariupol'
MYKOLAYIVS'KA
ZAPORIZ'KA
Melitopol'
Mykolayiv
Berdyans'k
ODES'KA
11
KHERSONS'KA
5
Kherson
Odesa
Izmayil
RESPUBLIKA KRYM
Kerch
Yevpatotiya
Simferopol'
Feodosiya
Sevastopol'
Yalta

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9 Cherkasy
Bohdan Khmelnytsky National
University of Cherkasy

10 Kropyvnytskyi
Central Ukrainian National Technical University

11 Kherson
Kherson State Maritime Acadamy

12 Zaporizhzhia
Zaporizhzhia National University
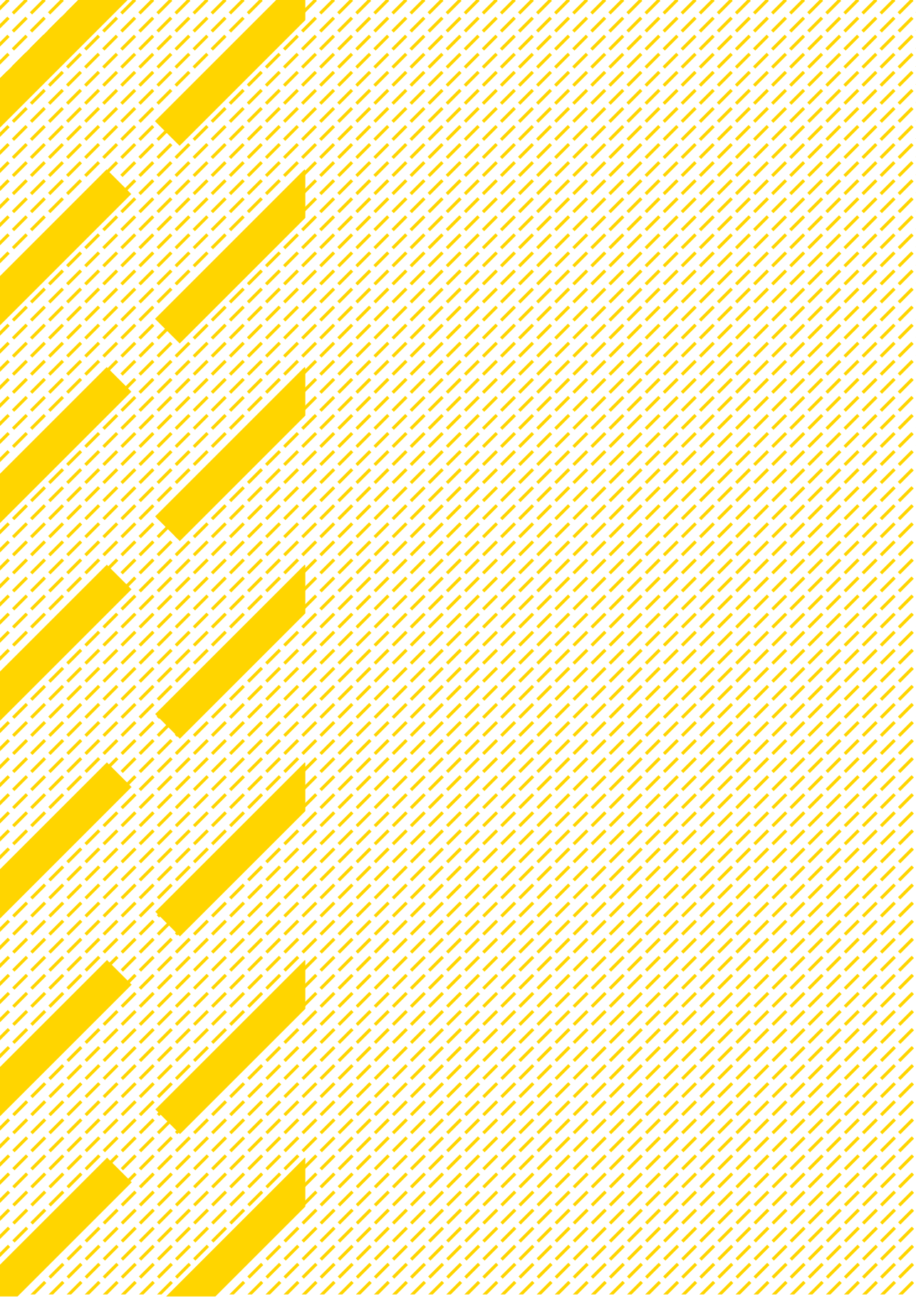
Perspectives

on the internationalisation
of higher education

Higher education in Ukraine – recent history and current trends

Petra Pistor and Kostyantyn Kyrychenko

1. Introduction

Ukraine has been part of the Bologna area since 2005, but the country's system of higher education still bears some Soviet characteristics. Under Serhii Kvit, the first Minister of Education after the so-called "Revolution of Dignity" on the Maidan, an ambitious higher education reform programme was initiated: an important outcome of that was the Higher Education Reform Law of 2014. The law puts a strong focus on university autonomy, quality assurance and internationalisation. Especially in the last few years, Ukraine's higher education has gradually undergone positive developments. Even though these have been affected by the COVID-19 pandemic, there is reason for optimism that a transparent, European higher education system will gradually grow. Intensive internationalisation and constant exchange with foreign partners has been and will be both an effect and a cause of building stronger ties between Ukraine's higher education sector and the European Higher Education Area.

2. Current characteristics of the higher education system in Ukraine

Ukraine maintains a developed network of higher education institutions (HEIs): there are 6.7 universities and eight colleges and/or technical schools per 1 million inhabitants. This accounts for the mass nature of higher education: the tertiary gross enrolment ratio (according to a 2014 UNESCO report) is quite high: 83%. This makes Ukraine one of the most educated societies in the world. However, the 2019 unemployment rate of academics was 36% (ibid.). Education expenditure remains among the highest in the world (accounting for about 6% of GDP) (ibid.), but fails to ensure an adequate level of quality and form a high level of human potential as a basis for the country's development.

Nevertheless, Ukraine remains an attractive destination for international degree-seeking students. According to the Ukrainian State Centre for International Education (2021), 76,550 students from 155 countries worldwide were studying at Ukrainian HEIs in 2021. In recent years, substantial growth of incoming flows

from Africa and Asia has taken place, especially in the field of medical education. India, Morocco, Turkmenistan and Azerbaijan are the countries that provide the highest numbers of inbound students to Ukraine.

Since independence from the Soviet Union in 1991, the Ukrainian higher education system has seen a number of successfully implemented reforms. The new emphasis on internationalisation in legislation in recent years has formed the following basic principles of the higher education system:

The three-level system of education

Since 2002, higher education (HE) in Ukraine has been arranged for educational programmes leading to Junior Specialist's (incomplete HE), Bachelor's (basic HE), Specialist's and Master's (complete HE) degrees. In 2005, Ukraine joined the Bologna Process, and over the course of the following decade, a three-cycle HE system (Bachelor, Master and PhD) was successfully implemented, except in professional disciplines like medicine. The initial HE level (the short cycle) remains an indispensable component of Ukraine's HE system.

A quality assurance system based on the ESG

A quality assurance system based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is currently being set up in Ukraine. The national quality assurance system for higher education comprises internal quality assurance systems in the HEIs as well as external quality assurance (licensing and accreditation) conducted by the National Agency for Higher Education Quality Assurance (NAQA), as well as other accreditation and quality assurance bodies approved by the Cabinet of Ministers of Ukraine.

The National Qualifications Framework

After its first approval in 2011 and further modifications, national legislation obliged the Ukrainian National Qualifications Framework (NQF) to synchronise with the European Qualifications Framework for Lifelong Learning (EQF-LLL) and other European Frameworks (QF-EHEA) in 2019. Despite the existence of explicit levels and descriptors in Ukraine's NQF, a gap between academia and the labour market can still be observed. The NQF is implemented according to an action plan officially adopted by the Ukrainian Government.

The diploma supplement

The diploma supplement describes the characteristics, content and type of degree of a study programme in detail. Issued with all university degree awards, the diploma supplement has facilitated more transparent and specific HE outcomes, as well as better opportunities for international recognition and exchange, in particular due to its bilingual (Ukrainian and English) content.

Implementation of the Lisbon Convention

The recognition of foreign educational documents in Ukraine is carried out in full compliance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 11 April 1997), commonly known as the Lisbon Convention. The Law of Ukraine "On Ratification of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region" of 3 December 1999 № 1273-XIV ratified this Convention at the national level. In addition, an ENIC-NARIC (European National Information Centre – National Academic Recognition Information Centre) representation was established in the capital city of Kyiv, providing services of acknowledgement and recognition of international documents regarding education and qualifications.

Although not all developments have been smooth and rapid, the last 30 years have turned out to be positive for the full integration of the Ukrainian higher education sector into the European Higher Education Area. In the following sections, we will explore some of the most important and recent developments.

3. Ambitious reforms, accelerating since 2014

After the signing of the Bologna Declaration in 2005, but especially after the introduction of the new law on higher education in 2014, a shift in the Ukrainian higher education system towards European and international standards has taken place. The new law grants HEIs more autonomy in terms of budget management, the design of curricula and the recognition of international higher education degrees. The law formally introduced the European Credit Transfer System (ECTS), recognition of the ESG and a National Qualifications Framework. The autonomy of HEIs, quality assurance and internationalisation are three focal points of the act. Based on this legislative reform, Ukraine is currently undergoing comprehensive changes at both institutional and procedural levels. The reforms envisaged in Ukraine are profound and comprehensive. They include setting new priorities, building new institutions and, last but not least, achieving cultural change. The reform activities are widely supported by the Ukrainian society.

3.1 New priorities

The reform process, substantially driven at the national legislative level, has demanded new models for the HE sector, based on revised priorities, policies and structures. New, system-wide priorities found their formalisation in the following strategic documents.

The Programme of the Ukrainian Government 2024, Goal 1.4: Graduates of HEIs are competitive professionals on the labour market

- Effective HEI performance thanks to greater autonomy (academic, administrative, financial);
- An effective QA system in HE based on a broad commitment to the principles of academic integrity;
- Trust among Ukrainian employers in the HE system in Ukraine, in particular due to implementation of the NQF, development of professional standards and Sectored Qualification Frameworks;
- The adequate provision of various educational needs for people (including disadvantaged groups) in their personal and professional development, and their satisfaction within the adult education system (modernisation of educational services).

The Higher Education Development Strategy in Ukraine for 2021–2031

- Improvement of the education management system and the protection of the autonomy of HEIs;
- Maintenance of the balance of the labour market in the context of specialists with higher education;
- The maintenance of the quality and accessibility of higher education for the broader population;
- The integration of research, education and business to ensure the economic growth of the country;
- The development of the human resources

potential of HEIs;
- The development of a system of continuing education and lifelong learning;
- The integration of the system into the European and global HE space while preserving national interests.

The Strategy for Digital Transformation of the Education and Research Sector

- The creation of an accessible and inclusive digital learning environment;
- The development of digital skills among employees;
- The compliance of the content of education in the field of ICT with modern requirements;
- The optimisation of management, regulation and monitoring processes in education and research, including the launch of an electronic system to monitor the employment of HE graduates; a unified interdepartmental electronic platform for recruiting foreign students, etc.

International rankings

The positioning of Ukrainian HEIs in most authoritative international rankings is another priority, although this primarily rests with the HEIs themselves and their capacities. Remarkably, between five and seven Ukrainian HEIs are annually ranked by the Shanghai Ranking (ARWU), Times Higher Education World University Rankings and QS World University Rankings in top groups (top 500-1000) of the world's universities.

The achievement of the aforementioned priorities and goals as well as others should increase the level of competitiveness of educational services and ensure their compliance with the needs of the national economy. At the same time, to achieve the aforementioned goals, significant financial, organisational and managerial resources are required, which are still lacking in Ukraine due to the economic recession and the absence of structural economic reforms.

3.2 New values

Further international integration supported by reform processes form a new system of values across the main stakeholder groups of the HE sector. New values in the Ukrainian higher education system touch on the introduction of academic integrity at all levels, and the quality of services and its constant improvement, as well as transparency and accountability as a counterweight to corrupt practices. The broader autonomy of HEIs, which was initially feared after years of strictly centralised management, has gradually become a necessary attribute of effective operation and has already started to result in a consolidated demand for more independence with regard to academic, administrative and financial affairs. It is important that new values gradually find their implementation not only in national strategic or declarative acts, but also in policy documents at the university level. These new values find their representation in the concrete developments below.

External independent testing

As early as 2008, a practice was implemented that has significantly shaped the Ukrainian higher education system – external independent testing (EIT): all graduates of secondary schools have had to take an independent test to be admitted to a university. This admission procedure has been significantly promoted by the International Renaissance Foundation,[1] an international organisation working for human rights and the development of an open and values-based society in Ukraine. In Soviet times, university admission was highly dependent on the ability of parents to pay for the admission of their children. These informal payments "bought" school graduates the passing of rather obscure oral exams (Klein, 2014, 24). EIT was introduced to abolish these corrupt practices. The test made it possible to select students based on their ability, instead of their origin and financial background. The continuation of EIT was – depending on the legislature – sometimes uncertain, for example during the Yanukovych era, when he promised to abolish the test on taking office. Recently, too, there seemed to be a debate over abolishing testing altogether due to the COVID-19 pandemic, which prevented a pilot run of EIT in 2020 (IRF, 2020). It is to be expected that the EIT system will continue to exist and be further developed in the future, as it contributes overall to educational equity and inclusion in Ukraine and to a higher general academic level in Ukrainian universities.

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[1] https://www.irf.ua/en/

Academic integrity

A study conducted by the Institute for Educational Development (2014) showed, among other things, that while 61% of the students surveyed completed their exams independently, the remaining 39% of the 1,928 respondents admitted to using dishonest methods (crib notes, use of the internet during the exam, etc.) at least sometimes (32%) or always (8%) when taking exams. For written assignments such as homework, 7% of the respondents admitted to always using "alternative methods" such as plagiarism or ghostwriting in order to complete the exercise; another 32% stated that they use unfair methods at least sometimes (quoted in OECD 2017, 148). To decrease these phenomena, the new Higher Education Act (2014) provided for explicit regulations to ensure academic integrity at Ukrainian universities – not only in the case of students. Article 16 requires ensuring academic integrity by HEI staff and education seekers, through the establishment and operation of an effective system to prevent and detect academic plagiarism; this is a mandatory component of the quality assurance system of higher education. HEIs need to develop an internal system to ensure the quality of higher education, including an approved policy to ensure that participants of the educational process adhere to codes of academic integrity. In addition, it is the task of the National Quality Assurance Agency (NAQA) to review regulations and processes related to academic integrity. The experience of the National Agency in 2020 led it to call for specific legislation that would also contain procedural rules in the field of academic integrity. To this end, the agency developed draft legislation entitled "On Academic Integrity", which is currently under consideration.

Student-centred teaching and learning

Student-centred learning, including an outcome-based approach to educational provision, is a fundamental part of the Bologna Process. It marks the shift from teaching to learning, i.e. the transformation from instruction in the sense of transferring knowledge from a teacher to students, to active knowledge construction by students themselves. Student-centred learning thus includes a focus on the intended learning outcomes on the students' side. With this shift from teaching to learning and to an outcome-based approach, the roles of students and teachers also change. The teacher is no longer the "sage on the stage", but becomes the "guide on the side" (King 1993). He or she is no longer the all-knowing person in the classroom with a clearly superior hierarchical position, but becomes a person who meets students on equal footing, leaving the construction of knowledge to them in the joint interaction, and thereby only facilitates and guides their learning process. This shift from teaching to learning is reflected in a variety of paragraphs of Ukraine's Law on Higher Education (e.g. Articles 1 and 32) and is one of the elements subject to external quality assurance by NAQA. This understanding of student-centred learning and teaching has indeed arrived in Ukrainian HEIs; however, the change of perspective and roles does not yet seem to be universally embraced practice at Ukrainian HEIs (Bulvinska

& Chervona, 2019). The majority of Ukrainian HEIs need to catch up on this aspect, because student-centred learning and teaching, as one of the cornerstones of the European Higher Education Area, is Ukraine's entry ticket to the European education market.

The autonomy of higher education institutions

A move towards greater administrative, financial and academic autonomy of Ukrainian HEIs is currently in full swing and is the subject of constant reforms and improvements. In particular, the following developments have taken place in recent years.

First, the system of electing the university leadership has changed. Direct democratic election of university rectors by university staff was introduced. In addition, key performance indicators (KPIs) are now set out in contracts with university rectors. These are used to measure the effectiveness of the rector's actions. Failure to meet the contractually agreed KPIs can lead to termination of the contract. On the one hand, this procedure ensures greater transparency in the work of university administrators. However, it could also lead to a situation in which the criterion of quality is less of a guiding principle for management decisions in the future, but rather an unquestioned fulfilment of KPIs by all means. In addition, the rector of a higher education institution is now granted the right of independent appointment with a contractual basis of management personnel on the basis of the results of competitive selection.

Regarding the financial autonomy of HEIs, a formula-based approach to allocation of state funding has been introduced: each institution receives 80% of its previous year's budget automatically. The remaining 20% of the state funds are allocated among the HEIs depending on the following indicators: size of the university; regional coefficient; number of students; employment rates of graduates (since 2021); third-party funding; and positions in international rankings. This procedure is intended to ensure equal opportunities for all HEIs and to encourage them to further improve efficiency and quality on their own, to improve their positions in international rankings and to attract funding from business and industry as well as international funding organisations. The HEIs are empowered to independently manage their funding, determine an internal system of wages, and freely attract donations and investment, while remaining a non-profit organisation with all the associated tax benefits.

3.3 New institutions

The following new institutions were established to ensure policies and procedures determined by the new legislation for development of the HE sector.

The National Agency for QA

NAQA recently started its work. It took about five years after its official approval to actually launch it due to substantial political and ideological opposition. Currently an affiliate of the European Network of Quality Assurance (ENQA), the main objectives at the international scale are full membership in ENQA and membership in the European Quality Assurance Register for Higher Education (EQAR), which lists trustworthy quality assurance agencies in the European Higher Education Area. The strategic goals of the National Agency are implemented in three main directions: the quality of educational services (accreditation of study programmes at HEIs); recognition of the quality of research results at doctorate and post-doctorate levels; and accreditation of independent external evaluation agencies, ensuring the systemic impact of the national QA system. According to their Annual Report (2020), the National Agency adopted a decision on 841 study programmes with the following outcomes: approved – 563 (66.9%); approved under the condition that corrective measures are taken – 246 (29.3%); rejected – 21 (2.5%); approved and deemed exemplary – 11 (1.3%). As of July 2020, more than 600 study programme accreditations were in progress and 700 more were to be completed by the end of 2020 (NAQA Annual Report 2020, 2021, p. 125).

The National Qualifications Agency

The National Qualifications Agency was established in 2019 as a permanent collegial body (representatives of the ministries, employers' associations and trade unions) authorised to implement state policy in the field of qualifications, specifically the National Qualifications Framework that was adopted in 2011. The agency's responsibilities include the development and elaboration of regulations in the field of qualifications, accreditation of qualification centres, recognition of non-formal and informal learning, creation and maintenance of the Register of Qualifications, and monitoring in the field of qualifications.

The ombudsperson for education

The ombudsperson for education is entrusted by the Cabinet of Ministers of Ukraine to act to ensure protection of the rights of key stakeholders in the field of education – education seekers, parents and their legal representatives, and teaching, research and administrative staff.

3.4 New challenges

Along with obvious reform progress, the Ukrainian HE sector nevertheless still faces certain systemic challenges that have affected the effectiveness of reforms as well as the extent of integration into the international academic community. The following challenges remain.

- Academic corruption, the consequences of which are the loss of the quality of education, lower public confidence in the system and a poorer international reputation of Ukrainian education;
- Negative demographic trends that cause a narrowing of the higher education system and negatively affect the level of its funding;
- University study programmes that do not sufficiently take into account the interests of stakeholders, especially employers;
- A continued low level of financial autonomy of HEIs, which negatively affects the state of logistics and support to high-quality education and research services;
- A lack of educational and scientific resources due to the annexation of Crimea and military action in Eastern Ukraine.

Apart from these challenges, a number of new obstacles have emerged in recent years. Besides the obvious opposition to reforms by conservative-minded players in the HE sector, the impact of new challenges causes additional constraints for necessary rapid transformation. These new challenges are listed below.

- The COVID-19 pandemic, which created new requirements to ensure the continuity of the educational process, and the quality and sustainability of education while under quarantine restrictions, intensifying the need to develop and adjust to hybrid and virtual learning formats;
- The digital transformation of education and the need to increase the level of digital literacy and digital inclusion of all stakeholder groups;
- The academic migration of young people, with large numbers studying in favourite destination countries such as Poland, the Czech Republic and Germany.

The modernisation of Ukrainian HEIs, their services and further international integration are seen as current priorities to overcome both the long-existing and new challenges, and to ensure conditions for continued HE development.

4. Conclusions and outlook

The implementation of the new Higher Education Act has clearly not yet lived up to expectations. International observers (e.g. DAAD 2018, bpb 2015, BC 2015) have blamed this on corruption and the resistance of outdated, post-Soviet staff at higher education institutions, who find it difficult to achieve the new standards (cf. Härtel 2019, p. 35). Moreover, after decades of detailed state regulation, higher education institutions and university administrators in particular have found it difficult to use the new freedom for change in their institutions (ibid.). According to the British Council (2015, p. 4), democratisation in higher education management and the corresponding distribution of responsibility across several shoulders in a higher education institution is one of the greatest challenges for Ukrainian HEIs and their rectors. Furthermore, it seems that – in addition to the aforementioned adherence to old structures – there are clear hierarchical differences and a traditional misunderstanding between academic and administrative professionals that has made communication and thus the promotion of change by administrative staff more difficult. Reforms do not always seem to be approached strategically at Ukrainian universities, but happen selectively as a result of external project funding. The planned reforms also mean new roles and tasks for academic and administrative university staff at all levels – from the top leadership to lower-level administrative staff and instructors. After all, they are responsible for putting the requirements of the Bologna Process and the new Higher Education Act into practice. Further internationalisation with strong partnerships, intensive exchange programmes, participation in crucial international programmes (Erasmus+, Horizon Europe, etc.), transparency and integrity will remain a powerful driver for the sustainable development of the HE sector in Ukraine.

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Cohort I

The development and implementation of an Internationalisation Strategy at the Odessa National Academy of Music

The overall goal of the project is to develop and implement an Internationalisation Strategy at the Odessa National Academy of Music to align it more closely with European and international standards in higher education. This Internationalisation Strategy focuses primarily on establishing successful and sustainable international partnerships and networks as well as on fostering student and staff exchange. To do so, one part of the project involves gaining insights into available funding instruments for international cooperation and establishing an International Office at the Odessa National Academy of Music.

The Internationalisation Strategy at Simon Kuznets Kharkiv National University of Economics

The vision, mission and values of Simon Kuznets Kharkiv National University of Economics form the university's Internationalisation Strategy. This is designed to facilitate the integration into the European and global scientific and educational space by increasing the university's competitiveness and enhancing its position in international and national rankings through continuous quality improvement in accordance with the requirements of the European Higher Education Area. The university's priorities are to participate in international projects and offer double degree programmes, enabling the university to strengthen its international partnerships. Although the objectives and tasks of the Internationalisation Strategy have been defined in detail, one of the main challenges is to find appropriate criteria for measuring internationalisation. The next planned step is the formation of an international project management team within the International Office.

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Cohort I

The internationalisation of higher education in an asymmetric partnership – a challenge for the leadership of Ukrainian universities and experiences in solving the problem

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1. Introduction

The internationalisation of higher education has evolved from sporadic contacts among top professors for their personal scientific or educational purposes to wide-ranging programmes of cooperation based on common values and understandings of the mission of the modern university. At the same time, such cooperation is accompanied by a struggle for human resources, students and scientific research grants. According to experts, international cooperation between universities is also becoming the norm in the post-Soviet area, rapidly undergoing a degree of evolution, and resulting in the transition from sporadic contacts between teachers and scientists to broad cooperation (Барсукова & Жуковски, 2013). University cooperation has acquired features of strategic partnerships between universities and differs from the usual bilateral relations. These partnerships are usually mutually beneficial and designed for the future. However, certain problems in the post-Soviet space remain, raising the question: How should a university build a strategic partnership when the university systems of different countries have an asymmetric relationship?

2. Identifying problems of asymmetric partnership in modern universities

The essence of asymmetric partnership in the modern global world is a subject of interdisciplinary discourse. Asymmetry is generally recognised as an attribute of international relations in various fields, including education and science (Дерев'янко, 2012; Перепелиця, 2005). The asymmetry of international relations creates the potential for crisis, i.e. it requires appropriate management decisions, including from the leadership of a given university (Розумний, 2015). In socio-humanitarian research, asymmetric partnership in the context of HEI internationalisation is considered mainly (but not always) through its individual systemic, structural, functional, dynamic and information-oriented manifestations.

Asymmetry of the system

Asymmetry of the system is manifested in the uneven development of higher education at the level of regions or countries, and these areas' varying levels of inclusion in the world market of educational services. In addition, there is a certain asymmetry of scientific and educational interests of different universities. The idea of a research university (following the example of US universities) has not been implemented in Ukraine, although this issue has been actively discussed.

Asymmetry of structures

Asymmetry of structures is manifested in the fact that the structural reformation of higher education in Ukraine is not yet complete; the process of consolidation in universities is ongoing. The commercialisation of higher education requires universities to market their educational services (i.e. determine the target market and position their services). Intermediary structures are thus actively created within the structure of universities: press centres, international offices, offices for alumni and graduate services, etc. The need for licensing and accrediting educational programmes through the National Agency for Higher Education Quality Assurance (NAQA) also raises the issue of opening new institutions within universities.

Functional asymmetry

Functional asymmetry arises due to the duplication of functions of individual units, with the coexistence of old and new approaches to the roles and functions of participants in the educational process.

Dynamic asymmetry

Dynamic asymmetry is manifested in the uneven development of higher education systems in different regions and countries, and the unpredictability of their future. Signs of asymmetric interdependence between partner universities include:

• Difference in the size of universities (number of students, teachers, employees of different departments);

- Difference in financial and material opportunities (in Ukraine, a chronic underfunding of higher education);
- Differences in the motivation systems of lecturers;
- Differences in access to modern information and communication technologies and the willingness of lecturers and students to use them.

Information asymmetry

Information asymmetry in cooperation between universities is manifested in the fact that universities do not always have all the information about the conditions of academic exchange, such as the human resources of their partners. The danger of information asymmetry lies in the fact that a high level of information asymmetry can undermine trust between the parties, i.e. destroy the most important resource of public relations. It is thus crucial to overcome such information asymmetries. Monitoring them is necessary in order to preserve these kinds of intangible resources, such as the trust of international institutions. Koshlakov has pointed out the special relevance of information asymmetry for the sphere of education (Кошлаков, 2012).

Finally, we rely on a point of view of two authors who believe that we are currently talking about the formation of a "complex asymmetry that integrates different types and species and appears in all areas" (Чмельов & Мазур, 2013, p. 116).

It should be admitted that asymmetric relationships could provoke conflicts due to asymmetries of time, interests, levels, norms, etc. (Перепелиця, 2005).

3. The case of the School of Sociology at Karazin Kharkiv National University

In this section, we attempt to show what problems one particular faculty has faced. The School of Sociology of V.N. Karazin Kharkiv National University was founded in 1990, and it became the first school of sociology in Ukraine. It is currently also the nation's largest, with almost 100 lecturers and more than 800 students. It consists of six departments, and the school trains specialists at the three educational levels (Bachelor, Master, PhD) in ten degree programmes. Our school considers itself quite experienced in the field of national and international cooperation; in the last few years, the School has participated in 12 major international projects. However, this has also revealed the asymmetry that exists on every level. What kind of projects have we participated in? It depends on our educational needs. Some of our educational programmes reflect the need to train professionals in the field of sociological research; others in political and marketing activities. These together provide a wide range of prospects for further employment and successful careers in mass media, advertising and consulting companies, sociological analytical centres, and state and municipal authorities. At the same time, we have some specific programmes that focus on training qualified professionals capable of professionally organising and improving social relations and social communications in public administration, me-

dia, business, politics, education, etc. Another project is designed to help participants form a skill set necessary for carrying out management activities in social organisations, welfare and social services, health care, arts and culture, the education system, the penitentiary system, the state employment service, the state medical service, migration services, enterprises and firms with various types of activities and forms of ownership, and religious organisations.

In just the previous five years, there have been a series of international projects, financed by Erasmus+, HORIZON 2020, the DAAD, the British Council, the Norwegian Research Council, the European Economic Area's GGC Cross-border Cooperation / Good Governance Financial Mechanism Programme, Accountable Institutions, Transparency International, and others with partners from Europe, the USA, North Africa and the Middle East.

At the same time, in every case of (educational or scientific) international cooperation, we face the same problems. On the one hand, we have highly intensive international cooperation, but we are forced to rely on international grant support to realise our ideas. On the other hand, we face institutional inequality, mostly concerning salary levels – we receive less income for the same work with the same qualification (we will describe this further below). Another type of problem concerns the weak integration into the European (and wider international) academic environment. This is connected with language issues (the general level of English, the quality

of academic writing in English, etc.) and publication quantity (we are not often seriously presented and cited in English-language journals in SCOPUS databases, Web of Science database, etc.). It is important to note that social sciences are very specific in the production of non-regionally dependent knowledge. The possibility of long-term stays are quite limited for our professors, primarily due to a lack of financing and an abundance of bureaucracy. Moreover, last year universities needed to switch to online "international visits" at a moment's notice because of the pandemic situation; this transition was not always of high quality.

In summary, we can identify two overarching areas where the asymmetry in our partnerships becomes noticeable: asymmetry in research collaboration in different contexts, and asymmetry of information and publication resources. In the following sections, we describe these asymmetries in more detail.

3.1. Asymmetry in research collaboration in different contexts

International context issues

The inequality of compensation is institutionally fixed by international organisations (salary is calculated on the basis of national standards: a honorarium for a researcher with the same qualification in Ukraine and any other European or American university is a priori calculated unequally).

National context issues

The standards of university teaching hours for Ukrainian researchers are much higher than for their European or American counterparts. This means that overall, personal teaching and research efforts are higher in Ukraine and require more human resources.

Inconsistencies between international and national standards

Inconsistencies in travel allowances and per diem for fieldwork and research meetings are quite common. In the majority of international projects, there are general project principles that all partners have to follow, but the main "regulatory" principle for travel allowances and per diem funding is "national standards have priority".

3.2. Asymmetry of information and publication resources

National context issues

Limited access to publication data has been a major challenge for Ukrainian researchers (many international publication web resources created free access to their databases of publications and archives during the pandemic situation, but this was not the case before 2020). In spite of this different academic tradition of publications, Ukrainian researchers should adopt the Western tradition of publication.

International context issues

The "SCOPUSisation" of academic life means that the SCOPUS Index creates motivation and tension at the same time for all researchers over the world. The asymmetry is related to the SCOPUS principles – journal articles are considered the most valuable publications, while book chapters do not receive SCOPUS indexation, despite the fact that it requires the same efforts as any article.

Visa

The Schengen visa regime can be considered a standalone problem. On the one hand, it opened up new opportunities for Ukrainian scholars, but there are still other restrictions regarding countries that are not subject to the Schengen visa regime – for instance, the UK or some Asian countries. It could limit efforts to cooperate. However, the pandemic situation provoked border closures and other restrictions that have definitely made academic exchange efforts very difficult (especially if in the near future even academic travel requires digital or paper documentation showing that a person has been vaccinated for COVID-19 – Ukraine's low rates of vaccination make this even more complicated).

Nevertheless, we began to pay more attention to the ability to professionally update and maintain existing international relations, as well as establish new ones.

4. Formats of internationalisation of higher education in an asymmetric partnership

We distinguish between two main approaches to internationalisation, which are implemented through a strategic partnership of universities in an asymmetric relationship.

4.1. The creation of joint universities

This technology is implemented in each country in its own way. One example is the experience of internationalisation of higher education in the People's Republic of China via the formation of joint universities with institutions in non-English-speaking countries – Israel and the Russian Federation. Shenderova noted various aspects of China's attitude to internationalisation:

Factors that are important for China with the support of foreign partners: the possibility of attracting high-level scientists; the level of internationalisation of the university, primarily in the field of potential for joint research projects; [and the] developed research in the fields of exact, natural and engineering sciences, including those with a strong innovative component. Factors important in the selection and support of Chinese universities for partnership with leading foreign one: economic importance and geographical location of the univer-

sity and region in the geopolitical plans of the UK; prospects of universities and its graduates as "growth points" of high-tech innovative entrepreneurship" (Шендерова, 2016, pp. 88-89).

Ukraine has the necessary legal framework to establish branches of foreign universities in Ukraine, but Ukrainian universities do not have the right to establish their branches in other countries. Thus, there is currently a paradoxical situation where asymmetry in relations between universities is reinforced at the state level. For V. N. Karazin Kharkiv National University, this has had a negative consequence: for the last two years, the university has not received permission from the Ukrainian state to open colleges in China.

4.2. Formation of international networks of universities

In recent years, universities have become actively involved in international networks of universities, forming a strategic partnership in the form of networking.

Based on a study of 27 international networks of universities, which had been established in different years and had brought together 1,119 member organisations from 117 countries, Alisa Melikyan identified various defining characteristics of international networks of universities, which primarily included "circumstances of their creation, geographical location of partners, types of partner organisations, partner statuses, barriers to entry for new participants, speciali-

sation, financing, management, [and] forms of partner interaction" (Меликян, 2014, pp. 104-105). It is noteworthy that these characteristics of international networks of universities record their differences, which indicate the presence of asymmetry in the relationship between them. This asymmetry is objective in nature and is reflected in the barriers to entry into international university networks for new partners. The criteria for selecting partners for international university networks include the applicant's educational and scientific achievements, the desire to internationalise activities, the number of students and graduates, and the institution's cooperation with foreign scientific and educational organisations (Меликян, 2014). The mission of international university networks with different orientations and specialisations is to develop a regional/global educational and scientific space, which provides "support and promotion of educational networks designed for flexible learning, lifelong learning, open educational resources, joint educational programs, virtual mobility" (ibid., pp. 109-110). On the other hand, the educational policy of Ukraine has called for a well-balanced strategy and tactics to expand academic exchange of teachers and students, facilitating further integration of Ukraine's education system into the EHEA (Бобрицька & Суліма, 2019, p. 9). In other words, international mobility is important grounds for forming international university networks.

5. The status and prospects of inclusion for Ukrainian universities in an asymmetric international partnership

Let us highlight the main factors that contribute to the asymmetry in relations between Ukrainian universities and their partners at the international level:

· The critical situation in Ukraine, with its crisis of politics, the economy and culture, which results in low demand for specialists with higher education;
· The desire among a significant number of young people to study and work in more developed countries;
· The insignificant representation of Ukrainian universities in world rankings;
· The insufficient attention of universities to the introduction of educational innovations: dual education, adult education, etc;
· The problem of inconsistencies between the dynamic demands of the labour market and the supply of educational services;
· The lack of funding for education and science from various sources. (Financial autonomy is not working yet because universities have not learned how to use it – they still hope for mostly state funding).

At the same time, a significant source of funding for Ukrainian universities is the training of foreign students. According to the Ukrainian State Center for International Education under the Ministry of Education and Science, there is a trend in the country to increase the number of universities that teach foreign students (from 185 in the 2015/2016 academic year to 394 in the 2020/2021 academic year). The following are the ten most popular universities in Ukraine among foreign students (Міністерство освіти і науки України, 2021):

· V.N. Karazin Kharkiv National University – 4,277
· Kharkiv National Medical University – 4,215
· Bogomolets National Medical University – 3,061
· Odessa National Medical University – 2,935
· Zaporizhia State Medical University – 2,860
· Vinnytsia National Medical University named after MI Pirogov – 2,771
· Dnipro State Medical University – 2,573
· Ternopil National Medical University named after I.Ya. Gorbachev Ministry of Health of Ukraine – 2,433
· Bukovynian State Medical University – 2,095
· Taras Shevchenko National University of Kyiv – 1,838.

It is clear that Ukrainian universities are attractive for students from abroad, and it is worthwhile to continue building international partnerships despite the asymmetries that have been identified.

6. Conclusion

The asymmetries outlined in the previous chapters are likely to persist for some time, but there are ways Ukrainian HEIs can address them in a manner that allows fruitful international exchange to take place despite the inequalities identified. These include:

- An awareness of common interests in the international market of educational and scientific services;
- Adherence to the principles of fair competition in the market of educational services, including academic integrity;
- The formation and development of research potential of students (including academic exchanges);
- Organisational support of strategic partnerships;
- The creation of university consortia;
- The establishment of foreign branches of major universities together with partners; and
- Joint scientific programmes and scientific publications;
- The use of modern information and communication technologies in the interaction between universities and their stakeholders.

Asymmetric partnership in the context of internationalisation of higher education has become a challenge for the leadership of Ukrainian universities, because asymmetric relationships, on the one hand, encourage universities to seek new opportunities for development, and on the other hand they pose a threat because this inequality may lead to conflict. Symmetrical or asymmetrical approaches to interaction between universities require an appropriate response in the context of partnership, which provides for the duration, organisation and structure of interactions over time. This involves the development and implementation of a strategic plan for the university in the context of internationalisation, and a subsequent appropriate communication policy.

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Harnessing international experience in International Office activities at Lviv Polytechnic National University

The tasks and activities of the International Office at LPNU are quite complex, comprising the internationalisation of educational processes, degree programmes, and scientific and innovation activities; the export of educational services for foreign citizens; the information presence of LPNU in the international arena; and international cultural cooperation. The goal of the project is to gain international experience that can be used to increase the level of efficiency and effectiveness of IO activities. A SWOT analysis of LPNU's activities as well as an analysis of international activities at German HEIs will help to identify key areas for improvement concerning university structures, communication, regulations, databases data management and storage and information dissemination.

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Improving international and intercultural aspects of higher education in Ukraine via online events

The main goal of the project is to develop international and intercultural skills in students and academic staff in terms of "Internationalisation at home" through online learning and events. The project includes improving language skills through online classes and virtual classes with partner universities, which take place on an international online platform. In addition, the project will help develop virtual summer schools, where international classes with international visiting professors can be held. In this way, remote learning can open up new horizons of education in terms of internationalisation, while keeping learners safe in the midst of the global pandemic.

Establishing a Creative Teaching School at V.N. Karazin Kharkiv National University

The university already actively conducts international scientific and educational activities involving international students and professors. The goal of this project is to establish a Creative Teaching School as a methodological platform to improve teaching, especially in international credit exchange programmes for short-term international students. The Creative Teaching School will help instructors better understand teaching methodologies that focus on international students and the exchange programmes that serve them. This includes addressing both the preparation of these educational programmes and the organisation of educational processes during their studies at the university. An annual training programme will be offered in which professors dealing with international students can gain new skills in an intercultural, fast-changing environment.

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The development of an Internationalisation Strategy at Sumy National Agrarian University (SNAU)

Internationalisation is becoming increasingly important not only within the domestic higher education system, but also for the establishment of external links. SNAU already possesses vast experience in activities at a worldwide level, dynamically implementing exchange programmes and expanding its network of partner universities. To coordinate these activities more systematically and consistently, however, the project will further boost internationalisation processes at the university. The main project goals are to develop a five-year university Internationalisation Strategy and establish an administrative team from different university levels that will be responsible for creating short-term and long-term internationalisation action plans, and for monitoring their implementation

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Cohort I

Challenges in internationalisation for Ukrainian higher education institutions

Olga Drachuk and Igor Lyman

1. Introduction

Internationalisation is a vital condition for the development of Ukraine's higher education system. Like all other post-Soviet countries, Ukraine embarked on the internationalisation of higher education later than the western world. As a result, the country has long been on the path of "catch-up internationalisation", repeating the steps taken by others before it. For all its negative effects, this has had a positive aspect: Ukraine can learn from others' mistakes and adopt well-tested best practices.

It is logical that dealing with the internationalisation of higher education in Ukraine also began later than in the European Union. In a broad sense, we agree with the definition by J. Knight:
"Internationalization is the process of integrating the international/intercultural dimension into the teaching, research and services function of higher education... into the purpose, functions or delivery of post-secondary education" (Knight, 2008, p. 19 and 21).

In Ukraine, the official definition of the internationalisation of higher education was given for the first time in the "National Education Glossary: higher education" in 2014:
"Internationalization: in higher education, it is the process of the integration of educational, research and administrative activities of a higher education institution or a research institution with an international component: individual exchange (students, scientists, teachers, administrative staff); the creation of joint international educational and research programmes; formation of international educational standards with the purpose of quality assurance; institutional partnership, creation of educational and research consortia, associations" (Кремень, 2014, p. 25).

The work of Ukrainian researchers on various aspects of internationalisation has been dedicated to several issues. These include leadership potential of universities, the search for higher education strategies in the context of internationalisation for the sustainable development of society, trends in internationalisation of higher education in Ukraine in the context of international cooperation programmes, etc. (Зінченко, 2020; Калашнікова, 2019; Луговий, Слюсаренко & Таланова,

2020; Семенець, 2017; Степаненко, 2016; Степаненко & Дебич, 2017; Фініков & Сухарськи, 2019; Шитікова, 2017).

The purpose of this article is to analyse challenges in internationalisation for Ukrainian higher education institutions (HEIs) based on our experiences in our roles as internationalisation coordinators at medical and pedagogical universities, as well as participants in the THEA Ukraine project and the Management of Internationalisation and German-Ukrainian Academic Cooperation 2020-2021 project (MOI project).[1]

2. Challenges in internationalisation

Without claiming to cover all aspects of the issue, among the wide range of challenges in internationalisation we will pay attention to those which we have most often encountered in our own work, and which, in our opinion, are the most significant for the domestic educational space. For an adequate perspective on the overall condition, it should be borne in mind that we consciously focus on problematic issues, rather than on the achievements of Ukrainian universities in the field of internationalisation.

2.1. Post-Soviet traditions, a lack of readiness for change, a lack of flexibility

Although 30 years have passed since the fall of the Soviet Union, part of the population of Ukraine, including some university professors, still retains a mindset traditional of the Soviet consciousness. Isolationism from the outside world and suspicious attitudes to everything foreign are two positions of this mindset.

The fact that for a long time there was a semi-formal declaration that Ukraine shared European values, including ones in the field of higher education, also played a negative role. Ukraine joined the Bologna Process, launched in Europe in 1999, only six years later. But even after that, for many years the situation did not significantly improve, as "the country's European integration prospects remained rather un-

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[1] https://www.uni-hannover.de/en/universitaet/internationales/moi-ukraine/.

certain and illusory" (Степаненко, 2016, p. 15). For many, it was (and is) easier to leave everything as it was than to step out of the comfort zone and change the structure and approaches in the organisation of activities. The creation of special units for international activities (i.e. international offices) and the development of plans and strategies for internationalisation required additional (human and financial) resources that not all universities have been willing to allocate. Such unwillingness to change has often been masked by an emphasis on the risks of internationalisation, such as brain drain, the erasure of national characteristics, and so on.

2.2. Insufficient levels of material and technical background of some Ukrainian HEIs

The low levels of material and technical background of some Ukrainian HEIs, with their outdated equipment, are significant obstacles to generating interest from the international scientific community in the research of Ukrainian scientists. At the same time, approaches to funding are fundamentally different in Ukrainian and, for example, Western European universities. This causes, in particular, significant restrictions on the ability of Ukrainian scientists to obtain financial support for their universities to participate in overseas international conferences, write publications, and so on. The results of a national survey entitled "Priorities and needs of the development of Ukrainian universities in the process of reform-

ing higher education in the context of European integration" (2019) indicated a low level of financial support from universities for various types of international activities. Only 17-22% of HEI administrative staff and 9-12% of teaching staff confirmed the availability of such financial support (Калашнікова, 2019, p. 158). National Pirogov Memorial Medical University, Vinnytsya, was one of the universities that took part in this survey.

2.3. The lack of a comprehensive strategy among university internationalisation

Not all Ukrainian universities have an internationalisation strategy. This not only means insufficient attention to internationalisation as a strategic direction of development, receiving lip service in university mission statements. So far, there is a lack of vision of internationalisation not even as an end in itself, but as a means of improving the quality of teaching, learning and research. It is very important that the development of internationalisation strategies take into account the goals and capabilities of universities. It would be appropriate for the internationalisation strategy to include a system of indicators, their quantitative measurement, forecast indicators and deadlines (Семенець, 2017, p. 112).

However, awareness of the most relevant problems has led to renewed emphasis on correcting existing internationalisation strategies, taking into account the latest trends and challenges. This awareness became one of the main drivers of many individual projects under the umbrella of the MOI project. Berdyansk State Pedagogical University is one of the Ukrainian HEIs that have planned to correct their own internationalisation strategies in the context of the project.

As a result of its participation in the THEA Ukraine project, National Pirogov Memorial Medical University, Vinnytsya, shifted away from the idea of setting up an international project office at the university to increasing the efficiency of structures that already existed and to harnessing the data and the tools of the THEA Ukraine project to develop the university's internationalisation strategy.

2.4. The low representation of Ukrainian HEIs in leading international rankings

In 2016, Ukrainian universities were practically not represented, or had a very low individual status in leading international rankings (Степаненко, 2016, p. 15). Since then, the situation has not changed significantly. In 2020, according to the Shanghai Ranking (ARWU), Ukraine, unlike 60 other countries, had no universities in the top 500, or even the top 1000. According to the Times Higher Education rankings, there are no Ukrainian institutions in the top 500, and just three of them in the top 1000: Lviv Polytechnic National University, Sumy State University and Kharkiv National University of Radio Electronics. Only Karazin Kharkiv National University is in the top 500, according to Quacquarelli Symonds (QS) (Луговий, Слюсаренко & Таланова, 2020).

2.5. A lack of language skills and project culture

A lack of knowledge of European languages, primarily English, can be a significant barrier at the individual level (for students, teachers, HEI administrators), especially for older ones, to engage with the international community.

According to a national survey conducted in 2019 by the Institute of Higher Education of the National Academy of Science of Ukraine entitled "Priorities and needs of the development of Ukrainian universities in the process of reforming higher education in the context of European integration", 37% of administrators and 25% of teachers/researchers pointed out the need for "Development of English-language competence". At the same time, in response to the question "What assistance is provided to the academics of your university to facilitate their participation in international cooperation?", 65% of administrators and 57% of teachers/researchers chose the option "English language courses". The authors of the survey interpreted this situation as "not all academics (and more specifically, only half of the respondents) actually use opportunities to learn English, in particular through courses offered by the universities themselves, and thus limit their opportunities of involvement in the internationalisation of higher education" (Калашнікова, 2019, pp. 10-15).

Only a few years ago, when participating in international projects, the staff of National Pirogov Memorial Medical University, Vinnytsya, and Berdyansk State Pedagogical University had good opportunities to attend special language courses.

International project activities, with the involvement of applicants and teachers in international educational and research projects, are an important tool for internationalisation. Unfortunately, not everyone who wants to participate in such projects and who submits an application has the understanding and skills to write a successful project proposal. After all, the presentation of the material, its structure and idea require a radically different style compared to the usual methods of writing a scientific article. That is why at National Pirogov Memorial Medical University, Vinnytsya, an office dedicated to precisely these projects has been planned by one of the authors of this article.

2.6. Brain drain and the non-return of foreign degree holders to Ukraine

"Brain drain from Ukraine can now be seen in any area of specialisation, but it is perhaps most pronounced in the field of healthcare. According to experts, tens of thousands of medical workers have gone abroad in recent years (Купновицька, 2021). Ukraine is a country that mostly exports scientists, rather than importing them. There is a high percentage of non-return of young people who have earned a degree abroad. These people are usually the most educated, active and productive in international cooperation. Their non-return to Ukraine is therefore a significant challenge for the state's development (Степаненко, 2016, p. 15).

At the same time, even "brain drain" and the non-return of foreign degree holders to U-kraine could provide some benefits. One good example is an alumnus of National Pirogov Memorial Medical University, Vinnytsya, named Hryhoriy Lapshyn, who received a Dr. med. from the Department of Surgery at the Medical Centre – University of Freiburg, and currently works at the Department of Surgery at the University Medical Centre Schleswig-Holstein, Lübeck Campus. Nowadays, he provides a great deal of support for the development of trans-plantology in Ukraine.

2.7. The low attractiveness of Ukrainian universities for international students and academics

According to statistics, 80,470 international students from 158 countries studied in Ukraine in 2020, while in 2019 there were 75,605 students from 154 countries. India, Morocco, Azerbaijan, Turkmenistan, Nigeria, Turkey, China, Egypt, Israel and Uzbekistan were the countries where most international students come from. 39,841 international students in Ukraine (almost half of the total), studied in medical specialties. The total number of students in Ukraine in 2020 was 1,065,143 (Квіт & Єременко, 2021, p. 24, 43-45, 55-56). This means that international students make up only 7.6%.

International students and academics more often prefer to choose EU universities for studying or research purposes. This situation is due to many factors. In addition to those mentioned above, Ukraine is not a member of the EU, so it cannot exploit all the opportunities of European funds. There are also difficulties concerning the recognition of Ukrainian diplomas. Another issue concerns Ukraine's transition economy, so the standards of living are somewhat different from those of the EU. The military situation in eastern Ukraine plays a role as well. Finally, international doctoral students rarely consider Ukrainian scientists as potential research supervisors in the world's higher education area.

3. Possible answers to the challenges of internationalisation

3.1. The national strategy for the internationalisation of higher education

State policy in the field of higher education, according to the Law of Ukraine "On Higher Education", includes "international integration and integration of the higher education system of Ukraine into the European Higher Education Area, provided the preservation and development of achievements and progressive traditions of national higher education are upheld" (Закон України «Про вищу освіту», 2014).

The policy of the Ministry of Education and Science, as an external catalyst in matters of internationalisation, includes a number of indicators, such as international publications, the number of international students and projects, and the amount of international training for academic staff, which are taken into account in Ukrainian rankings of HEIs.

In February 2021, the Ministry of Education and Science approved an updated roadmap for the integration of Ukraine's research and innovation system into the European Research Area (МОН, 2021).

3.2. Internationalisation for Ukrainian HEIs in the sphere of accreditation

One promising and at the same time challenging aspect of internationalisation for Ukrainian HEIs is the accreditation of educational programmes. We are both deeply involved in the activities of the National Agency for Higher Education Quality Assurance (NAQA) as trainers of experts, expert and chairman of the branch expert council. As such, we have a unique insight to analyse the problematic aspects of internationalisation at Ukrainian universities from this point of view as well.

It is essential that the internationalisation of higher education is directly linked to the quality of education overall and serves as a tool for educational improvement. The introduction of a new accreditation system in Ukraine has become possible largely due to internationalisation, including a number of international projects in the field of higher education. One of them is the "Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines" (QUAERE) project, supported by ERASMUS+ (2016-2018) which was implemented by an international team that included Berdyansk State Pedagogical University (Лиман & Константінова, 2019, pp. 206-214).

The major strategic goals of the NAQA is "to develop the culture of quality assurance... to meet the international standards of higher education

quality assurance" (NAQA, 2021).

According to the current strategy of the NAQA, valid until 2022, one of the agency's key goals is "Promoting the integration of the higher education system of Ukraine into the global educational and scientific space." One of the effective tools to achieve this goal comes under sub-criterion 5.4, "Studying, teaching and research related to the internationalisation of a higher education institution" to evaluate the quality of educational programmes (Квіт & Єременко, 2021, p. 341).

Another tool for internationalisation is the international accreditation of educational programmes conducted by Ukrainian universities. In Ukraine, educational programmes receiving certificates of accreditation issued by foreign accreditation agencies are indeed recognised; the list of these agencies is approved by the Cabinet of Ministers of Ukraine. However, so far this practice is just passing the stage of formation. In other words, greater involvement by foreign accreditation agencies in Ukraine has been named as one of the possibilities for future development (Квіт & Єременко, 2021, p. 165).

Among the measures for development of the NAQA is the inclusion of foreign experts in the expert groups for accreditations (Квіт & Єременко, 2021, p. 154).

3.3. Communication and networking

It is difficult to imagine the effective operation of international offices of Ukrainian HEIs without active communication with international partners. In addition to contacts made thanks to joint projects, individual communications, and so on, the participation of representatives of international offices in international organisations involved in education can be a helpful tool in this matter. It should be noted that thanks to participation in the THEA Ukraine project, representatives of Ukrainian universities, in addition to establishing contacts in project teams and with participants of the MOI project have received temporary membership in the European Association for International Education (EAIE). This is a centre for expertise, networking and resources in the internationalisation of higher education.

The experience of communication within the THEA Ukraine project demonstrated that Ukrainian HEIs with different specialisations, from medicine to education, despite various unique characteristics, generally have common challenges with respect to internationalisation. It is therefore quite important to create a network of people who respond to the internationalisation of Ukrainian universities. It would help not only to coordinate activities of universities in this sphere, but also to exchange experience and information, create joint projects, and help solve difficulties on the path of internationalisation. The feasibility of creating such

a network was confirmed during the Online Bar Camp on Internationalisation, which took place on 29 April 2021 and joined participants of THEA Ukraine project and the MOI project.

3.4. Changing the mentality of university administrators, academics and students

It is important that all participants of the educational process in Ukraine are aware of the benefits of internationalisation. For Ukrainian HEIs, all the benefits listed in IAU's 5th Global Survey on Internationalisation of Higher Education are relevant: enhanced international cooperation, internationalisation of the curriculum/internationalisation at home; prestige/profile for the institution; improved graduate employability and quality of teaching, learning, etc. (IAU, 2019).

One example of an effective tool for raising such awareness and selecting agents of corresponding changes in higher education that we can mention is the "Innovative University and Leadership" project. This project, started in 2014, is designed to identify and train a cohort of university administrators and professors as potential leaders who are willing and able to take the initiative and responsibility for new modernisation strategies at Ukrainian universities. As participants of the project, we can confirm that "Innovative University and Leadership" has indeed changed Ukrainian HEIs by demonstrating the benefits of internationalisation (Фініков & Сухарськи, 2019).

3.5. Internally motivating faculty and staff to participate in international events

According to the "Priorities and needs of the development of Ukrainian universities in the process of reforming higher education in the context of European integration" survey (2019), administrators are "more optimistic" than teachers/researchers regarding the level of assistance provided to teachers to facilitate their participation in the international activities of universities. According to both administrators and academic staff, the following types of assistance were the most common: training (57% and 49%, respectively), consultations (71% and 56%, respectively), and English language courses (65% and 57%, respectively).

The organisers of the survey recommended strengthening the motivation of teachers and researchers to participate in international activities; increasing the amount of funding aimed at supporting academics' participation in international activities; having administrators monitor the assistance programmes for academics to facilitate their participation in international activities, etc. (Калашнікова, 2019, pp. 10-15).

The experiences of National Pirogov Memorial Medical University, Vinnytsya, and Berdyansk State Pedagogical University confirm the effectiveness of training sessions and open meetings, by demonstrating these universities' successful participation in international projects, the allocation of additional hours for interna-

tional projects as a share of total in pedagogical workload, and the incorporation of participation in international projects as rating criteria for university academic staff.

4. Conclusions

Higher education in Ukraine is in an active phase of reform on the path of European integration. Challenges for internationalisation for Ukrainian HEIs that arise in this process are logical and related on the one hand to Ukraine's past (post-Soviet traditions, reluctance for change, etc.), but on the other hand to today's realities (insufficient material and technical equipment of some Ukrainian HEIs; the low representation of Ukrainian HEIs in leading international rankings, etc.). In addition, sometimes perspectives on the future are vague, which is reflected in the lack of a well-conceived strategy of university internationalisation at some HEIs. No small role in inhibiting active internationalisation is played by the relative unattractiveness of Ukrainian universities for foreign academics and students, further complicated by international students' mobility.

Without attempting to expound on all conceivable ways of overcoming obstacles, we have focused on several possible responses to the challenges of internationalisation, in particular development at the state level and further implementation of the national strategy for the internationalisation of higher education, which will not be effective without changing the consciousness of university administrations, academics and students. According to the results of discussions by the THEA Ukraine project participants, some very effective tools could be the establishment of a network of international offices of Ukrainian HEIs and their participation

in international organisations, as well as ways to increase the motivation of potential participants in international events. One important stimulus would be the impact of accreditation processes under the new procedure, which encourages universities to follow the principles of educational quality in light of assessments according to international standards that include internationalisation elements. Thus, despite the significant challenges for internationalisation at Ukrainian universities, there are also many answers to address them at different levels.

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The establishment of an International Project Office at National Pirogov Memorial Medical University, Vinnytsya

The goal of this project is to set up an International Project Office that will enable the university to integrate into the global educational space by participating in international academic and research projects, exchange programmes, and academic and professional exchange. The office will also work to increase awareness of the university as an active participant in international programmes. The main roles of the International Project Office will be to provide coordination and educational advice, which will allow more of the university community to participate in international activities and projects. The office will enhance the professional experience of staff, the quality of education, and the competitiveness of graduates in the labour market. As the number of international projects grows, scientific research will increase as well, further strengthening the university's competitiveness.

A handbook for Incoming & outgoing students at National Pedagogical Dragomanov University (NPDU)

Although more than 250 students had the opportunity to study abroad, and over 500 international students were enrolled this past year, only a small number of staff coordinate this student exchange. This project will set up a regulatory framework for academic exchange at NPDU and develop a handbook, including checklists for incoming as well as outgoing students, to facilitate administrative processes and assist students during their stay abroad.

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Curriculum internationalisation at Sumy State University

The Internationalisation Strategy of Sumy State University was adopted in March 2019. According to the strategy, one of the university's strategic goals is to achieve an outgoing student mobility rate of up to 10%. Within that framework, the main objective of the change project was to establish internationalised curricula at Sumy State University based on foreign and Ukrainian experiences to encourage students to take advantage of their right to international academic exchange, and gain global skills. As a result of the project implementation, study programmes at Sumy State University were evaluated based on criteria for internationalised curricula. The next step in the project will be to develop an internationalised curriculum for a pilot study programme.

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Internationalisation as a key to student success at the Ukrainian Catholic University

The goal of this project is to ensure that students have the most productive international experience possible. In order to expand services for student internships and study abroad offers, this project envisions a resource centre where students can find all necessary information about studying abroad and receive guidance in one place. This includes the development of a comprehensive system of promoting, organising and supporting study abroad opportunities for students of UCU's Faculty of Humanities. New resources and tools are being created to help students navigate international opportunities. Examples include an International Opportunities webpage, assistance with the application process through the Writing Centre, and the introduction of student advisors.

The UKRAINET – how this grassroots science diplomacy network fosters international academic cooperation with Ukraine

Oksana Seumenicht & Olga Garaschuk

1. From an idea to an NGO – How it all started

1.1 The establishment of the UKRAINET

The idea of the UKRainian Academic International NETwork (UKRAINET) emerged at the beginning of 2015, among a group of German researchers and research professionals of Ukrainian origin who all had a strong desire to contribute to the democratic changes in Ukraine spearheaded by the Euromaidan (2013 – 2014), also known as the Revolution of Dignity. Deeper internationalisation was considered one of the key prerequisites for long-overdue reforms of the country's science and higher education system. In 2015, Ukraine became associated with the EU's largest research programme, Horizon 2020 (EC, 2015); in 2016, it joined Euratom (EC, 2016) and CERN (CERN, 2016). These and other international agreements broadened the existing and opened new possibilities for international cooperation for and with researchers and higher education professionals in Ukraine. In this way, the UKRAINET was envisioned as an informal professional network aimed at bringing together those research and higher education professionals from outside of Ukraine who had the interest and motivation to support speeding up Ukraine's integration into the European (and global) Research Area. The network hoped to actively share knowledge with Ukrainian colleagues, facilitate their access to previously established international professional networks, establish joint academic projects, apply for joint external funding, and so on. It is important to note that the UKRAINET has united researchers irrespective of their nationality: professional interest in academic cooperation is what mattered at the outset and still matters today. In this regard, its scope is broader compared to networks such as the Ukrainian Scientists Worldwide[1] community, initiated earlier by Ukrainian PhD students in Germany, and with some of its founders now working in Ukraine.

We also emphasise the international character as one of the key founding principles of the UKRAINET, i.e. its fellowship is not limited by state borders. This merely reflects the fact that

[1] Ukrainian Scientists Worldwide: https://www.facebook.com/groups/314070194112/about

scientific endeavour is intrinsically international, and researchers can be described as "global nomads" who work in perhaps one of the most mobile occupations available. A testimony to the internationality of the UKRAINET is the geographic distribution of currently almost 600 group members of its LinkedIn group[2], residing in over 30 countries (Figure 1). Since February 2016, this LinkedIn group has served as one of the important communication and networking platforms of our network. Moreover, in September 2019, a dedicated LinkedIn group of Ukrainian researchers in the Nordic countries (Denmark, Sweden, Norway and Finland) was established.[3]

The first action the group of proactive researchers took was to organise a networking event

Figure 1: Distribution of UKRAINET LinkedIn group members by countrys with the highest representation, as indicated by individual members in their LinkedIn profiles (number per country; based on the total of 576 members from over 30 countries; status: 1.05.2021).
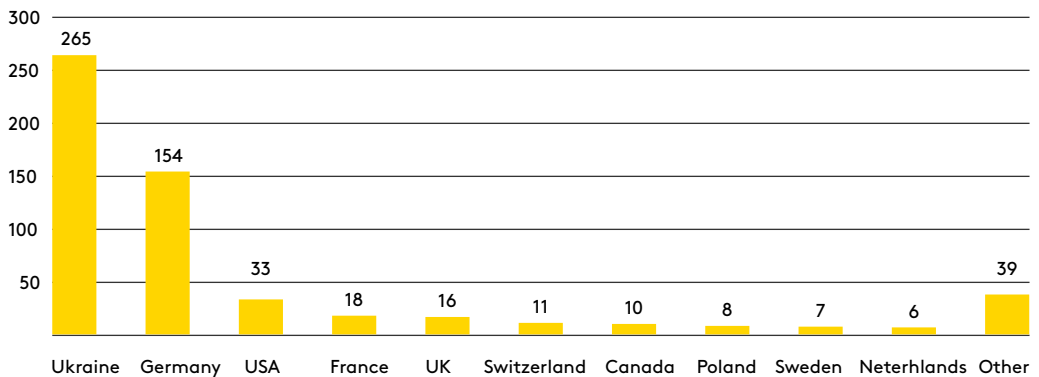
entitled "German-Ukrainian Academic Cooperation: Best Practice, Challenges & Opportunities", which was held on 28/29 January 2016 in Berlin. Importantly, both the German Federal Ministry of Education and Research (BMBF) and the Federal Foreign Office (AA) actively supported this grassroots initiative. Moreover, the German Academic Exchange Service (DAAD) took on a steering role in the organisation, generously sponsoring the event, in particular by

2 LinkedIn group of the UKRAINET: https://www.linkedin.com/groups/8473594/
3 LinkedIn group of Ukrainians in Nordic Countries: https://www.linkedin.com/groups/12297173/

enabling around 80 of its scholarship recipients (Master's and PhD students from Ukraine) in Germany to attend the event. The Alexander von Humboldt Foundation invited their current scholarship recipients of Ukrainian origin as well as alumni, while the German Research Foundation (DFG) encouraged researchers in Germany who had been collaborating with partners in Ukraine on DFG-supported projects to attend as well. The DFG also streamlined the attendance of a high-profile delegation of representatives of Ukrainian research organisations (the Ministry for Education and Science of Ukraine (MESU), the National Academy of Sciences of Ukraine (NASU), leading universities, etc.). All in all, some 200 researchers and higher education professionals, from graduate students to professors, from different research fields, and from all over Germany and Ukraine attended the conference. Such considerable resonance surpassed even the most optimistic expectations of both the founders of the initiative group and the German research funding organisations that co-hosted the event. For the first time, researchers of Ukrainian origin as well as their German colleagues collaborating with their counterparts in Ukraine had the opportunity to meet and network across disciplines, learn about ongoing joint projects, and gain insights into various funding mechanisms – regardless of career stage. All this reinforced bilateral scientific collaboration. At the panel discussions, in workshops and throughout the meeting, the participants also discussed some of the main challenges faced by the Ukrainian scientific community, the ongoing reforms, and the potential solutions. Support of early-career researchers, both in Ukraine and abroad, was one of the key goals of the network from the very beginning: during this two-day event, we also organised career development roundtables, with speakers from both the academic and the business world. The event was pervaded by genuine enthusiasm, and provided the critical impetus for the next step – the foundation of the German-Ukrainian Academic Society.

1.2 The founding of the German-Ukrainian Academic Society (DUAG)

The German-Ukrainian Academic Society (Die Deutsch-Ukrainische Akademische Gesellschaft, DUAG) was founded in Berlin on 11 July 2016. DUAG was subsequently registered in Berlin as a not-for-profit organisation on 15 February 2017.

The goals of the society correspond with the overarching goals of the UKRAINET, specifically in the context of German-Ukrainian academic cooperation:

• Fostering academic cooperation with Ukraine;
• Improving knowledge about Ukraine abroad, and vice versa;
• Increasing the visibility of Ukrainian academics and their achievements;
• Supporting the career development of its members and early-career researchers in Ukraine;
• Supporting reforms in academia in Ukraine.

One of the key tasks of the society is to establish a dialogue and cooperation platform aimed at facilitating networking, sharing best practices, and supporting researchers in Germany and Ukraine who are interested in bilateral and multilateral cooperation in higher education and science. Thus, we aim to foster the internationalisation of the Ukrainian academic and higher education system, enable the transfer of knowledge among academics within and across Germany and Ukraine, and contribute to capacity building in the two countries.

As of 1 May 2021, the society united 67 members, with a nearly equal distribution among different broadly-defined research areas (Figure 2).
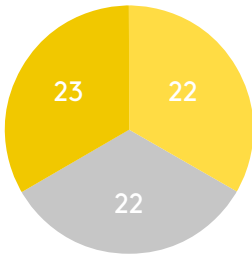
Figure 2: Distribution of DUAG members by research area (as of 1 May 2021).

↙

Social Sciences & Humanities
Exact & Natural Sciences
Life Sciences & Medicine

Most members (60) work or study in Germany, two researchers moved to universities in Italy and the USA since joining the DUAG, and five members work at Ukrainian universities. In terms of the members' career stage, 17 are professors, 4 are research group leaders, 30 members are PhD-level researchers and science professionals employed at or affiliated with HEIs or research institutes, and 12 are PhD students. We are delighted to count among our members Leopoldina member Professor Dr. Yuri Gleba (Nomad Bioscience GmbH), Chair of Entangled History of Ukraine Professor Dr. Andrii Portnov (Viadrina U., Frankfurt an der Oder), ERC

grant-holders Dr. Tatjana Tschumatschenko (MPI for Brain Research, Frankfurt am Main), Professor Dr. Andriy Luzhetskyy (U. Saarland) and Dr. Denys Makarov (HZDR), to name just a few.

2. What are the most promising formats of engagement?

DUAG/UKRAINET mobilises the Ukrainian research diaspora and international scientists, and in doing so highlights the mutual benefits of cooperation with Ukraine. In the five years that have passed since UKRAINET's launch and DUAG's founding, our members have initiated and organised numerous activities. These are funded mainly through membership fees (PhD students receive associate membership status on a zero-fee basis) and donations. In addition, both individual members and DUAG as a whole cooperate with partner organisations on a project basis, often supporting such projects through jointly-raised grants, e.g. from the European Commission and the DAAD. Below, we briefly summarise some successful activity formats that have proven to be particularly fitting for our goals. More detailed information can be found on DUAG's website.[4]

The newsletter and the Information & Collaboration Platform (ICP)

In addition to the aforementioned LinkedIn group, we publish a quarterly newsletter on our webpage and also distribute it to over 700 subscribers. Since February 2016, a total of 27 issues have been published. We regularly highlight significant personal awards and international grants, provide examples of successful cooperation, report on developments in science and higher education in Ukraine, publicise relevant events, and offer a digest of up-to-date

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[4] https://ukrainet.eu

funding opportunities aimed at supporting international cooperation in general and with Ukraine in particular. Another important long-term project is the establishment of an Information and Collaboration Platform (UKRAINET ICP). Although still in the early stages, it already offers a unique opportunity to search for externally-funded international academic projects where at least one Ukrainian organisation is a partner. Moreover, the UKRAINET ICP includes a dedicated area with a range of research management information resources related to professional development, funding, technology transfer, the internationalisation of HEIs, and so on.

Highlights of successful collaboration

One of the important elements of our activities is to showcase examples of best practices of collaboration with Ukraine. This takes place by publicising these on our webpage and in the newsletter, as well as by organising dedicated sessions at our events, e.g. in Berlin in 2016 (the "German-Ukrainian Academic Cooperation: Best Practice, Challenges and Opportunities" networking event), in Kyiv in 2017 (the German-Ukrainian Forum of Young Researchers) and at the Days of Ukraine in Baden-Württemberg in 2019.

PhD contest

In 2016, we established an annual PhD Thesis Presentation Contest, which is organised with the support of the Embassy of Ukraine in the Federal Republic of Germany and has been continuously supported by Nomad Bioscience

GmbH. It is aimed at PhD students from three groups:

- Ukrainian PhD students carrying out their research outside of Ukraine (including exchange PhD students);
- PhD students, regardless of nationality, who are involved in a collaborative (bilateral or multilateral, including Ukraine) research project;
- PhD students, regardless of nationality, whose topic of research relates to Ukraine.

The 11 winners to date have represented German and British universities, and some of them became active members of the society.

Seminars, workshops & summer schools

One very successful activity pursued by DUAG members is organising and teaching at seminars and specialised summer/winter schools, both in Ukraine and in Germany; DAAD funding instruments, such as Summer Schools Abroad (DAAD, 2021a) and East-West Dialogue (DAAD, 2021b) have been particularly helpful for these. Here are just a few examples demonstrating the diversity of subjects and geography (for further information, see the DUAG website):

- First German-Ukrainian Summer School: "Prospects for young scientists in life sciences: Mastering the global challenges of the modern society" (2016, Ivano-Frankivsk, DAAD);
- Transregional Academy: "After Violence: The (Im)Possibility of Understanding and

Remembering" (Dnipro, 2019);

· An international workshop on "Ludwik Fleck and His Thought Collectives" (Lviv, 2019, DFG);

· A workshop on "Sharing Experience on the Internationalisation of Higher Education Institutions in Germany and Ukraine" (Kyiv, 2019, DAAD);

· Two summer schools on "Prospects in Biomedicine with a Focus on Cancer Immunotherapy" (Ivano-Frankivsk and Odesa, July to August 2019, DAAD);

· The Lviv Data Science Summer School (since 2016);

· A webinar series on research opportunities in Germany, organised by the DAAD Information Office in Kyiv, Ukraine (2021).

Additional examples of externally co-funded project-based activities include:

· A scientific education workshop on "Ukrainian as a Foreign and Heritage Language in Germany" (Berlin, November 2017), supported by the Embassy of Ukraine in the Federal Republic of Germany;

· German-Ukrainian Forum of Young Researchers, with activities taking place in both Ukraine and Germany, organised in cooperation with the University of Tübingen (2017 – 2018, DAAD);

· The "50 Inventions Bestowed by Ukraine to the World" Exhibition (Dresden, October 2018), supported by the Embassy of Ukraine in the Federal Republic of Germany;

· First Forum of the Ukrainian Research

Diaspora on "Advancing Science through International Cooperation" (Kyiv, 2018), partially supported by the Baden-Württemberg International marketing agency and the EU-funded project "Strengthening Research and Innovation Links towards Ukraine" (RI-LINKS2UA) (EC, n.d.);

· Two DAAD-funded projects aimed at the continuing education and training of Ukrainian research administrators and managers in the field of internationalisation: "Training Course: Management of Internationalisation and German-Ukrainian Academic Cooperation",[5] led by Leibniz Universität Hannover, as well as "THEA Ukraine",[6] led by FH Münster University of Applied Sciences, both in 2020 – 2021.

It is noteworthy that DUAG/UKRAINET brings together professionals from different research areas, thus enabling and stimulating novel interdisciplinary collaboration. For example, physicist Dr. Denys Makarov (HZDR) and cancer immunologist Dr. Tetyana Yevsa (Hannover Medical School, MHH) initiated an innovative project designed to develop new therapeutic approaches in cancer treatment. Their highly encouraging results based on using new implantable devices in liver cancer models were subsequently published in Advanced Engineering Materials, with the paper highlighted on the front page (Cañón Bermúdez et al., 2019).

Supporting reforms in the Ukrainian science and innovation system

By engaging stakeholders from governmental bodies such as the Ministry of Science and Education of Ukraine (MESU) or the National Council for Science and Technology (NASU), the UKRAINET and the DUAG have actively contributed to the reform discourse in Ukraine, in particular through:

• A White Paper on issues related to the implementation of the Ukrainian law "On Higher Education" and the law "On Science and Scientific and Technology Activities" (2016);
• A Resolution and Recommendations entitled "Fair Play and Equal Chances at Higher Education Institutions: Diverse Perspectives from Germany, Georgia, Moldova, and Ukraine" (2018); and
• A Resolution and White Paper entitled "The way forward for science in Ukraine: A perspective on the Ukrainian research diaspora" (2018).

The involvement of DUAG/UKRAINET was highlighted during a presentation of the Peer Review of the Ukrainian Research and Innovation System. The Review Chair, Dr. Hans Chang, stressed the high potential of the Ukrainian research diaspora in supporting reforms in Ukraine, specifically referring to the article published in Research Europe (Seumenicht, 2016) and the UKRAINET in this context. Moreover, the Review directly recommended that "Cooperation with the scientific diaspora should be increased in order to exploit its potential for

Ukrainian STI [science, technology and innovation]" (EC, 2017, p. 55). In Germany, both the DAAD (Haerdle, 2018) and the BMBF (2018) noted the important role the DUAG had played in promoting sustainable German-Ukrainian academic exchange. Furthermore, in an online course on Science Diplomacy, developed within the EU-funded S4D4C project, the course authors stated "Diaspora and international alumni are an important source of informal 'ambassadors' in science systems of other countries" and included DUAG/UKRAINET as an example of diaspora networks (S4D4C, n.d., n.p.). Recently, a call for a more active engagement of the Ukrainian research diaspora was published by the National Academy of Sciences of Ukraine, where the UKRAINET/DUAG's activities were also acknowledged (NAS Ukraine, 2021).

3. Some other international initiatives active in knowledge and science diplomacy

There is a growing appreciation of the diverse opportunities offered by the development of closer links with diaspora communities in general, and with research diasporas in particular. Several dedicated networking events or series of events have been organised, including:

- The Sixth Annual Meeting of the European Scientific Diasporas in North America in 2020, by EURAXESS;[7]
- "Science: Polish Perspective" (SPP) events in the UK, since 2012;[8]
- A dedicated "Scientific Diaspora" workshop that took place in Vienna in 2016, with representatives invited from European Partnership countries in the framework of the EU-funded IncoNet EaP (Eastern Partnership) project.[9]

Early on, we reached out to our Ukrainian colleagues with the goal of establishing reliable lines of communication and dissemination, co-organising the "SCIENCE CONNECTS: Strengthening the Interaction between Researchers in Ukraine & Scientific Diaspora" workshop (Kyiv, 2017), which was supported by the "STI International Cooperation Network for EaP Countries Plus (EaP PLUS)" Horizon 2020 project.[10]

Worldwide, dedicated national networks have been established with the explicit goal of maintaining contacts with their researchers abroad, encouraging and facilitating their return to their relevant home countries. However, more often the focus is on policies and funding instruments aimed at creating a "bridging social capital" (Czerniawska et al., 2018, p. 4). Thus, many networks, including the UKRAINET, have the broader goal of engaging with a wider scientific community to foster collaboration with and increase awareness about opportunities in a specific country, applying their unique ability of understanding both sides. Both top-down (state-funded) and bottom-up networks exist. Some of these networks explicitly stipulate development-oriented goals. For example, the American Slovenian Education Foundation (ASEF) works to enhance education activities in the home country (i.e. Slovenia) in addition to uniting Slovenian scholars and educators across the globe. Furthermore, some countries have established dedicated structural units. For example in Ukraine, the Committee of Science and Culture for Relations with Ukrainians Abroad was established at the NASU in 1990. Others have established funding instruments to foster stronger scientific collaboration with their research diasporas, e.g. the Shota Rustaveli Science Foundation of Georgia (LEPL).

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[7] Sixth Annual Meeting of the European Scientific Diasporas in North America (2020), EURAXESS, https://eurax-ess.ec.europa.eu/world-wide/north-america/sixth-annual-meeting-european-scientific-diasporas-north-america
[8] Science: Polish Perspectives (SPP), https://www.sciencepolishperspectives.org/home
[9] https://www.zsi.at/en/object/event/4243
[10] https://www.eap-plus.eu

4. Concluding remarks

As we have shown using the example of the DUAG/UKRAINET and numerous similar initiatives, there are countless professional communities active in knowledge and science diplomacy worldwide. They mobilise research diasporas, and, importantly, inspire a broader academic community with no personal connections to specific countries to become actively engaged. Although already quite meaningful, the full potential of these mostly grassroots efforts has not yet been realised. Universities and research institutes alike should become more aware of untapped opportunities to advance their internationalisation efforts through the establishment of links with such initiatives. In addition, efficient alumni programmes connecting HEIs with former students and scientists can also play an important role. By maintaining closer contacts with international networks of researchers and improving the opportunities for visiting foreign academics, academic institutions can expand the range of partner organisations, obtain access to research infrastructures, and exploit a broader range of funding sources, thus increasing their international visibility and becoming more successful.

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Cohort I

A summer school entitled "Academic Mobility. Study Abroad: See the World" at Sumy State University

According to the Internationalisation Strategy of SumDU, the rate of outgoing exchange should increase to 10% in the coming years. To reach this goal, there is a need to search for efficient tools and to develop new approaches and mechanisms. At the end of the project, after a successful summer school, a team of motivated students will be formed to disseminate information on academic exchange opportunities at SumDU's faculties and institutes. These students will become "ambassadors" who organise presentations, meetings and workshops to encourage other students to participate in international academic exchange programmes and give advice and tips on preparing for exchange.

Developing a "toolkit" to implement the Internationalisation Strategy at Vasyl' Stus Donetsk National University

In accordance with the university's Internationalisation Strategy, the overall goal of the project is to develop practical tools to help faculty, staff and students develop their internationalisation soft skills. After benchmarking best practices, workshops for academic staff will take place on designing double degree programmes. As a result, the project will help increase the number of double degree programmes at the university and expand opportunities to implement European education standards at the university.

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Cohort I

Facettes

of the internationalisation
of higher education

Linking strategy and action – how an Academic Scorecard can support the internationalisation of higher education institutions

Annika Boentert

1. Introduction

When higher education institutions strive to give themselves an international profile, they very often choose one of the following two approaches:

- Either they start with a very practical project, such as improving information on the web for incoming students, or developing a handbook for staff members going abroad;
- Or they initiate a process of strategy development in order to define the main focus of their future action.

However, if only one of these two approaches is implemented, the institution most probably will not realise all its potential.

- If a strategy is not combined with operational action, it will only remain a piece of paper.
- And if operational projects are not integrated into a strategy, it may be quite difficult to obtain the necessary funding in the long term.

Both aspects – the improvement of operational management and the framing of action through a broader strategy – are therefore equally important for a successful internationalisation process. In this article, I will explain how an "Academic Scorecard" may help to build a bridge between operational and strategic management. First, we will have a closer look at the problem of the "strategic gap" (Section 2), before the basic concept of the Academic Scorehand (Section 3) is explained. Then, the Academic Scorecard will be introduced (Section 4) and applied to the sphere of internationalisation (Section 5). We will illustrate how a scorecard can be developed (Section 6) and end with some recommendations (Section 7).

2. The strategic gap

In higher education institutions, as in other organisations, we can differentiate between two different levels of management action.

On the one hand, we have the operational management level. This includes everyday activities, through which the staff members responsible try to reach operational objectives. In the sphere of internationalisation, for example, the organisation of an international summer school or the relaunch of a webpage for outgoing students are part of operational management. The internationalisation of higher education institutions definitely depends a great deal on the success of such projects, and therefore on effective and efficient operational management. However, in order to move the whole organisation in one direction and to strengthen the international orientation of the university as such, another, broader approach to management is important: strategic management. Business administration textbooks offer quite different concepts of strategic management, but usually they include three levels or elements: a mission (what is the real purpose or intention of the organisation, why has it been founded?), a vision (where do we want to get to in the long run?) and long-term goals (for example, what do we want to achieve over the next five years?).

Various recommendations exist on how to proceed in order to define these core elements, including, for example, a SWOT analysis, which may guide you to identify the strengths and weaknesses of your organisation, as well as opportunities and threats in the regional, national or even global setting.

Having a convincing strategic plan and efficient operational management, however, does not necessarily mean that a higher education institution will move in the intended direction. On the one hand, of course, the future is not predictable, and many unforeseen effects can make it necessary to change the plan. Strategic management must therefore show a certain flexibility and adaptability for all cases. Apart from this, however, another reason may very often hinder the university's strategic development. If the two managerial layers – the operational and the strategic – are not closely intertwined, the organisation may only reach its strategic goals by chance. This is known as the "strategic gap". For example, a university's leadership (the president and the board) may follow a strategic goal of promoting international staff exchange, whereas the faculties focus on the promotion of students' language skills. A mechanism is therefore needed to guarantee or at least foster the closer interaction of operational and strategic management. One concept that addresses exactly this problem is the Balanced Scorecard, originally developed in the 1990s by two American business administration academics, Robert S. Kaplan and David P. Norton (Kaplan & Norton, 1996a).

3. Bridging the gap –
   ## The standard model of
   ## a Balanced Scorecard

Even if you have never seen a Balanced Score-card at your university, you may already have seen a scorecard in your spare time: The con-cept is derived from a complex table used by golfers, combining detailed information about each hole with some space to record the num-ber of strokes taken on each hole. By using a scorecard, a golfer can easily evaluate his or her success on the course.

In a comparable way, a Balanced Scorecard (BSC) combines information on various goals – here, of an organisation – with indicators that help the management team to evaluate the achievement of those goals. The word "balanced" refers to the fact that for an organ-isation, various aspects (or perspectives) are of equal importance for its success. "If any indi-vidual goal is out of balance with other goals, the performance of the organization as a whole will suffer" (Stewart & Carpenter-Hubin, 2001, p. 39). For example, for-profit companies of course have to keep an eye on finances. How-ever, if an enterprise only monitors its finan-cial outcome, it may overlook problems when they arise and when it would be better to try to solve them. The Balanced Scorecard therefore also includes a customer perspective to help a business reflect on specific qualitative or quan-titative aspects of its customers. Since you will only have satisfied customers if your internal business processes operate efficiently, the third perspective of a common BSC focuses on this topic. The last perspective reminds you that, in the end, the entire success of a business de-pends on human resources – on the staff and their ability and willingness to learn and im-prove.

For each of these perspectives, the scorecard has four corresponding columns to fill in (Figure 1):

• The objectives;
• The indicators intended to measure goal achievement;
• The specific target numbers; and
• The actions or initiatives that should contrib-ute to the objectives.

As you may have recognised, the last column helps bridge the strategic gap: operational ac-tions are directly derived from and linked to strategic goals.

Finances

| Objectives | Measures | Targets | Initiatives |

Customers

| Objectives | Measures | Targets | Initiatives |

Vision & mission

Internal business processes

| Objectives | Measures | Targets | Initiatives |

Learning and growth

| Objectives | Measures | Targets | Initiatives |
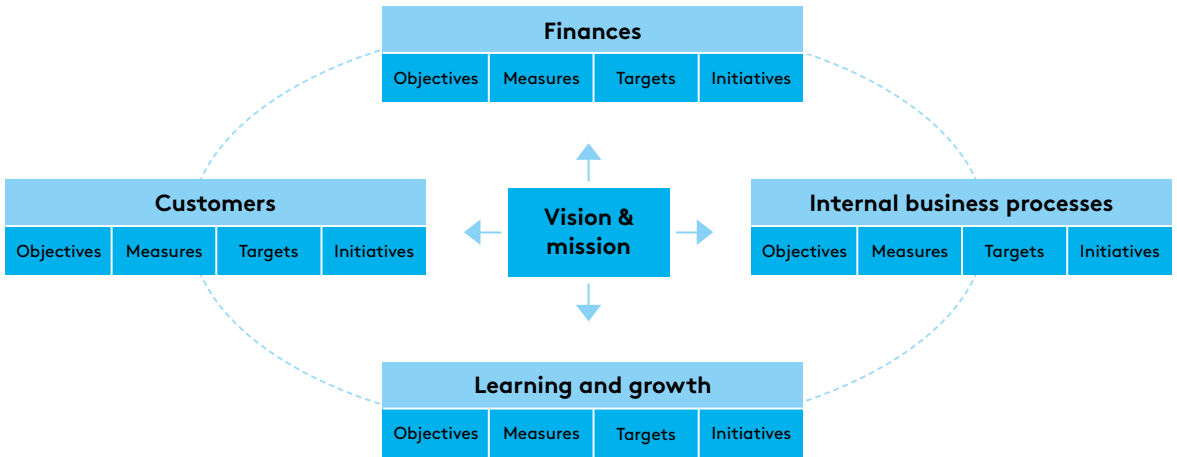
The number of objectives per perspective is not limited. However, I recommend that you restrict yourself to no more than five goals per perspective (or lines in your table). Thus, you will already have to manage action related to 20 goals, quite a challenging task.

The authors of the Balanced Scorecard stressed right from the beginning that the aforementioned four perspectives were not carved in stone. On the contrary, a scorecard should always be adopted to the organisation under consideration, and you should feel free to choose perspectives relevant to your purpose. With this knowledge in mind, FH Münster University of Applied Sciences started to work with a Balanced Scorecard in 2009, renamed as an "Academic Scorecard" (ASC) in light of the modified context.

4. The basic structure of an Academic Scorecard (ASC)

What was just stated for the Balanced Scorecard also holds true for an Academic Scorecard: there is no one single layout. Compared to the Balanced Scorecard of a profit-oriented organisation, however, a higher education institution will probably focus on different perspectives, derived from its specific vision and mission. FH Münster, for example, uses three main perspectives: education, research and resources, with the latter divided into four subperspectives (financial resources, infrastructure, human resources, and management) (Figure 2).

Figure 2: Structure of the Academic Scorecard of FH Münster University of Applied Sciences.

Education		Research	
Resources			
Financial resources	Infrastructure	Human resources	Management
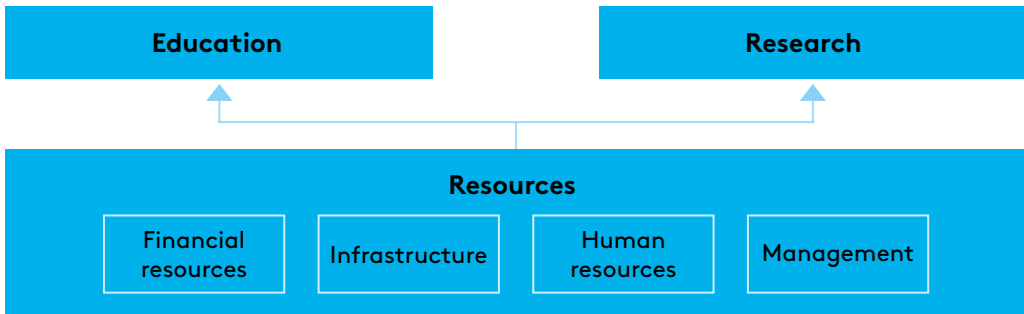
Other universities use perspectives derived from slightly different organisational areas, e.g. student learning experience, diversity, academic or research excellence, outreach and engagement, or resource management (Fijalkowska & Cidália, 2018, pp. 64-65; Stewart & Carpenter-Hubin, 2001, p. 40).

However different the perspectives may be, all Academic Scorecards (or Balanced Scorecards used in educational institutions) will share a basic design, with the four columns already introduced above.

1. Objective – What do we want to achieve?
2. Measure – How can we evaluate if we have reached the goal?
3. Target – What is the exact target?
4. Initiative or Action – How do we want to reach the goal?

At FH Münster, however, we modified this structure in two ways. First, we added another column for what we call "specific goals". This allows us to have broader strategic objectives, each operationalised by two or three specific goals. One example for this concept will follow later in Section 5.1 (Table 1).

Second, we do not use the columns "measure" and "target". This may sound strange, since the basic idea of a scorecard is to measure goal attainment – and there are universities that have successfully implemented a complete scorecard and that use it as a means of performance measurement (e.g. Brown, 2012; Fijalkowska & Cidália, 2018; Stewart & Carpenter-Hubin, 2001). However, we found that very often in academic contexts, it is quite difficult to accurately measure the goal. For example, if you not only want to improve the intercultural competences of your students or academic staff, but also want to measure whether your strategy was successful, you would need an instrument to measure intercultural competences. This means you would need a baseline evaluation in order to know from which level you started. Of course, this is all possible. However, it would turn the monitoring of only one of your various goals into a real research project. Therefore, often in

scorecards, you will find easy-to-measure indicators that actually address the activity, rather than the goal attainment itself. For example, you may count the number of participants in your international summer schools if you want to offer intercultural experiences. Nevertheless, you should be aware that this information can only give a vague indication of whether the participants have really improved with regard to their intercultural competences.

Taking these difficulties into account, our Presidential Board and most of our schools and departments have decided not to invest too much time in identifying and measuring indicators. At the same time, however, we have concentrated our efforts on the question of how a scorecard may become truly relevant in everyday decisions. For example, a school that wants to develop a new study programme has to explain how this specific programme, its structure and content, will contribute to the goal attainment of the school itself and the university as a whole.

If it is obvious how you can measure your goal achievement, it will also be helpful to define measurable goals – the necessity to agree on a precise goal may also make different expectations visible. But quite often, it will be very difficult to define or calculate an elaborate indicator. Even if you have developed an appropriate indicator, it may be the case that you simply do not have any ex-ante data, which will make it difficult to fix a target. In these cases, we would nevertheless recommend recording the respective goals and actions – and trying to observe

goal achievement using qualitative methods.

After ten years of practice, we would conclude that even with a lack of measurement, frequent references to the scorecard have truly helped to move our university and its units in the desired direction – even though we cannot prove this impression statistically.

5. Using an ASC in the context of internationalisation

In the context of internationalisation, an Academic Scorecard can be implemented with two different intentions and thus, in two different ways.

• To integrate international topics into the overall strategy of the institution (5.1); or
• To specify different fields of action in the sphere of internationalisation (5.2).

Both approaches can and should be combined in order to achieve a coherent strategic framework.

5.1. Integrating international topics in a university-wide ASC

If internationalisation has been chosen as a focus of strategic development in your organisation, of course this topic should be visible in university-wide strategic planning, either as an explicit strategic goal in one or more of the perspectives you have defined, or as an action addressing a broader strategic goal.

As mentioned above, FH Münster uses the instrument of an Academic Scorecard for strategic planning. Every five years, the whole university – represented by the Senate and the Presidential Board, but also each school and department – writes down their development plans following the structure of an Academic Scorecard. In

the current development plan of FH Münster (2021–2025), one strategic goal in the first perspective ("education") is "to strengthen the attractiveness of all study programmes." This strategic goal was split into four specific goals, such as "to enable life-long learning" or – and here we come back to our topic – "to foster generic competences." This goal was then linked to several main actions, among which two are related to our topic:

• The promotion of intercultural and international competences among all university members; and
• The implementation of a strategy for international partnerships.

Of course, the space in the university-wide ASC is limited, so these tasks can only be mentioned, but not specified in detail. This is where a topic-specific scorecard comes in.

5.2. Elaborating an internationalisation strategy in a topic-specific ASC

If a higher education institution wants to define its internationalisation strategy by using a scorecard, the first step is to define all the relevant perspectives. As mentioned before, this level of the scorecard is not standardised. You therefore have to choose the structure most helpful for structuring your goals. For example, you could differentiate the major fields of action:

• Education
• Research
• Management

As an alternative, you could focus on the addressees of your action:

• Students
  ◦ Incoming students
  ◦ Outgoing students
• Teaching staff
• Administrative staff
• Institution (as a category for more general goals).

Another inspiration for the basic structure of a scorecard can be derived from a conceptual framework for internationalisation strategies developed by Alpenidze (2015). It integrates the following components: international students, academic exchange, collaborative programmes, international networking, campuses abroad and joint research.

At FH Münster, the ASC for internationalisation uses the same perspectives as the whole university (Figure 2). As strategic goals, we copy the actions with international aspects from the general scorecard of the university (Section 5.1). Those goals are then operationalised in the topic-specific scorecard (Table 1).

Table 1: Excerpt of the Internationalisation Scorecard of FH Münster University of Applied Sciences.

↙

Strategic goal	Specific goal	Action
Education		
Promotion of the inter-cultural and international competences of all uni-versity members	Promotion of the inter-cultural competences of all university members	• Offer language courses • Foster student and aca-demic staff exchange • …
	Internationalisation of teaching	• Recruit academic staff with international back-grounds • Organise international summer schools and proj-ect courses • …
	Integration of international students	• Provide information in English • …
Implementation of a strategy for international partnerships	…	
Research		
Network with interna-tional partners and their regions	…	
…	…	
Management		
…	…	

Again, the scorecard is limited to a few key words. You should feel free to combine each of the actions mentioned with more detailed infor-mation, such as responsibilities or quantitative goals, either with additional columns within the scorecard itself or with separate project plans.

6. The process of developing an ASC

At FH Münster, the decision to use a scorecard was taken in 2009 by the Presidential Board and the deans, after having discussed the intention and possible structure of the tool in a workshop together with external experts. A working group, bringing together interested deans, one of the vice presidents and various professors, then developed the specific structure of our scorecard by choosing and naming the perspectives mentioned before (Figure 2). Starting in 2010, every five years the university has used the following procedure to fill in the university-wide scorecard and those for each school or department.

1. First of all, the Presidential Board uses one or several workshops, including external expertise, for the fundamental strategic reflection: How is the world around us changing? What will be the most important goals for the university over the next five years? These considerations are followed by a discussion with all the deans, usually leading to some moderate adaptation of the strategic goals and to the first draft of the university-wide scorecard.

2. In the second step, the Presidential Board defines the actions intended to reach the university-wide goals within the next five years. At the same time, the schools and departments start to formulate their own strategic goals (having the university-wide goals in mind) and to define the respective actions.

3. If a university wants to measure goal achieve-

ment, the next two steps consist of identifying appropriate indicators and providing them with precise targets. At FH Münster, as already explained, we omit these steps. Therefore, for us, the next task is to compare all schools'/departments' scorecards with the university-wide scorecard. First, there should not be any contradictions. And, second, there should not be any gaps, i.e. if the achievement of a university-wide goal depends on local action in the schools/departments, and if in the first drafts, no school or department has chosen any action contributing to the goal, the Presidential Board would discuss this observation with the deans. As a result, either the goal for the whole university would be adapted or deleted, or the schools/departments would rework their scorecards.

4. Last but not least, the scorecards have to be formally approved by the schools'/departments' boards and the Senate of FH Münster.

Here, the development of the scorecard ends – and, very importantly, using the scorecard begins. All university members who can ensure that the strategic goals are really respected in everyday decisions (for example, budgeting, study programme development or staff recruitment) must also be aware to use it. Moreover, there should be a regular occasion to reflect on goal attainment. Such an occasion could be an annual workshop, a report every two years or a final report when starting with the next development cycle. At FH Münster, all schools/departments and the Presidential Board must write a brief interim report in the middle of

the five-year period, offering an occasion to re-flect on past development and, if necessary, to modify the scorecard for the second half of the planning period.

If you want to introduce and use a scorecard in your university, you should take into account various characteristics of your organisation, e.g. the legal framework, which may determine the strategic responsibilities of certain actors or committees, or the management culture, which may demand more or less participation of dif-ferent groups of stakeholders. The example given may therefore not suit your institution perfectly, and you should of course feel free to adapt it to your context.

7. Recommendations

An Academic Scorecard is a very flexible tool. Therefore, you can (and should) personalise it so that it fits your purposes, your organisation and/or topic. Even the name is not carved in stone: you may call your scorecard the "Inter-national Scorecard" of your university to dif-ferentiate it from other scorecards used at your institution. Or you may integrate the sphere of internationalisation as one perspective into an overall "Academic (or Balanced) Scorecard" at your institution.

Moreover, you should discuss the importance of measuring goal attainment. As explained above, at FH Münster, we do not try to really measure success by quantitative indicators, but prefer a systematic integration of the strategic tool into everyday processes and a regular qual-itative reflection of goal attainment. However, you may come to a different conclusion for your university.

Last but not least, be aware that a scorecard is neither self-explanatory nor self-communicat-ing nor self-executing: you will have to invest some time at the beginning to make sure that all relevant university members really under-stand the intention and structure of the tool. If faculty members fear that the Presidential Board may want to micromanage their work by introducing a scorecard, and that they may encounter monetary or other penalties if they do not reach a goal, they may try to define very low goals in order to make underachievement

most unlikely.

However, if you manage to introduce the scorecard as a tool mainly used for strategic monitoring it may help you to bridge the strategic gap and give your university a common orientation on its course to internationalisation.

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Assessing internationalisation at Sumy National Agrarian University

An important factor for the internationalisation of SNAU is collaboration with leading international organisations and universities. In this regard, Sumy National Agrarian University not only faces the need to develop and introduce new tools and mechanisms to integrate the university into the global educational and scientific environment, but also to determine whether internationalisation activities are performing well or whether adaptation is necessary. In that respect, this project is designed to develop a set of internationalisation assessment tools, including assessment indicators as well as evaluation and monitoring tools. Systematic evaluations help identify the needs of key stakeholders and help find solutions, motivating them to participate in the international life of the university.

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Cohort I

Quality of University through European Education Network (QUEEN) at Donetsk National Technical University

One of the main challenges at DonNTU is its further integration into the global educational and scientific space. For this reason, this project entails getting teaching staff involved in the development and implementation of an Internationalisation Strategy. This requires fostering skills of international partnership and communication in educational and scientific activities. The project will also set up partnerships with other European technical universities and implement exchange programmes. Collaborative project activities are envisaged by creating partner networks, resulting in the emergence of a new culture of educational quality.

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Cohort I

A platform for academic mobility at Taras Shevchenko National University of Kyiv

The main aims of the university correspond to global trends in internationalisation, which focus on improving the education quality by integrating foreign experience and intercultural processes. In light of this, the task of the Academic Exchange Office of Taras Shevchenko National University of Kyiv is to provide organisational support for establishing international partnership programmes and academic exchange programmes. During the project, existing coordination mechanisms will be improved by introducing a communication platform for coordinators of academic exchange at Taras Shevchenko National University of Kyiv.

In addition to rapid document flow, the system should reduce the number of documents required for academic exchange, as the data can be entered online without the need for scanned copies of signed documents.

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Cohort I

Travelling abroad with Sumy State University (SumDU): an online guide

SumDU's internationalisation policy focuses on improving international activities, developing partnerships, and increasing the number of academic exchange participants.

In light of the steady increase of exchange, the number of participants requiring advice has increased proportionally. There has also been an increase in demand for online guidance since the pandemic began. This project will therefore establish a new mechanism for advising incoming visitors, facilitating the documentation process and encouraging outgoing exchange. The project will re-sult in a modern and convenient online manual that is understandable and easy to use.

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Cohort I

Joint programmes –
a practical perspective on selected
aspects of quality

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1. What is a joint programme?

When debating joint programmes (JP), it soon becomes apparent that the concepts connected with what a JP is differ widely depending on context. As early as ten years ago, the JOIMAN network explained the different extents and levels of integration in international education cooperation, from studying abroad to joint degrees (JOIMAN Network, 2012). While the diverse forms of cooperation clearly can be seen as a strength, it also creates confusion by the potentially unspecific use of terminology. Depending on the context and the type of cooperation, one might find reference to "joint degrees", "joint degree programmes", "collaborative degrees", "collaborative programmes" or even "common degrees" (UNESCO, 2011). With the diversity of terminology, there is often the risk of misunderstanding, since similar words often carry different meanings.

While respecting the validity of different definitions in their context, one helpful key differentiation is between a "programme" and a "degree". The International Standard Classification of Education from UNESCO defines a "programme" as "A coherent set or sequence of educational activities designed and organized to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Within an educational programme, educational activities may also be grouped into sub-components variously described in national contexts as 'courses', 'modules', 'units', and/or 'subjects'. A programme may have major components not normally characterized as courses, units, or modules – for example, play-based activities, periods of work experience, research projects and the preparation of dissertations" (UNESCO, 2011, p. 83).

The same document provides a definition for a degree as an "Educational qualification awarded upon successful completion of specific educational programmes in tertiary education (traditionally by universities and equivalent institutions.)" (ibid.).

The differentiation between a programme and a degree is important in the context of joint programmes as – while clearly pointing towards a degree as a completed programme – it allows educators to be more specific when evaluating different degree options without changing the programme.

With the separation of a programme from its degree, the definition of a joint programme becomes a little easier. In 2015, education ministers in the European Higher Education Area (EHEA) adopted the European Approach on Quality Assurance of Joint Programmes, which stated that "Joint Programmes are understood as an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries, and leading to double/multiple degrees or a joint degree" (EQAR, 2015).

That definition makes it obvious that "joint programme" is a wide concept, offering various options regarding the degree, while also going beyond structured mobility and exchange activities between institutions, potentially supported by double degree agreements. Consequently, the definition found in the European Approach allows diversity in cooperation and the awarding of degrees, while excluding a large number of programmes that might offer two degrees in the end, but that are much closer to a well-integrated semester abroad.

Having defined what we are talking about, we can look at considerations for setting up JPs from the perspective of quality assurance (QA).

2. Considerations for setting up joint programmes

When setting up joint programmes, quality assurance is obviously only one aspect among many requiring consideration. The Institute of International Education has pointed out securing adequate funding and assuring sustainability as the top challenges when setting up JPs (Obst, Kuder & Banks, 2011). However, besides these overarching topics, the nature of JPs brings several challenges to the table that relate to the specific character of a programme that is offered by more than one institution and is influenced by different countries and higher education systems.

David Crosier and Kate Geddie produced the European University Association's (EUA) "golden rules" for setting up joint master's programmes, which indirectly address many of the challenges typical for JPs (EUA, 2004). Besides pointing to the need to analyse the motivation to launch a joint programme, it is also crucial to select partners carefully. These two aspects are also linked with each other, because, depending on the motivation, a different set of partners might be required. However, besides strategic aspects, practical issues, such as arranging institutional support or involving an adequate number of academic and administrative staff, require attention.

Of course, when viewed from a quality assurance perspective, the question of programme coordination and what regulations the partners agree on are also important aspects for consideration in setting up a JP. If a university can agree on strategic questions such as partner selection, the design and structure of a joint curriculum, and the type of degree, it becomes possible to take a closer look at regulations that require debate when looking at joint programmes.

2.1 Admission

Admission is the first important question that has a direct impact on students and requires a joint approach from the consortium. Different currently existing joint programmes have found various approaches to regulating this – from individual admission at each partner institution, to a centralised admission system that is organised by one institution on behalf of all the others. Some consortia also form a joint admission committee, deciding on the student intake. From a QA perspective, there is no general preference for one way or another. However, the consortium must ensure that whichever path is chosen, students who meet the admission requirements can be expected to (generally) succeed in the programme since they bring the required qualifications. Experience shows that in some cases, national regulations still pose obstacles as they assume a national market of (incoming) qualifications, while joint programmes usually attract a far broader audience and raise not only cross-border interest, but attract potential students far beyond the ac-

tual partner universities. Particularly in consortia that leave admission to the individual partners – thus reflecting the potentially different formal requirements – potential students take advantage of the presence of the other partners, and apply to the partner that will most likely accept them. This option underlines the importance of a transparent and shared definition of expected incoming qualifications (admission requirements) among all partners, even if the formal admission process might be left to the institutions themselves. Another aspect underlining the need for a coordinated and well-conceived approach to admission is caused by the majority of JPs being offered at Master's level, or even PhD level (Obst, Kuder & Banks, 2011).

2.2 Examination regulations and assessment of students

The vast majority of joint programmes include student exchange, and thus assure student exposure to different higher education contexts, traditions and cultures. They might therefore also experience different exam styles, assessment approaches and grading systems. For a JP, this means the need to ensure a shared approach to examinations and student assessment, allowing the achievement of the intended outcome at programme level. While practical questions of the potentially different timing of exams might require tailor-made solutions and transparency, joint programmes are also faced with different grading cultures among the different partners. Consequently, it will be important for the consortium not only to discuss the different scales

used for grading (and how to set up conversion tables), but also the consistent application of exam regulations and assessments among the partner institutions.

The aspect of consistent assessment easily becomes an issue when the number of people involved in teaching is increased by, for example, increasing the number of elective courses. In addition to formal regulations, this requires qualitative exchange between partners and continuous dialogue as part of quality assurance mechanisms (coordination boards, joint exam boards, etc.).

2.3 Student support

Joint programmes in many cases build on cross-border partnerships and cooperation between different chairs, departments or faculties that are directly involved in not only the programme's design, but also its delivery. Nevertheless, coordinated and structured exchange also requires greater involvement of other structures supporting students in completing the programme. Depending on the design of the programme, students might have to study at different institutions for individual semesters, creating the need for short-term housing, timely submission of grades, and access to student services at different locations. In many cases, the standard solutions do not fit well to the needs of JPs, e.g. when one partner institution arranges enrolment and keeps all the records, while at other locations enrolment might be required to access library databases.

Consequently, early involvement of the different support structures at the various locations should be considered. Informing and involving administration on the one hand helps to identify potential problems early on; on the other hand, it also creates the opportunity to solve challenges for students once the programme is running.

3. Accreditation of joint programmes

External QA of joint programmes and their accreditation has received a great deal of attention in recent years, and many steps and projects have been undertaken to simplify this challenge. According to the traditional approach of programme-based national accreditation, a JP had to undergo separate accreditation procedures in the different countries based on their national accreditation standards. In many cases, this led to challenges caused by contradictory standards and requirements, different accreditation periods, and ultimately a heavy burden for joint programmes, because one of the partners was practically always involved in an accreditation process. Furthermore, in many cases, programmes could only be reviewed in part, because the elements from the other consortium partners were not or only partially reviewed.

Over the past few years, actors such as the European Consortium for Accreditation (ECA), the European Network for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register (EQAR) have undertaken several activities intended to facilitate quality assurance in joint programmes. With the first methodological pilot procedures as part of the JOQAR project (ECA, 2014), the European Approach for Quality Assurance of Joint Programmes (EA) was approved by the conference of Education ministers of Europe in May 2015 (EQAR, 2015).

The European Approach established a common procedure of what an external QA process for a joint programme should look like, and it also defines a set of common standards that should be applied in the process. According to this process, one external agency is supposed to run the accreditation procedure for the whole programme, and its decision should then be accepted afterwards by the relevant national authorities in the other countries where required. Although the agreement had started in 2015, the level of application of the European Approach had remained low. As a response, the ImpEA (ECA, 2020) project took place from 2017 to 2020, designed to facilitate "Implementation of the European Approach" (hence the name ImpEA). The project demonstrated that the defined procedures worked well, and one outcome of the project was an online toolkit of several helpful tools, together with templates for reports and appendices. At the same time, awareness grew that more than ministerial declarations, implementation of the EA at the national level would be key to its success.

The current level of implementation of the European Approach in national legislation is depicted in Figure 1:
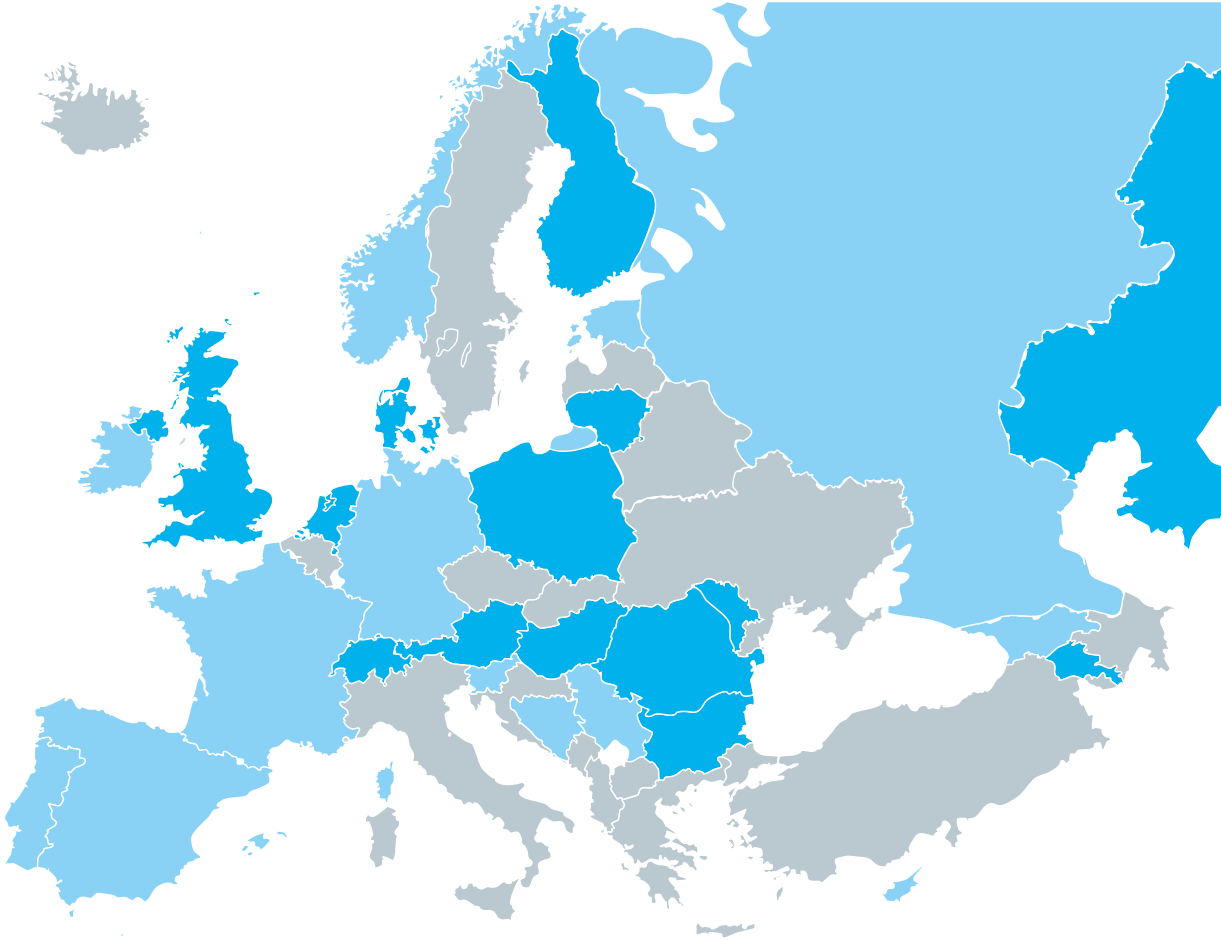
Blue – EA fully implemented
Light blue – EA partially implemented
Grey – EA not available to HEI

Currently, the EA is only implemented in 17 of the EHEA's 48 countries. 14 countries have achieved partial implementation, meaning that the EA approach might be applicable under certain conditions. At the same time, in 18 countries the EA has not been translated into national legislation six years after the ministerial communiqué (EQAR, 2021b).

In spite of the fact that the remaining 18 countries still require legislative changes on various levels, the standards of the European Approach can nonetheless still be helpful for designing, setting up and running a joint programme, as they provide guidance on issues that might be helpful for a consortium. Also, it should not be underestimated that the EA might also be used as soon as even one institution of the consortium benefits from it. In several of the documented cases, there was only one institution that required a decision, but the EA was still chosen as the most fitting methodology (ibid.)

4. Experiences

When I consider the experiences that I have had working in external quality assurance of joint programmes for many years, one additional challenge emerges that JPs face, sooner or later. Recognising that setting up and successfully coordinating a JP often requires going the extra mile, very often joint programmes are driven by key personnel who are the first to come up with or promote the idea of implementing such a programme. These individuals often become driving forces and problem solvers for any issue that might arise. As long as these individuals are part of the joint programme, the need for institutionalised structures rarely becomes apparent. Since things run smoothly, few programmes feel the need to "overregulate" what works well. However, taking an outside perspective, very often staff turnover becomes a turning point for when joint programmes start to struggle. In particular, unplanned changes due to extended sick leave, but also career changes, reveal the key functions of individuals that consortium partners struggle to replace. There are cases in which institutions disappear from consortia because local coordinators leave the institution and the seats on coordination committees remain empty for several semesters. Consequently, one way to avoid this challenge is a clear and early distribution of responsibilities and – as mentioned above when explaining the need for institutional support – the involvement of various administrative structures, and a diffuse distribution of the burdens – and perspectives – among different representatives of

an institution.

A second – but equally important – issue to reflect on is the content of a cooperation agreement. While each consortium is different, and agreements will have to reflect the diverse cultures and requirements of the consortium (including legal ones), it seems reasonable to stipulate and define a few issues besides legal requirements in order to assure that the joint programme is put into practice based on a shared understanding of some basic aspects relevant for the programme. Key areas such as regulations covering the degree and its denomination, the partners' responsibilities for the management of the programme, including finances, admission requirements and the selection of candidates, tracks of mobility, and lastly the details of the awarding procedure, should be considered important elements. Some JP consortia only found out when the first class of graduates completed their degrees that producing a document that could be signed by all partners might take four months, as different institutions have different regulations for the awarding of degrees. Defining a joint process ahead of time and agreeing on it as part of the cooperation agreement facilitates implementation later on. The balance between the need for early definition and flexible implementation requires a careful navigation between "micromanagement" and quality assurance, enabling a smooth and successful learning experience for students.

5. Conclusion

The past few years have shown that within the EHEA and beyond, JPs have become successful models for cross-border higher education and have allowed institutions to offer a wider range of education by adding new qualifications that can only come to life through a JP. The experience gained in the coordination and cooperation of institutions is one success factor that the EHEA can build on, and that other regions – such as Asia – have used as examples when supporting JPs in their own context. JPs in the EHEA are success models that create synergies and new learning experiences for students, contributing to the development of new skills in an increasingly international higher education environment.

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International Support Service (InSS) at the Bohdan Khmelnytsky National University of Cherkasy

The Bohdan Khmelnytsky National University of Cherkasy currently hosts international students from 18 countries, as well as lecturers and other foreign guests. These visitors frequently need information about visas, support, education processes, residence issues, and the traditions of the country. The goal of our project is to ensure the successful functioning of the International Support Service (InSS): First, this includes establishing an International Welcome Point (IWP) that informs new arrivals about the campus as well as Ukraine and the Cherkasy Region; second, it includes nominating university student ambassadors (SA), who assist their fellow students with the practical and academic aspects of studying at ChNU. This will allow all international guests to receive comprehensive support before their arrival (online) and during their stay at ChNU.

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Cohort II

Remote visiting professor programme at Lviv Polytechnic National University

The pandemic situation necessitates new forms of internationalisation. In that context, this project aims to establish and organise international training by "visiting" professors for undergraduates, graduate students and professors, who deliver their courses online, at Lviv Polytechnic. Students will be able to participate in additional courses and gain extra international and intercultural credentials that will be included in their diploma supplement. Some international courses are also embedded in the curriculum. Teachers will have the opportunity to share new experiences with counterparts from partner universities, teaching various courses online and inspiring them to internationalise their discipline's curricula.

Internationalisation@home – a concept and its realisation at FH Münster University of Applied Sciences

Evelyn Stocker

1. What is internationalisation@home?

Internationalisation@home (I@H) has been a hot topic for higher education institutions (HEIs) – and not only since the COVID-19 pandemic and the resulting travel restrictions. The following article provides a short overview of the concept of internationalisation@home generally before focusing on I@H at FH Münster University of Applied Sciences. This is followed by a discussion of some key factors to successfully implement I@H at HEIs.

The basis of the idea of internationalisation@home is the awareness that students and faculty can obtain intercultural awareness and competencies not only through physical exchange, but also through specialised measures and activities at home. Even though the broadness of the concept makes a clear definition difficult, the following approach is helpful:
"Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments," (Beelen & Jones, 2015, p. 69).

In this context, it is important that "Internationalisation at Home is not an aim or a didactic concept in itself, but rather a set of instruments and activities 'at home' that aim to develop international and intercultural competences in all students," (Beelen & Leask, 2011, p. 5).

Beyond this rather basic definition, which focuses primarily on students, all university members can benefit from I@H: instructors, researchers and administrative staff at all levels. This multilevel approach is one of the main benefits and key success factors of I@H measures, with the main goal of the development of individuals' multicultural understanding. This understanding, in turn, causes an increase in their professional and personal competencies, which are necessary in a social as well as an employment context.

Which activities are included in internationalisation@home? In a nutshell, it contains all the activities an HEI undertakes that contribute to the development of intercultural competencies of members of the HEI community without involving physical travel (see also Crowther et al., 2001). This includes well-known formats such as language courses, intercultural training, language tandems, courses taught in English with an integrative international perspective, and summer schools. Activities such as Collaborative Online International Learning formats (see Krasulia & Pistor in this publication (COIL)) have experienced an incredible increase during the digitalisation boost of the COVID-19 crisis. The integration of international students or guest lecturers in order to develop a national classroom into an international one can be seen as a further example of approaches to I@H.

It is important to note that this is explicitly not an exclusive list. An HEI's activities and measures can be very different and diverse depending on its size, individual (strategic) focus, (geographical) position or financial background.

2. Why internationalisation@home?

The advantages of I@H are obvious: I@H measures enable all members of the HE community to obtain intercultural and international competencies without travelling and spending time abroad.

The associated time and money saved also allows certain groups to obtain important intercultural and international competencies for their personal and professional lives, even though members of these groups are – due to personal or professional reasons – unable to leave their home for an extended period of time. People with fewer opportunities (e.g. people with health issues, people taking care of children or (elderly) relatives, students with part-time jobs) can make use of I@H activities, as well as people who are preparing for a long-term stay abroad, such as a semester of field research or a study abroad semester.

Current discussions about sustainable internationalisation strategies due to climate change have enhanced the importance of internationalisation@home. Together with the experience of the COVID-19 pandemic, virtual collaboration with partner universities, online meetings and virtual international classes have been found to be helpful instruments to increase individuals' international competencies without increasing their ecological footprint by travelling (Fuchs & Paintner, 2021).

The integration of the entire university community into I@H activities causes an organisational change nearly automatically: rather than only a few, exclusive groups increasing their intercultural and international competencies, people who previously had no opportunity to do so because they were, for instance, not able or allowed to take (business) trips can now also benefit. One consequence of I@H is, therefore, not only an increase in competencies among students, but also among university staff at every level, e.g. accountants and administrative assistants.

It is important to emphasise that physical travel and I@H measures must be considered as complements rather than as replacements for each other: a one-day intercultural training will not substitute for a six-month study-abroad period; an English language course once a week will not substitute for the experience of a one-year teaching exchange in an English-speaking country. Both concepts complement each other perfectly: the English language course at home can help a person overcome doubts concerning a longer stay abroad, while the intercultural training can make the participant more open for a physical encounter with international students at the home university.

Internationalisation@home therefore has its own justification, and should by no means be considered a "substitute" or a "second-best" option for students or university employees who may not be internationally mobile during their studies or working period (Jones & Reiffenrath, 2018).

3. Internationalisation@ home at FH Münster

3.1 Strategic integration of I@H at FH Münster

FH Münster uses an "Academic Scorecard for Internationalisation" to anchor I@H in the university's long-term strategy. Internationalisation@home falls under the heading of Education (as opposed to Research and Resources) in this Scorecard, which FH Münster uses for the strategic management and implementation of internationalisation processes (see Boentert in this publication). I@H contributes to the university's strategic goal of enhancing internationality and interculturality among all university members, while contributing to the specific goal of enhancing international and intercultural competencies among all university members. I@H activities can also be found in other sections of the Academic Scorecard for Internationalisation, e.g. as components of Seasonal Schools, COIL formats with partner universities, and the international classroom with input of international lecturers.[1]

The inclusion of I@H activities in the strategic plan signals the university's awareness of how important it is to implement these activities, and its commitment to doing so.

3.2 I@H activities at FH Münster

FH Münster offers different internationalisation@home activities, on decentralised and centralised levels.

Centralised activities are those that are organised university-wide; these include the Meet2Speak language tandem programme, intercultural training sessions for students, German language classes, intercultural training programmes for staff/instructors, language courses for staff/instructors, and so called FHiRST activities, designed to connect international and national students using leisure time activities, as well as many more.

Decentralised activities are organised by individual departments; therefore, they are usually more closely linked to teaching, such as Collaborative Online International Learning COIL projects, various foreign language courses, regular courses taught in a foreign language with international content, to name some of the offers.

This corresponds perfectly with FH Münster's general organisational culture: centralised organisation wherever it is necessary and reasonable, decentralised organisation by individual departments wherever it is possible and manageable. Nevertheless, FH Münster has a central contact person, located in the International Office, who is responsible for organising centralised I@H activities, and for supporting

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[1] The ASC for Internationalisation (ASC Internationalisierung) of FH Münster can be found online (in German): https://www.fh-muenster.de/internationaloffice/internationales_profil/academic-scorecard-internationales.php. (Accessed on 6 May 2021.)

decentralised ones. Having this contact person makes it easier to get decentralised measures started as well as to leverage synergetic effects of different I@H activities within the university. This is, for instance, the case for numerous interdisciplinary summer schools, which are organised in very close cooperation between the International Office (for administrative issues) and the relevant departments (for scientific and educational issues).

It is crucial that the activities are organised in a way that suits the individual university's culture: for a small HEI, it might be easier to have a centrally organised I@H activity; for bigger universities, a purely centralised approach might not be feasible, as there are too many stakeholders involved.

4. Key success factors for internationalisation@home

The key factors for successfully implementing I@H are diverse, and differ from university to university. The following aspects may, however, be particularly helpful (see also Brunner-Sobanski et al., 2021):

Be aware of the importance of stakeholders

The most important factor for successful I@H is certainly the involvement and motivation of the respective stakeholders. Without the Presidential Board, the research, teaching and administrative staff, and the students supporting internationalisation@home activities, none of the planning will be successful. It is therefore crucial from the first steps onwards to incorporate all of these levels, to incorporate their ideas and abilities, their worries and needs. I@H is very often organised and supported by International Office staff; however, it is a university-wide project. To give some examples: The internationalisation of the curriculum, as well as Collaborative Online International Learning formats, can only be undertaken by scientific staff and instructors; language courses for staff and faculty must be considered important forms of training by HR and supervisors; for virtual international projects, it is crucial to have the IT department on board.

Know your target groups

Since internationalisation@home comprises many activities and measures, it is important to identify your main target groups. Should the activities focus more on students who are unable or unwilling to go abroad for an extended period? Do you want to focus more on teachers or staff who have to deal with a culturally diverse student population? What are the needs and wishes of your target groups? How do these needs differ from department to department? Talks with the relevant stakeholders in teaching, research and administration as well as surveys within and outside the respective HEI help to find answers to these questions. It is, of course, possible to focus on more than one target group. However, if time and money is short, it might be helpful to start with one or two defined groups in order to keep a clear structure.

Start small, then start growing

All of the stakeholders involved in internationalisation@home activities will still have to do their everyday work. Teachers have to teach, researchers have to do research, administrative staff have to do their day-to-day administration. Due to the lack of extra time and budget resources, it is helpful to first start with a simple, well-organised internationalisation@home project, implement it, evaluate it and make it permanent, then use this project as a success story and role model for other departments or target groups.

Talk about activities and leverage existing networks

In order to successfully implement I@H activities and to motivate potential participants, it is essential to raise awareness of successfully implemented I@H activities. Internal and external communication via social media, mailings and university newsletters are excellent for this purpose, as well as communication through university working groups and committees to reach crucial decision-makers and potential fellow campaigners. Close cooperation with the university's PR department can be very helpful regarding this topic, too.

Be flexible enough

One of the huge advantages of internationalisation@home is the flexibility and diversity of activities. While international staff weeks might be a helpful tool to internationalise the administrative staff at one HEI, perhaps another HEI will see little benefit from using this instrument. It is important to be open-minded when conducting activities, even within a university. A department offering study programmes for part-time students might have different needs than a very research-oriented department; an accounting department might need different measures than an entity that offers student counselling. One major success factor is, therefore, to be flexible enough when it comes to the individual actions, while not overlooking a general strategy (Why are you doing internationalisation@home?).

Use evaluations and quality control

Evaluations and quality control are essential when it comes to reviewing the success of an activity. Have the participants' expectations been fulfilled? What can be improved? Where were the activities able to match the strategic goals? To answer these sorts of questions, different tools and methods can be used, such as questionnaires, talks with trainers and participants, the use of "Plan-Do-Check-Act" cycles, etc. Following up, it is crucial to change, adapt, intensify or even shut down the planned internationalisation@home activities according to the results of the evaluation and quality control.

Look for financial support and connect with other HEIs on a national level

Quite often, I@H projects already begin to fail at their very outset. Even though they are often not cost-intensive, the aspect of financing is of special importance, especially for smaller HEIs. In this case, it is helpful to seek out possible sponsors outside the institution itself: Are there, e.g. possibilities via foundations to co-finance language courses, or is there an option to invite international guest lecturers via the Erasmus programme? Besides financial questions, it can be helpful to get in contact with counterparts on the national level who have already successfully implemented I@H activities. This kind of exchange can provide new sources of inspiration and collaboration, including on a national level.

Intensify cooperation with international partner universities

A strong cooperation network with partner institutions on an international level helps a great deal to increase the success of internationalisation@home measures. It is easier to find suitable cooperation partners, e.g. for Collaborative Online Learning projects, for the invitation of guest lecturers, or for the organisation of virtual language tandems if there is a strong and reliable network that can be used. In return, internationalisation@home activities help to strengthen the partnership due to the development and implementation of joint activities, not only in times of travel restrictions as has been the case during the COVID-19 pandemic.

Strategically integrate internationalisation@home into the general university strategy

Finally, the strategic integration of I@H into the general university strategy is important. This is only the case if I@H is not only a concept of single activities, but a valuable component of the HEI's strategy. Incorporating the goals of I@H into the general strategy and mission statement not only helps ensure their success on their own terms, but also increases the impact of internationalisation@home on the university as a whole.

5. Conclusion

In conclusion, while internationalisation@ home is a broad approach, it requires a very specific, individual concept, which has to be woven into the overall strategy of each university. Its huge advantage is the option of extremely flexible approaches, depending on the type of HEI, its target groups, its budget and its strategic goals. The possibility to enable all university members and every level to develop international and intercultural competencies without direct physical travel has already experienced a boom during the COVID-19 pandemic. The debate about climate-friendly internationalisation measures has also already begun to serve as a catalyst for internationalisation@home. The development of an internationalisation strategy at HEIs without the integration of I@H concepts and activities seems just as unrealistic as an internationalisation strategy in which physical exchange would not (any longer) play an essential role.

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Recognition of academic performance among students participating in academic exchange programmes at Vasyl' Stus Donetsk National University

Thanks to the international academic exchange programmes available for undergraduate and postgraduate students as well as for faculty and staff, Vasyl' Stus Donetsk National University can adopt best practices for educational and research activities. Improving recognition of the results of academic exchange will help encourage more students to participate in academic exchange programmes, increase the capabilities of faculties with respect to international activities, and provide educational services in line with the university's Internationalisation Strategy. To improve recognition, this project will collect and implement best practices, which will be publicised, further increasing the interest of students in academic exchange programmes.

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Modernising administrative procedures for outgoing students (MAPROS) at Yuriy Fedkovych Chernivtsi National University

The MAPROS project will comprehensively set up and document the administrative procedures needed to officially register outgoing student exchange. It will then provide recommendations on the administrative steps needed for official registration at the university and during all stages of exchange. The project will offer guidelines for outgoing students to eliminate issues connected with communication gaps. These guidelines will be used to provide training for both academic and administrative staff. In doing so, the MAPROS project will help increase the potential number of outgoing students.

Virtual internationalisation – how COIL and other models can support cross-border exchange

Alla Krasulia and Petra Pistor

1. Introduction – internationalisation in Europe and Ukraine

The main goal of the Bologna Process is for Europe to grow closer together by introducing a joint higher education area. Young people should have the opportunity not only to contribute to global labour markets, but also to benefit from the European community of values, characterised by "pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men" (EC, 2008). In the European Higher Education Area (EHEA), one of the cornerstones of becoming a European Community is student and staff mobility – usually carried out as physical exchange at another higher education institution (HEI). In the Leuven Communiqué (2009), the European Ministers of Education declared that mobility should be a defining feature of the European Higher Education Area. They agreed that by 2020, about 20% of EHEA students should have completed a study period or internship abroad. However, for various reasons, not all students can physically travel, even though they have an institutionalised opportunity to do so. Not only since the COVID-19 pan-

demic – but certainly accelerated by it – there has been a growing awareness of the possibilities of digital international exchange. Accordingly, the European Ministers of Education in the Rome Communiqué (2020, p. 6) not only reaffirmed the 20% mark for physical mobility, but also committed to

"Enabling all learners to acquire international and intercultural competences through internationalisation of the curricula or participation in innovative international environments in their home institutions, and to experience some form of mobility, whether in physical, digitally enhanced (virtual) or blended formats."

In its 2021–2027 digital education plan, the European Commission defined two lines of action:

1. Fostering the development of high-performing digital education ecosystems
2. Enhancing digital skills and competences for the digital transformation (EC, 2021)

In the coming years, these lines of action will be supported by corresponding funding pro-

grammes. Ukraine – a member of the European Higher Education Area since 2005 – also placed a strong focus on internationalisation in higher education, first in its Law on Higher Education (2014), which is compatible with the Bologna Process, and second in the Regulation on Academic Mobility, adopted by the Cabinet of Ministers of Ukraine (2015). With the introduction of a corresponding performance indicator system, Ukrainian universities have come under great pressure to push ahead with their internationalisation. In addition, Ukraine, like many other European countries, has taken action and developed a Digitalisation Strategy. In February 2021, the Cabinet of Ministers of Ukraine adopted a strategy of digital transformation – a transition to modern and transparent rules and regulations. In light of this strategy, 94 digital transformation projects were approved: these included e-notary, e-property, e-urban planning, e-school, e-social protection, e-migration, e-hospital and e-permit. Even in 2010, the Ukrainian research community had begun some successful attempts to implement the concept of virtual internationalisation of higher education, e.g. in the framework of the "E-Internationalisation for Collaborative Learning" project, funded by the European Commission (TEMPUS 2010–2013). Later, in 2018, the "International mobility – opportunity and problem: Proper preparation for studying at a foreign university" project was implemented using Erasmus+ funding through the "Key Action: Cooperation for Innovation" and the exchange of good practices mechanisms . The project was carried out by four universities: three from EU Member

States, and one from Ukraine. The main goal of the project was to better prepare the university for the internationalisation process. Last but not least, the "Digital competence framework for Ukrainian teachers and other citizens (diComFra)" project, coordinated by the Carinthia University of Applied Sciences in Austria, explored the opportunities of using information technologies to nurture university students' and teachers' academic exchange, culminating in a set of best practices. The project consortium ultimately included ten project partners, among which were four Ukrainian HEIs and the Ukrainian Ministry of Education and Science, Youth and Sport. Nonetheless, virtual student mobility in Ukraine currently falls short of expectations.

In their best-practices manual on virtual mobility from 2006, Bijnens et al. noted that although virtual mobility had even then been fostered by a number of European funding projects, the results were not as widely received by the scientific community as would have been desirable. Fifteen years later, virtual mobility has become absolutely crucial for European exchange programmes due to the COVID-19 pandemic, which has kept the world on tenterhooks since 2020. Unsurprisingly – unlike in 2006 – universities are desperately looking for examples of good practice, manuals and guidelines. Does this mean that in 2021, HEIs in Ukraine and Europe are still facing similar questions and challenges with regard to virtual internationalisation? Thanks to COVID-19, virtual internationalisation has the potential to leave the

status of pilot projects and become mainstream education.

In the following, we will first provide a working definition and classification of various terms from the field of digital internationalisation (Section 2). In Section 3, we will present a special format of virtual internationalisation, a COIL, based on an example at Sumy State University (SumDU), Ukraine, and elaborate on the opportunities and challenges SumDU faced (Section 4). Conclusions are drawn in Section 5.

2. Virtual internationalisation – terminology and classification

As the discussion on virtual formats in the field of internationalisation has gained momentum due to the COVID-19 pandemic, the number and definitions of terms from the field of virtual internationalisation has proliferated correspondingly. These terms describe different scopes, levels and formats of virtual internationalisation. In public discourse, these terms have been defined and used in different ways, and their contents overlap. There is no obvious consensus on the classification of such terms, and giving them each a single definition is quite challenging. Figure 1 is an attempt to provide an overview of these terms and classify them.

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Figure 1: A classification system for virtual internationalisation formats.

| Internationalisation | → | Virtual internationalistation / Virtual exchange | ← | Digitalisation |

Teaching and learning

Internationalisation@home and virtual mobility

Formal

Home-based formats, e.g.

- Internationalisation of curricula
- COIL
- Intercultural training
- Internships
- Field trips

Distance

- Virtual transnational education

Informal

- Buddy programmes
- Language tandems

Research

Third misson

For this article, following Elisa Bruhn, who suggested a framework for virtual internationalisation, we take "virtual internationalisation" as an umbrella term, and conceptualise it as "being more than virtual mobility only, just as internationalization is more than mobility only" (Bruhn 2017, p. 2).

Not only since the coronavirus pandemic, people have begun to harness the potential from the connection between digitalisation and internationalisation more intensely. We understand the term virtual internationalisation as precisely this link. Virtual internationalisation basically refers to the three core areas of HEIs: study and teaching, research, and third mission. For this paper, we will deliberately only go into the area of teaching and learning in more detail. The term virtual exchange is also a superordinate term and is conceptualised here as synonymous with virtual internationalisation.[1] Virtual mobility can be defined as an opportunity for students and teaching staff to learn and to teach for a limited time at another in-

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[1] Under the name "Erasmus+ Virtual Exchange", the European Union also brought together various activities of learner-led exchanges of young people across European borders in 2018–2020. The programme focused more on people-to-people interaction than on learning content: https://europa.eu/youth/erasmusvirtual_en (accessed on 22 April 2021).

stitution, without being physically present. The well-known definition by Beelen & Jones goes slightly further, when defining the concept. They refer to internationalisation@home (I@H, IaH) as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015, p. 69). We understand the two terms of "internationalisation@home" and "virtual mobility" as two sides of the same coin. While I@H does not necessarily require any partner universities abroad (e.g. through language courses, intercultural training etc.), the term virtual mobility is based on at least a virtual border crossing in order to visit a foreign partner. Nevertheless, both definitions may entail formal or informal learning. While internationalisation of the curriculum and various collaborative international formats can be assigned to the formal area of internationalisation@home and virtual mobility, we can also find complementary formats such as language tandems, buddy programmes, etc. in the informal area. Focusing on the "formal" aspects of virtual mobility, it is important to note that the formats of I@H can furthermore be implemented as purely distant concepts. In this case, students take courses or study programmes online outside their home country, and receive credits or a degree from the university offering them (O'Mahony, 2014). The term (virtual) transnational education (TNE) has emerged for this type of distance learning across national borders. In contrast, there also are home-based equivalents for formal internationalisation at home. Here we find, for example, various forms of internationalisation of the curriculum (IoC). The internationalisation of curricula can take place virtually, e.g. by including international guest lecturers, or facilitating exchange between students from different countries. But curricula can also be internationalised without using digital media, e.g. through the inclusion of subject content with reference to intercultural or international perspectives (case studies, examples), or the incorporation of international studies. An often cited definition for the internationalisation of curricula was coined by Betty Leask (2015, p. 9), who described it as follows: "The incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study." Other examples of formal I@H include virtual internships and field studies. COIL – collaborative online international learning – is a specific method of internationalising a curriculum. It represents the link between digitisation and internationalisation, and the special potential that lies in this link. For this reason, we will focus on this method of virtual internationalisation in teaching and learning in the following.

2.1. COIL – a special form of virtual internationalisation

The Collaborative Online International Learning (COIL) model was developed around 20 years ago at the State University of New York with the establishment of the SUNY COIL Center.[2] Today, the SUNY COIL Center offers services to HEIs, teachers and students worldwide to support them in implementing cooperative online international learning. As mentioned before, the term COIL describes a very specific approach. Therefore, only formats that meet the following criteria deserve the label COIL (see also van Hoeve 2018):

• Collaborative: Teachers of two or more different institutions cooperate in developing the COIL module. This means that they jointly determine the intended learning objectives of their module as well as the teaching/learning, cooperation and assessment methods that are aligned with them. Students in a COIL format have to cooperate with each other across institutional, intercultural and linguistic boundaries in order to achieve the intended learning outcomes (ILOs).
• Online: The interactions in a COIL collaboration take place (almost) exclusively online (synchronous/asynchronous learning).
• International: In a COIL collaboration, teachers and students with different national and cultural backgrounds work together across borders. These different perspectives are a valued, explicit element of COIL.

• Learning: COIL modules are learning activities that encompass both subject learning and the development of general competences such as intercultural awareness and critical thinking, and the ability to change perspectives. In a COIL module, not only do students learn, but also teachers can look at their subject discipline as well as their own teaching competence from a different perspective and further develop these competences through the exchange.

The COIL model can be implemented across an entire degree programme or – and this is more often the case in practice – be a single module of a study programme. COILs can complement physical mobility, and interdisciplinary collaborations work well, too. In the following section, we will introduce a real-life example from Sumy State University (SumDU) in Ukraine.

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[2] https://coil.suny.edu/.

3. Virtual mobility at SumDU

3.1. Overview of SumDU

Sumy State University is a top-tier university in Ukraine. Located in Sumy, it is home to nearly 12,000 students, including 1,900 international students from more than 50 countries in Europe, the Middle East, Southeast Asia, Africa, Australia and North America. University leadership supports innovative pedagogy by SumDU faculty, including virtual exchanges.

3.2. History of virtual exchange at SumDU

Collaborative online international learning sessions at SumDU began through one of the faculty members, who initiated virtual exchanges with the University of Nebraska-Lincoln (UNL), USA. Launched in early autumn 2019, the SumDU and UNL Global Virtual Classroom Project included a virtual mobility course (12 online thematic sessions) on "Tourism, Management, and Hospitality" across seven colleges with institutional partners in the USA, Ukraine, Oman, the United Arab Emirates, India, the Netherlands and the UK.[3] I@H and virtual mobility gained great momentum in 2020, when partner universities decided to expand and enhance their COIL course offers. Building on previous best practices, there were two new virtual learning projects for Bachelor's students

in spring and autumn 2020, and one webinar for university lecturers, "Teaching Strategies for Virtual Classrooms."[4] More than 40 educators took advantage of this event. The Spring 2020 "Strategic Management & Leadership" virtual class brought five instructors from the University of Nebraska-Lincoln (UNL), Whitefield Business School, RMIT University, and the Academic and Research Institute of Business, Economics and Management to Sumy State University, as well as 60 students from different countries such as Ukraine, India, Mauritius, Poland and Australia.[5] The Autumn 2020 Virtual Module, entitled "International Business Strategy", part of a long-term series "International Relations and Global Leadership" was conducted by five instructors from Washington State University, USA; Bournemouth University, UK; Whitefield Business School, Mauritius; Sumy State University, Ukraine; and Maharshi Dayanand University, India. The joint programme offered a short-term thematic module for 57 students from the USA, Mauritius and Ukraine (Красуля, Швіндіна, 2020). In spring 2021, Sumy State University and Washington State University organised "Excellence in Teaching and Research", a global, virtual, professional development programme (2.5 ECTS) designed to share best practices in scholarly research and instructional strategies among a new generation of PhD students and university faculty. This would allow them to scale up achievements in academia and unleash oppor-

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[3] https://management.biem.sumdu.edu.ua/en/allcategories-en-gb/14-our-news/125-the-virtual-global-classroom-is-accomplished. (Accessed on 15 May 2021.)

[4] https://management.biem.sumdu.edu.ua/en/allcategories-en-gb/14-our-news/294-academic-exchange-for-teachers-is-launched-online. (Accessed on 15 May 2021.)

[5] https://management.biem.sumdu.edu.ua/en/allcategories-en-gb/14-our-news/275-closing-remarks-for-virtu-al-class-2020-strategic-management-leadership. (Accessed on 15 May 2021.)

tunities for collaborative innovation.[6] All webinar sessions are available on the official website of the Oleg Balatskyi Department of Management, SumDU.[7]

3.3. Outcomes and best practices

Virtual mobility at SumDU started with faculty collaboration. This is significant because faculty truly are the backbone of a university, and their effort is what provides the sustainability for such a type of learning model. The COIL modules/classes were embedded in the curriculum and co-taught by the partner universities' faculty. Students then got credit in the class in which they were enrolled from their home university. The first iteration of COIL at SumDU was in 2019. So, in hindsight and "connecting the dots" now, in 2021, we can confirm that once faculty embrace COIL principles, they tend to do it semester after semester. Therefore, virtual mobility scales very quickly to students. All in all, COIL offers international learning for students because it is experiential and applied, and it supports the 21st century skills of "digital natives". It also aids in fostering intercultural sensitivity and awareness. It is an interdisciplinary, cost-effective and high-impact practice for teaching and learning. The most positive outcomes generated from COIL exchanges are (1) the student impact stories and the role it has played on increasing international perspectives; and (2) the engagement of faculty and

the desire to expand their classrooms/courses to include a COIL or internationalisation component. We have also seen an increase in student interest to participate in physical mobility programmes like studying abroad.

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[6] https://management.biem.sumdu.edu.ua/docs/news/Virtual%20Professional%20Program_Promo_2.pdf. (Accessed on 15 May 2021.)
[7] https://www.youtube.com/channel/UCDXkogbuNW8P4ZVNF4m6n-g (Accessed on 15 May 2021.)

4. Opportunities and limitations

Education at its best goes beyond the on-campus classroom. International online teaching and learning is already taking place worldwide. Using modern online technology for a global form of delivery helps educators develop a more interactive and collaborative way of transnational cooperation, which becomes an integral part of the internationalisation of university curricula, and thus, of teaching and learning. It provides opportunities for students to have an international teaching and learning experience while staying in their home countries.

Students today are "21st-century learners", which means that they are different from learners before the 21st century in the way that they exploit technological advances to learn. With an array of pedagogical and technological tools, COIL formats and other forms of virtual mobility help bring in activities and awareness that support these kinds of competences, as well as teaching teamwork skills, digital literacy, global awareness, and respect for cultural difference. Thus, the I@H movement makes it possible for the large majority of students to embrace a different way of learning that is both integrated into the learning process and can add an international dimension.

The greatest limitations in developing COIL exchanges are:

• Buy-in from senior university leadership;
• Technological and pedagogical challenges; and
• Logistics and planning.

First, it is difficult to sustain faculty involvement when there are no significant incentives or support from senior management. For a university to prosper internationally, faculty must feel empowered to identify and promote the need for change.

Second, it can also be challenging for partner universities to ensure access to technology and schedule courses according to time zone differences. A designated technology support staffer is also crucial in launching successful virtual exchanges. It is important to review the technology setup with the partner faculty extensively before the course starts and briefly before each lesson to anticipate potential connectivity issues, and develop backup lesson plans. In addition, it is worth mentioning that time differences between the partner countries as well as language barriers can pose an issue in courses. In order to overcome and prepare for potential language barriers, faculty have to set clear expectations before the first virtual exchange and remind students to speak as slowly and clearly as possible. It is also important to encourage students to get to know one another before the main session begins, to help them feel comfortable sharing opinions before moving into deeper conversations. This way, the fear of making a

mistake is alleviated due to comfort with peers. A variety of assignment formats can increase student engagement and encourage asynchronous communication outside of class.

Third, for HEIs considering expanding their COIL offerings, we recommend working with an established partner and allowing for at least six to twelve months of planning before the initial launch stage to satisfy bureaucratic demands and address logistics. Finally but importantly, it is crucial to clearly communicate course objectives and virtual exchange expectations with partner faculty and administration staff before beginning the relationship, preparing contingency plans to overcome potential cultural barriers.

5. Conclusion

There are many trends that higher education is facing these days. In this paper, we have attempted to keep the focus on just a few. First, internationalisation is obviously one of them, so educators need to prepare students for global shifts in employment and the economy. Next, lagging pedagogy, which means that despite all of the tools available, teachers still tend to teach in very traditional ways. Last but not least is the impact of technology. Currently, these three trends all contribute to influencing processes of learning and teaching. From our perspective, if an HEI really wants to be competitive in a global world, it has to introduce global skills to students. And by the time those students graduate, they need to be prepared to deal with cross-cultural and intercultural communications. "Young people today must not only learn to participate in a more interconnected world, but also appreciate and benefit from cultural differences" (OECD, 2019). Despite that, at least in Ukraine, a very low percentage of university students have the opportunity to study abroad. There are all kinds of reasons why students do not go abroad, apart from the COVID-19 pandemic, but educators urgently must prepare students to deal with cross-cultural communications for their future life. Ultimately, the key pedagogical and technological principles of virtual mobility, based on the COIL model, offer significant international experience to students and faculty by facilitating online intercultural exchange, and support the skills development that they will need for the marketplace and society in the 21st century.

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"One Online Day at a Partner University" project at H.S. Skovoroda Kharkiv National Pedagogical University

The aim of this project is to design and establish a programme in which students and teachers spend one day online each week at a partner university abroad. In that way, students will get the chance to experience educational and scientific practices and traditions of other universities and countries, and to improve their language skills. At the same time, teachers can expand their professional capabilities, gaining practical experiences of interaction with their counterparts abroad as well as establishing new academic contacts. This project will also help students and teachers to overcome their psychological fear of participating in international academic exchange programmes, which is quite typical for Ukraine. The first step will be to develop a pilot model, and then evaluate it based on criteria for course success; in a second step, it will be rolled out to further disciplines to provide institutional support.

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International Student Integration & Adaptation at UA University (ISIAU)

The focus of this integration project is to develop and implement a concept that foresees all aspects of the integration and adaptation of international students at the beginning of their studies. In order to assure high-quality information support for international students, there will be training for administrative units as well as for academic staff to enhance their professional skills. The broader goal of the project is to create a tolerant, multicultural international environment at UA University that is sensitive to the situation of all international students, taking into account ethnic, religious and national idiosyncrasies.

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Measuring internationality and internationalisation – how to define a useful set of indicators

Annika Boentert and Andrea Rustemeyer

1. Introduction

There are many reasons why higher education institutions seek to measure their status of internationality:

- Some of them want to benchmark their own situation against comparable institutions in their own country or worldwide.
- Others may have started a strategic project to foster internationalisation, and want to monitor the progress.
- Moreover, they may be interested in attracting international students, researchers or funders, and feel that evidence-based internationality could increase their reputation.
- Or they may simply be obliged to report certain indicators, for example, in an accreditation process or as part of a target agreement with the ministry.

Even though most universities therefore share the desire to evaluate internationality or to monitor internationalisation processes, there is no standardised concept how to do so. Indeed, since the focus of international activities varies from university to university, there cannot even be a standard model as such. Each university has to select those indicators that are most suitable in its specific context. Some indicators, such as an international student ratio, are easily available and broadly used. Others, such as intercultural competences among students or staff members, are more complex and harder to operationalise.

To support the creation of an appropriate dataset, this article offers some basic definitions (Section 2), especially introducing a difference between "internationalisation" and "internationality". In the next part, we will suggest some common categories of measurement (Section 3), followed by a few examples of how we include questions with regard to internationalisation in student surveys at FH Münster (Section 4). We will explain how internationality is included (or sometimes forgotten) in popular international rankings of universities (Section 5), and end with some recommendations for higher education institutions that wish to use informational indicators in the sphere of internationalisation (Section 6).

2. Basic definitions

In order to choose appropriate indicators, we must first be clear about the object of our measurement. In our context, both words – "internationality" and "internationalisation" – are very often used synonymously. However, we want to suggest a clear definition and raise awareness of their specific meaning (Section 2.1). In the second step, we will explain what is meant by "indicator", and why it may be difficult to apply the difference between input indicators and output indicators to the international orientation of higher education institutions (Section 2.2).

2.1. Internationality versus internationalisation

When we hear about internationalisation or internationality in the context of higher education, we all have certain images in our minds. We may think about

- Research cooperation with foreign partners;
- Joint programmes, student exchanges or teaching centres in different parts of the world;
- Strategic partnerships with other institutions from abroad;
- Membership in regional or global networks; or
- Language barriers and other intercultural challenges.

And it is true: all these aspects are facets of both internationality and internationalisation. However, for this article we would like to follow a definition by Brandenburg and Federkeil who dealt with measuring "internationality" and "internationalisation" in depth in a CHE (Centre for Higher Education, Germany) working paper. They stated that

- "internationality describes either an institution's current status or the status discernible at the date of data acquisition with respect to international activities", whereas
- "internationalisation describes a process in which an institution moves, in a more or less steered process, from an actual status of internationality at time X towards a modified actual status of extended internationality at time X+N" (Brandenburg & Federkeil, 2007, p. 7).

This means that if you want to measure internationalisation, you first need indicators that measure internationality – and you need a specific idea of your goal and the period of time in which you want to observe a certain change. For example, the proportion of study programmes with mandatory stays abroad could be an indicator of internationality. It becomes an indicator of internationalisation if you add the perspective that within the next five years, this proportion should double. Then, each year, you can compare the real number of these types of study programmes with your target number, and evaluate whether you are still on track.

2.2. Indicators

In the previous paragraph, we began to talk about indicators – and of course, everybody has at least a vague idea of what this term means. However, it may be helpful to remind ourselves what indicators actually are – and where we can find them.

Depending on the definition, indicators are either figures that represent one aspect of reality. Or they are ratios resulting from the combination of at least two figures (Brandenburg & Federkeil, 2007, p. 8). In both cases, they are a human approach to reducing complexity and to helping us to make observations. The term is usually restricted to quantitative data (Gao, 2015, pp. 184-185).

We should always bear in mind that indicators (or figures) are only clues or signs (Beerkens et al., 2010, p. 17). They do not "speak" for themselves; it will always remain our task to interpret them – and we will always need some kind of benchmark against which we can "read" an indicator. This can be:
• A timeline, i.e. we compare the current status of our institution with its past evolution;
• A target/current comparison, as in our example in the previous section, where we compare the achieved result with our original goal;
• A comparison between different faculties or between various higher education institutions, which may help us to find reasons for different developments.

This fact leads us to an important recommendation: if we have no idea against which standard or benchmark we should interpret an observed number, it would probably be better to save time and not report this figure.

In articles you will quite often find a differentiation between input indicators and output indicators.

• Input indicators measure factors that contribute to the creation of findings, whereas
• Output indicators help you to monitor the result of your activities.

While some authors use these categories as fundamental for the development of a set of indicators (e.g. Brandenburg & Federkeil, 2007), we want to point out that no number per se belongs to one category or the other. In our opinion, you always have to decide whether an aspect in a specific context is an input or an output – and actually, it can even be both. For example, if your university has the goal of raising the number of incoming students, it may want to increase the number of study programmes taught in English. This will only succeed if enough staff members are able to give classes in English. In this chain of thought, therefore, staff members' English language skills are an input factor. However, if you continue your analysis, the next step could be to define the improvement of English skills as a goal. Now, you would think about various activities (such as training or peer teaching) that may help your staff members acquire the necessary competences. In this case, language skills would turn into an outcome indicator.

We therefore expect that you may have some time-consuming discussions in your institution if you try to define a clear dataset by starting with the question of what is an input and what is an output (or even what the final outcome is). We agree with Gao (2015, p. 189), who suggested that it may be easier to sort indicators in a kind of thematic framework. In Section 3, we will offer some ideas for how to do so.

2.3. Data sources

The example given above shows that you can use very different types of data to map or monitor your international activities:

- The numbers of incoming students or study programmes taught in English are (hopefully) recorded in an institutional database.
- The proportion of staff members who are not only capable of teaching in English, but also willing to do so will probably have to be determined by asking them. The same holds true if you want to know whether international students are, for example, satisfied with the support provided by your International Office. Surveys are therefore another important source of information.
- Peer reviews may be helpful if you want to get professional, external feedback to certain aspects of your university's internationality. They usually include qualitative data, which of course can also be taken into account if you want to evaluate the international development of your institution.

- Reports from those returning from their stays abroad or transcripts from interviews with researchers-in-residence can also be seen as a source of qualitative information.
- Last but not least, data collections from existing databases (such as government data) can be helpful as a benchmark for your own observations.

Whether qualitative information or quantitative indicators are better for evaluating internationalisation processes depends on the focus of the individual university strategy. Often, quantitative indicators are preferred to monitor the output of a process because they help to reduce vagueness and uncertainty: if you compare two figures, you can state very clearly whether a certain aspect has increased or not. In the rest of this article, we will therefore focus on quantitative indicators. However, even if your institution prefers to establish a set of quantitative data to monitor its international activities, qualitative data can be used complementarily. For example, interviews or focus groups could be more informative than a questionnaire if you want to get a deeper understanding of why some faculties seem to be more open to international development, or why students in a joint programme tend to drop out of their degree at a higher rate than observed in other programmes.

3. Categories of measurement

Since the early 21st century, various actors have developed indicator sets to evaluate the international activities of higher education institutions. The approaches range from attempts to aggregate all observations in a single number, thus enabling a ranking of different universities according to rather complex systems, such as the one proposed by Brandenburg and Federkeil (2007) (Gao, 2015, p. 185). A thorough overview of the different attempts was published by Beerkens et al. (2010). Some authors have offered sets of more than 500 different indicators. It would definitely be overly ambitious to try to repeat all these ideas in this short review article. Moreover, we strongly agree with Gao (2015, p. 187), who points out that "[it] is no good proposing a measurement that will be burdensome or unaffordable in terms of time or money."

Very often, the demand for measurement arises within the process of strategic planning or strategic projects. We are therefore keen to remind you of three sorting options (which are also included in the article about academic scorecards in this anthology). That article suggests that the first level of strategic planning in the sphere of internationality can be sorted in various ways.

• It can come either according to the main domains of university action (education, research, management);
• Or according to the main addressees of international activities (incoming and outgoing students, academic and administrative staff, institution);
• Or a third option, as a conceptual framework that compiles specific aspects that are relevant for assessing internationality in a higher education institution.

In the following table, we slightly modify the third option – the conceptual framework – and include some initial suggestions for indicators that may be relevant in the respective context. For further inspiration, you may want to consult Beerkens et al. (2010): they put together a table with eight different approaches used to categorise indicators (pp. 19-20). You could also have a look at Brandenburg and Federkeil (2007) if you are looking for specific figures or indicators that your university could use to assess internationality or internationalisation.

Main topic	Figures or Indicators
International students [Incoming students]	Number of incoming students per faculty or study programme, according to country of origin; incoming students as a share of the total student population …
Academic exchange [Outgoing students]	Number of outgoing students per faculty or study programme, by country or institution; outgoing students as a share of the total student population; proportion of outgoing students among those students indicating an interest in a study abroad …
Collaborative programmes	Number and proportion of courses taught in English; number and proportion of joint degree programmes from multiple universities; number and proportion of students participating in collaborative programmes …
International networking	Number of international partnership agreements for student or staff exchange, sorted by, e.g. region or continent; number of exchanges having taken place in these partnerships in the last year …
Joint research	Number of internationally focused research centres, number of staff members involved; number of research articles with an international co-author or published in an international journal; amount and proportion of third-party funding from international sponsors in the last year …
Institutional preconditions	Number of staff members available for direct support of incoming or outgoing students and staff; number and proportion of academic and administrative staff members with foreign language skills at a defined level; proportion of webpages available in foreign languages …
…	

*Table 1: Examples of indicators –
sorting principle: thematic framework.*

4. Evaluations at FH Münster

As mentioned above, surveys may also be an informative source for assessing the international orientation of a higher education institution. At FH Münster University of Applied Sciences, in addition to taking part in external surveys and rankings, we invite all students at three points in time to help us understand their perception of our international activities:

- In the entrance survey, we want to know
  ◦ If they have already had some kind of foreign experience before starting their studies;
  ◦ If they are planning to study abroad during their degree, and if not, why not;
  ◦ If they are familiar with FH Münster's International Office and its services;
  ◦ And how they judge their own international competences, for example to communicate in a foreign language or to work in an intercultural context.
- In the end-of-study survey, we ask them
  ◦ Whether they actually went abroad and, again, if not, why not;
  ◦ How satisfied they were with the offer of guidance to study abroad;
  ◦ And again, how they judge their own international competences, for example, to communicate in a foreign language or to work in an intercultural context at the end of their studies.

- 18 months later, after entering the labour market, they are asked again
  ◦ About some facets of their studies abroad (financial support, recognition of credit points) and
  ◦ How they assess their subject-specific English skills.

By repeating certain questions at different points in the course of studies, developments can be monitored and it can be checked whether the skills taught were suitable for the graduate's future working environment.

The evaluation team of the Wandelwerk – the Centre for Quality Assurance and Enhancement of FH Münster analyses this data for each school/department every other year. Based on these initial results, a member of the team and a member of the Presidential Board holds a discussion with a group of students from the corresponding school/department in order to find out, for example, whether there are systemic obstacles hindering students from going abroad or improving their language skills if necessary. In the last step, all these findings are discussed with the dean and other faculty members. Usually, these talks end with specific recommendations on how the school/department can strengthen its international orientation.

5. International rankings

Rankings are a common way to compare higher education institutions with regard to certain aspects usually attributed to quality, either of teaching and learning or of research or other dimensions of university activities. Apart from many national rankings, there are also various global lists that rank higher education institutions. The three most famous rankings are probably the Shanghai Ranking, the QS World University Ranking and the THE World University Ranking. A fourth option called U-Multirank has become increasingly popular since 2014. In the following, we will briefly explain the focal points of each approach and highlight how international activities are taken into account in the ranking process. As you will see, the number of indicators that measure internationality in traditional rankings is astonishingly small. Only U-Multirank uses a broader range of indicators.

5.1. Shanghai Ranking (ARWU)

The Academic Ranking of World Universities (ARWU), commonly known as the Shanghai ranking, is definitely one of the most popular university rankings worldwide. It was conceptualised in 2003 by the Center for World-Class Universities (CWCU) of Shanghai Jiao Tong University, China. Since 2009, it has been updated on an annual basis by an independent organisation, called the Shanghai Ranking Consultancy (ARWU, 2021). The ranking has a strong focus on research: only 10% of the score

is attributed to the "Quality of Education" – and actually, the only indicator measuring this aspect is the number of alumni awarded Nobel Prizes. Even though some of the research-oriented indicators will most probably be stronger in a highly internationalised university, there is not a single figure that explicitly measures internationality.

5.2. QS World University Ranking

This ranking follows a methodology developed almost at the same time as the Shanghai Ranking. In 2004, the British magazine Times Higher Education (THE) and a British research institution called Quacquarelli Symonds (QS) started to jointly publish an international university ranking. In 2010, the partnership ended, with QS continuing to use the previously introduced methodology, now named the QS World University Ranking. In this concept, six items are taken into account: reputation (among academics and employers), faculty/student ratio, citations per faculty and, with 5% each, two indicators addressing international activities:

• The International Faculty Ratio and
• The International Student Ratio.

Both indicators have been chosen as evidence for the university's attractiveness to international students and staff members, thus reflecting the international image or brand of the university (QS, 2021).

5.3. THE World University Ranking

The Times Higher Education World University Ranking started in 2010, when the partnership of the Times Higher Education magazine and Quacquarelli Symonds ended. Even though its data basis is significantly broader than that of the QS Ranking, when it comes to internationalisation, the items are quite similar. The THE World University Ranking is based on five items addressing learning and the teaching environment (30%) and four items totalling 60% of the overall score covering research topics (including citation). 2.5% of the rank depends on third-party funding from the industry – leaving 7.5% of the ranking determined by three indicators measuring the "international outlook". These are:

• The proportion of international students,
• The proportion of international staff and
• The ratio of international collaboration, calculated by the "proportion of a university's total relevant publications that have at least one international co-author and reward[ing] higher volumes." (THE 2020).

5.4. U-Multirank

While the traditional rankings aggregate all indicators into a final ranking for each institution, thus enabling a clear order of all participants, U-Multirank offers information about five dimensions of university activity, and invites the interested user to weigh them individually. The five perspectives are:

• Teaching and learning;
• Research;
• Knowledge transfer;
• International orientation; and
• Regional engagement. (CHE, n.d.).

As you will have noticed, internationality here has its own category. It therefore comes as no surprise that the ranking – actually organised by an international consortium of four institutions from Germany, the Netherlands and Spain – considers various facets of international engagement (Table 2).

↗

Table 2: U-Multirank Indicators measuring international orientation [Table by the authors, with information from https://www.umultirank.org/about/methodology/indicators/]

A. Teaching and learning	
Foreign language Bachelor's/Master's programmes	The percentage of Bachelor's [Master's] programmes that are offered in a foreign language.
Foreign language "long first degree programmes"	The percentage of long first degree programmes that are offered in a foreign language.
International orientation of Bachelor's/Master's programmes	A composite measure taking into account 1. The existence of joint/double degree programmes; 2. The inclusion of study periods abroad; 3. The percentage of international (degree and exchange) students; and 4. The percentage of international academic staff.
Student mobility	A composite of 1. International incoming exchange students, 2. Outgoing exchange students and 3. Students in international joint degree programmes.
Opportunities for studying abroad	Student satisfaction survey
Institutional preconditions	Number of staff members available for direct support of incoming or outgoing students and staff; number and proportion of academic and administrative staff members with foreign language skills at a defined level; proportion of webpages available in foreign languages …
B. Research	
International doctorate degrees	The percentage of doctorate degrees that were awarded to international doctoral candidates.
International joint publications	The percentage of the university's research publications that list at least one affiliate author's address located in another country.
International research grants	The proportion of external research revenue from abroad – including public and private funding organisations and businesses.
C. Human resources	
International academic staff	The percentage of academic staff (on a headcount basis) with foreign citizenship.

6. Recommendations

Summing up, we derive five recommendations that may help you to define a useful set of indicators for the sphere of internationality or internationalisation of your university:

1. You should always start by clarifying the purpose of your dataset. What do you (or your internal clients, such as the Presidential Board or the deans) really want to know? Incidentally, do you already know who your stakeholders are? If not, this has to be defined first.

2. Try to sort these topics into a coherent conceptual framework. If your figures are intended to help support a strategic development process, make sure that your sorting fits the strategic planning map.

3. After reaching this important milestone, we recommend first expanding your horizon and collecting ideas for indicators from various sources, without restricting yourself too early to those indicators already available at your institution. If your university wants to become more visible in one of the aforementioned rankings, it will also be reasonable to consider the indicators included the previous section.

4. In the fourth step, however, you will have to check which of these indicators are available with which amount of effort – and, very importantly, to limit the number of indicators to a manageable amount. You may be tempted to specify your indicators more and more, adding various definitions, rules and exceptions from these rules. Beerkens et al. (2010, pp. 16-17) called this practice the "mushrooming effect", warning us that, in the end, "mushrooming leads to a very complex indicator system which ultimately is unusable."

5. Last but not least, measuring not only means solving conceptual or technical problems, but also keeping an eye on common difficulties of organisational change processes. For example, if measuring is combined with penalties, faculty and staff members may become afraid of negative consequences and develop more or less effective strategies to undermine the system. On the other hand, if indicators are only collected and not evaluated in any way, the measurement will of course not be useful either. Moreover, "hidden targets such as the acquisition of indicators for the determination of budget cut options jeopardise the entire process" (Brandenburg & Federkeil, 2007, p. 11). There is no simple solution for these difficulties. In general, however, two approaches are helpful: participation and transparency. If faculty and staff members know the purpose of the data collection, if conflicting interests are discussed openly and if everybody can trust the information given to them, it is less likely that university members will try to undermine the process as a whole.

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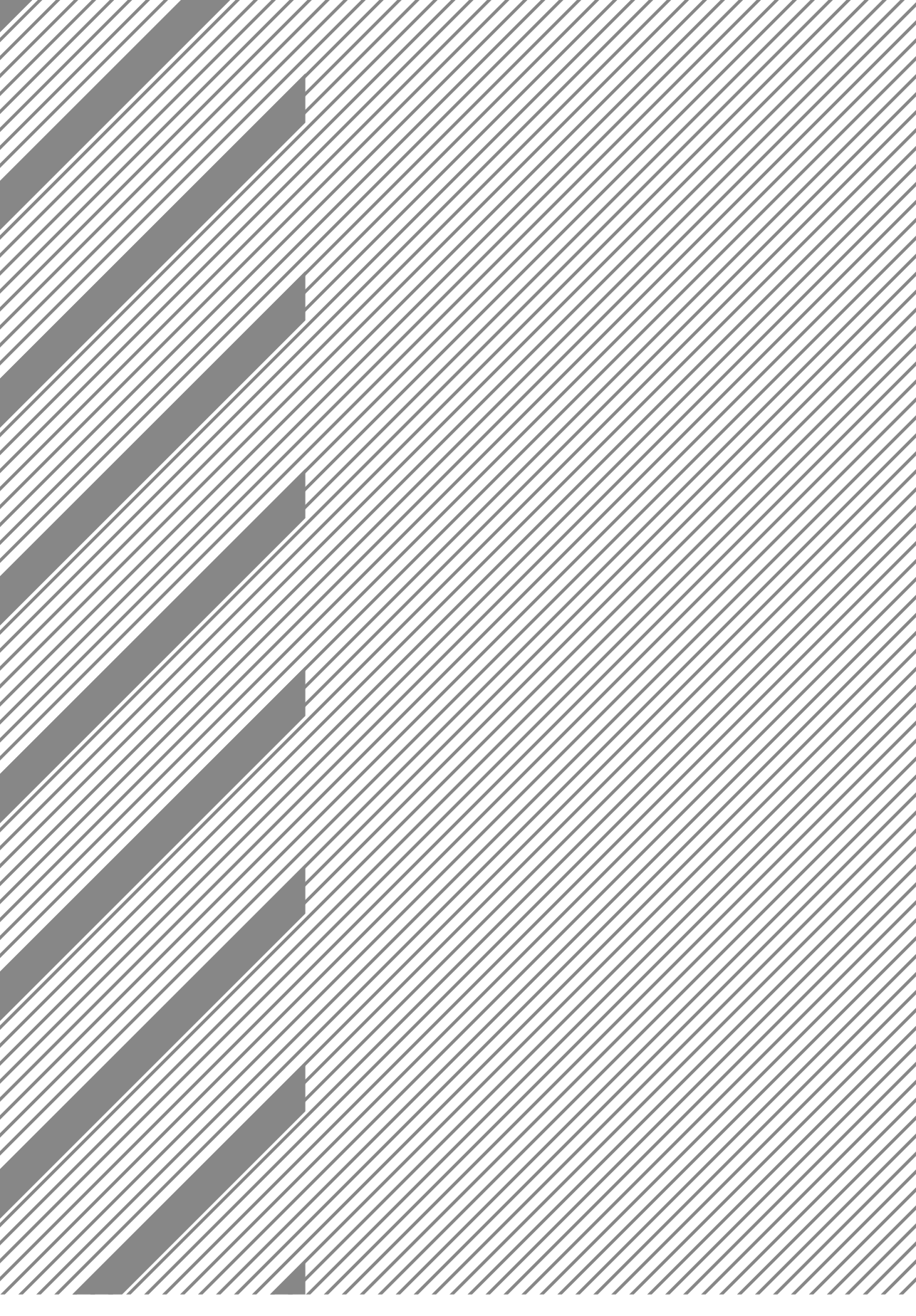
Projects

for the internationalisation
of higher education

Strategic development for the internationalisation of higher education institutions – a case study from Ukraine

Larysa Kalachevska and Karolina Tkachenko

1. Introduction

The internationalisation of higher education is a relatively new trend, which at the same time has a vast impact on the education system of all countries. The value of internationalisation for any country as a whole, and for higher education institutions (HEIs) in particular, is difficult to overestimate. In recent years, the internationalisation of higher education at the global level has increasingly been perceived as a crucial element for the development of not only education, but also society as a whole.

Through internationalisation, higher education institutions are able to cement a worldwide reputation, and meet the rapidly rising challenges of globalisation. Internationalisation can contribute to the development of a higher education institution by raising its national and international profile, facilitating strategic partnerships in research and teaching, enabling universities to enter international academic and scientific communities, enriching the knowledge and skills of students and staff, and so on. The top five reasons for internationalising an institution (Marmolejo, 2010) are to:

- Improve student qualifications;
- Internationalise the curriculum;
- Enhance the international profile of the institution;
- Strengthen research and academic partnerships; and
- Diversify its faculty and staff.

To obtain these benefits, universities are introducing internationalisation strategies (programmes, policies, roadmaps etc.). It is worth noting that most internationalisation strategies are characterised by clear goals and criteria for assessing the efficiency of actions done (Egron-Polak & Hudson, 2014). Thus, the purpose of this article is to investigate the role and necessity of strategic planning of internationalisation, and how such planning is reflected in official documents of leading Ukrainian universities. The question arises of whether any particular kind of internationalisation management documentation at the university-wide level is especially crucial, as well as possible ways to undertake such planning.

2. The influence of governmental policies on internationalisation processes

Government policy plays a key role, as it can facilitate or hinder the internationalisation of higher education (Hénard, Diamond & Roseveare, 2012). National higher education internationalisation policies may affect national competitiveness by attracting international researchers and scholars, facilitating professional networks and promoting student and staff mobility. If we consider international students, not only do they contribute to the development of HEIs and a country financially – they are also likely to contribute to the multiculturalism of institutions. Different governments take different approaches to internationalisation, ranging from various individual recommendations (not legally binding) to centralised systematic regulations (legally binding government policies). In general, countries tend to combine both approaches. Although internationalisation-related issues and policies vary among countries, typical issues include visas, security, and employment opportunities for international students during and/or after their studies.

Some countries have established well-balanced internationalisation strategies, while others have no such policies or frameworks, or are still discussing the need for such policies. Some HEIs have developed their own internationalisation strategies following a general national framework, offered by, e.g. the respective governmental authorities (Hénard, Diamond &

Roseveare, 2012). Others elaborate their own strategies regardless of national frameworks, resulting in a mismatch between national and institutional objectives. One should not forget that there are also governmental policies that are not directly focused on the internationalisation of higher education (e.g. regulations on the international accreditation of joint programmes), but still have a significant impact (e.g. entry regulations). Despite dramatic variations between countries and institutions, there is a general consensus that internationalisation can offer students, staff and institutions valuable benefits.

3. Internationalisation in Ukraine

A review of the regulatory framework shows that in Ukraine's Law on Higher Education, the concept of internationalisation of higher education is completely absent. At the same time, the law stipulates that one of the main tasks of higher education institutions is "establishing international relations and conducting international activities in the field of education, science, sports, arts and culture" (Verkhovna Rada of Ukraine, 2021). It is also worth noting that the Law on Higher Education presupposes the development of international cooperation in universities by taking into account the level of integration into the world's educational and scientific system by granting universities research status (Семенець, 2017). State policies form the basis for the implementation of various forms of internationalisation.

At the same time, the Law of Ukraine on Higher Education also provided for the establishment of the National Agency for Higher Education Quality Assurance (NAQA), which is a public non-profit organisation. The agency is responsible for setting requirements for quality and transparency for institutions and study programmes. NAQA has implemented a state policy in the field of higher education, addressing modern challenges and becoming a catalyst for change in higher education in Ukraine to create a culture of academic quality based on values of partnership, trust, independence, professionalism, innovation, academic integrity and transparency.

According to NAQA's Development Strategy (NAQA, 2019), internationalisation is anticipated as a critical goal, to be achieved in the following ways:

• Harmonising standards and development of criteria for higher education quality assurance based on best practices at the global and national level;
• Introducing procedures for the certification of scientific staff, following the best European standards;
• Promoting the integration of the higher education system of Ukraine into the world's educational and scientific system by establishing partnerships with foreign quality assurance agencies, encouraging international cooperation and recognition of educational and scientific degrees obtained in free economic zones abroad;
• Stimulating the participation of Ukrainian HEIs in international educational and scientific rankings based on the introduction of new quality criteria.

4. Approaches to internationalisation

In recent years, a new comprehensive understanding of the internationalisation of higher education has been elaborated at the global and European levels, and new priorities have been identified. The European Commission's "European Higher Education in the World" document (EC, 2013) laid out three key areas:

- International mobility of students, teachers and administrative staff;
- Internationalisation and improvement of educational programmes and digital learning
- Strategic cooperation, partnership and capacity building.

When we consider the concept of internationalisation, of course we may assume that there are different approaches to it. By approaches, we mean the viewpoint adopted by persons in leadership positions towards the promotion and implementation of actions designed to facilitate internationalisation. It goes without saying that there are several types of approaches, including the activity approach, the competency approach and the process approach (Qiang, 2003).

The activity approach

The activity approach is based on actions designed to increase the internationalisation of HEIs, e.g. international curriculum, incoming/outgoing exchange among students and staff, visiting scholar programmes, etc. This approach is one of the most widely used and easiest ways to enhance internationalisation. In reality, this series of activities is often considered rather chaotic and uncontrollable, because the relationship, impact and benefits between and among the activities are not taken into consideration.

The competency approach

The competency approach emphasises skills, knowledge, attitudes and values in students and staff. The key point of this approach is the development and transfer of international competences and qualifications, so that students and staff become more internationally knowledgeable and interculturally aware. While there is growing interest in such competences in both local and world labour markets, there is an urgent need to specify the range of skills and knowledge that help students to be successful national and international citizens and contribute to local as well as global communities.

The process approach

The process approach stresses the integration of an international/intercultural dimension into teaching, research and service through a combination of a wide range of actions. One major concern is the need to sustain such activities over the long term. Thus, the emphasis is placed on programmatic aspects as well as organisational elements, such as policies and procedures.

5. Strategies for internationalisation

The key elements of internationalisation include various types of academic arrangements, e.g. exchange programmes and international curricula, as well as organisational elements such as development strategies, and annual or semi-annual plans (Qiang, 2003). Some universities consider internationalisation in an irregular path that leads to a lack of a discernible organisational structure. In contrast, others elaborate strict procedures applying a systematic approach. Since there is no universal model of internationalisation, each university must develop its own models based on current governmental policies, its own interests, its strategic goals, and available resources and capabilities.

According to Hudzik (2015), in the case of internationalisation, the leading role belongs to the university and not to the state. The effectiveness of internationalisation depends on its place in the strategic planning and management policies of the university, the characteristics and principles of such policies, and the shape of the institutional culture. Taking into account these factors, the following actions are warranted:

• The inclusion of all subdivisions of the university into the process of internationalisation;
• The orientation of institutional culture towards international activity;
• The prioritisation of internationalisation in university development during strategic planning and decision making;
• The adjustment of existing relevant management practices and strategies, or adoption of new ones.

Considering the strategy development, attention should be paid to different key aspects that all play crucial roles in this process: university mission and vision, the university's unique strengths and weaknesses, personnel, finance and organisation (Klasek, Garavalia, Kellerman & Marx, 1992).

University mission and vision

Typically, a university elaborates its mission and vision for a certain period. The resulting mission statements and visions outline planned processes and agendas, steer budgetary allocations, and show ways of future development. It is therefore crucial to understand whether internationalisation is envisaged as a goal for the university in the first place. A university may ask itself the following questions: Is there even a need for internationalisation and multiculturalism? Is the scope of internationalisation defined? Would it cover both academic and organisational challenges? Are there particular geographical areas for a university's international focus, e.g. specialisation in specific regions such as Europe or Asia? Of course, the list of questions is unlimited.

Strengths and weaknesses

An internationalisation process may be facilitated using the university's existing programmes, personnel resources and financial capabilities. At the same time, the need to create something new may arise, as the existing resources may not be entirely sufficient to keep up with the institution's international efforts. Specific solutions must be modified: Are international components envisaged in the curricula? Is language training a central element? Which languages are stipulated, and why? Is studying abroad an integral part of the programme? After careful review and analysis of existing resources, it will be possible to define the next steps.

Personnel

Effective implementation of internationalisation depends qualitatively on academic as well as non-academic staff, all of whom have their own attitudes, skills and knowledge. Internationalisation also provides a series of challenges. Many new or larger responsibilities are created, including the design of international programmes; the development of the necessary methodological support; teaching in different languages and/or in different cultural settings; and financial management. The university should assess whether there is enough qualified staff to perform this work – and if not, it needs to develop roadmaps to train or hire such personnel. Moreover, the university still has to acknowledge that many existing staff will not be able to cope with these new responsibilities, even though they are perfectly qualified for others. Personnel policy thus becomes an instru-

ment to this end, and here it is crucial to devote significant attention and funding to staff development, rewards, and so on.

Financial provision

Internationalisation raises many significant questions for university financial management. First, the university may face the issue of greater numbers of incoming and outgoing transactions, which must be carefully managed. Some universities may well see international activities as a financial burden, when a university faces problems of resource allocation for various types of academic and organisational activities. Of course, there are international programmes such as Erasmus+, which provide all the necessary costs for student and staff mobility, for instance, but there are still aspects that need to be financed directly by the university. In addition, the university has to acknowledge this issue, and be ready to allocate a certain amount of funding.

Organisational provision

The provision of international services may take place through standard organisational units, or through newly created units specially designed for these purposes. The provision of such services may, however, be split between departments, such as language centres, international offices or project centres. The assumption here is that traditional departments were

not set up for international activities, because there is a need for specially qualified personnel or additional funding. International offices become especially significant for establishing partnerships. This is usually paralleled by a vice rector responsible for international affairs.

6. Document analysis on internationalisation at the top 10 Ukrainian universities

To analyse the internationalisation efforts of Ukrainian universities, we decided to assess the top 10 universities in Ukraine based on the 2020 "Top 200 Ukraine" rankings of HEIs (Євроосвіта, 2020). According to the experts who compiled the ranking, the basic principles are openness, transparency and independence. Only open data displayed on web resources were used in its compilation. The experts took into account current trends in university development, summarised by the 2019 IREG Observatory on Academic Ranking and Excellence Conference in Bologna, Italy, 8–10 May 2019, and the Berlin Principles, approved by the participants of the second IREG meeting (Berlin, Germany, 18–20 May 2006).

To do so, we conducted a document analysis in April 2021 using the information available on the websites of the top 10 universities. The research was guided by the following two questions:

• Is internationalisation a declared development goal of the respective university?
• Does the university have a dedicated internationalisation strategy?

Table 1 shows the results of our document research:

Table 1: Examples of indicators – sorting principle: thematic framework.

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Place in the ranking	Name of the institution	Internationalisation is mentioned in the University Statutes	Internationalisation is mentioned in the University Development Strategy	A specific Strategy for Internationalisation document exists
"+" – the information is available; "±" – the information is available in part (there are certain items and/or different types of documents that are connected to the internationalisation process to some extent).				
1	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	+	+	+
2	Taras Shevchenko National University of Kyiv	+	+	±
3	Sumy State University	±	+	+
4	National Technical University "Kharkiv Polytechnic Institute"	+	+	+
5	Lviv Polytechnic National University	+	+	+
6	V. N. Karazin Kharkiv National University	±	+	±
7	National University of Kyiv-Mohyla Academy	+	+	±
8	Ivan Franko National University of Lviv	+	+	±
9	Kharkiv National University of Radio Electronics	±	+	+
10	Vinnytsia National Technical University	+	+	±

To sum up, a study of official documents of the top ten Ukrainian universities shows that the concept of internationalisation is widely developed at the university level, although there is a lack of official governmental policy. It is clear that these universities consider the internationalisation of higher education to be an important area of their development and should be taken into account in strategic planning. The results of the analysis show that the majority of the top ten universities have also developed internationalisation programmes. After careful analysis of the ten most successful universities in Ukraine, it must be noted that the active processes of internationalisation of these institutions have influenced the successful integration of Ukrainian universities into the international educational realm and at the same time have strengthened their competitive position.
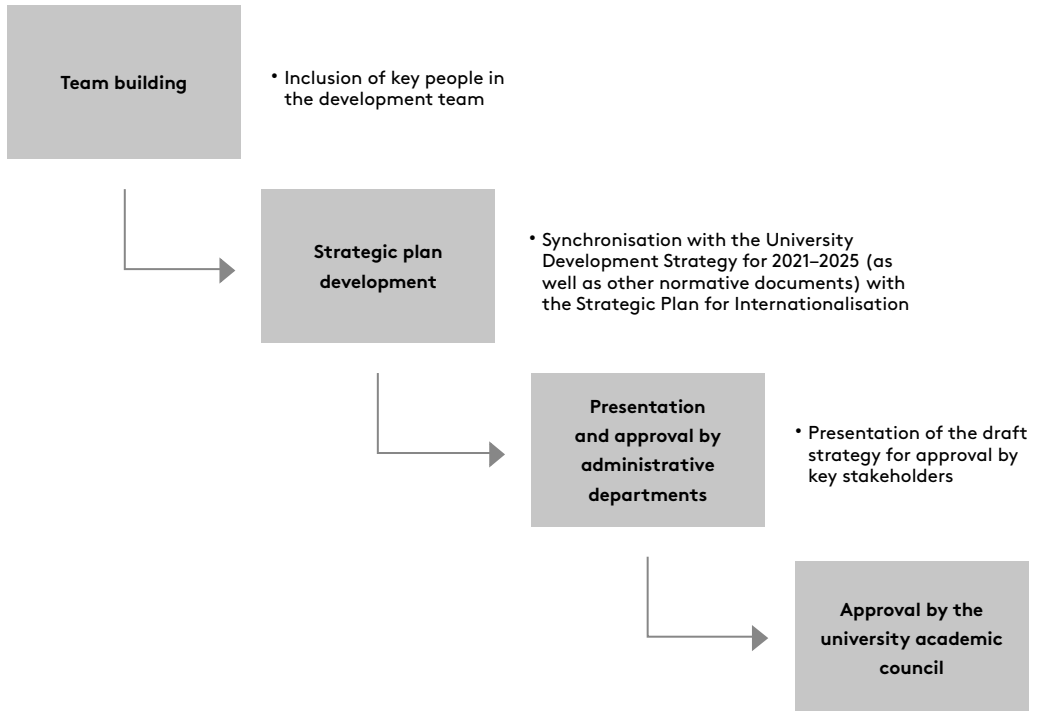
7. The development of a Strategic Plan for Internationalisation at Sumy National Agrarian University (SNAU)

Promoting efficiency in agricultural HEIs is impossible without active international cooperation and integration into the global educational and research space, and thus working with leading Western European scientific institutions. For this reason, Sumy NAU has made the development of bilateral and multilateral international contacts, as well as international educational and scientific projects, a top priority.

Currently, more than 150 agreements (including more than 90 agreements with educational and scientific institutions) on cooperation have been concluded with foreign partners from more than 25 countries. SNAU activities on the international educational level focus on long-term programmes and projects that have been implemented to improve the quality and coordination of educational and scientific activities, and raise these activities to the level of world standards. SNAU possesses vast experience of activities on a worldwide level, dynamically implementing exchange programmes and expanding cooperation network. However, it should be noted that despite the vast experience of active international activities, the university did not have a clear strategy and an action plan to achieve any specific goals by stimulating internationalisation or building a broad partnership network. The need to develop a strategy for

the internationalisation of the university was therefore absolutely justified. Figure 2 shows the working steps taken to develop the Strategic Plan for Internationalisation at SNAU.

Figure 1: Steps taken to develop a Strategic Plan for Internationalisation at SNAU.

Team building

- Inclusion of key people in the development team

Strategic plan development

- Synchronisation with the University Development Strategy for 2021–2025 (as well as other normative documents) with the Strategic Plan for Internationalisation

Presentation and approval by administrative departments

- Presentation of the draft strategy for approval by key stakeholders

Approval by the university academic council

At the initial stage, it was important to form a team of key personnel who would not only participate in the development of a strategic plan itself, but also influence its further implementation at the university level. Since the processes of internationalisation concern all main spheres of activity at the educational institution, representatives from international, educational and research departments, as well as departments for quality assurance and the foreign students'

centre were involved in the working group. The main goal was then to attract more internal stakeholders from different departments of the university, which ensured transparency in the elaboration of such an important document.

The next step was to define the main mission and visions of the university in the field of internationalisation. Here it was important to take into account the main objectives set out

in the overall University Development Strategy for 2021–2025 ("Internationalisation" section), further scrutinise all the details and develop an appropriate action plan for their implementation, as well as develop a system of indicators to monitor their performance. Table 3 shows how the University Development Strategy and the Strategic Plan for Internationalisation were harmonised.

Table 2: Harmonisation of the University Development Strategy with the Strategic Plan for Internationalisation.

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University Development Strategy 2021–2025 ("Internationalisation" section):	Strategic Plan for Internationalisation 2021–2025 Strategic goals
Goal 16. Promoting Ukrainian agricultural education as a brand by forming the university's international reputation as one of the leading educational and scientific centres in Europe	• Developing the management structure responsible for university international activities • Developing an internal system of internationalisation assessment indicators • Promoting and effectively harnessing the university brand as a centre of international cooperation • Increasing the number of international students at the university
Goal 17. Expanding access to quality international education and scientific and practical activities of domestic seekers of higher education	• Improving language skills among students and staff • Developing and supporting academic exchange programmes for university students and staff
Goal 18. Expanding the university's network of international partners and effectively implementing international agreements on cooperation with leading international educational and research institutions and business structures	• Developing strategic partnerships • Complying with the international level of scientific research, knowledge transfer and technologies • Implementing scientific research in broader international frameworks

The third stage of Strategic Plan development was the involvement of key administrative personnel in the process of approving the text of the document, specifically key vice rectors for education, science and international activities, as well as other administrative members. This stage ensured administrative support for further implementation of the Strategic Plan, which is crucial for a successful outcome. To this end, it is important to involve as much of the administrative staff as possible during the process of discussion and approval of the draft Strategic Plan.

The final stage was the presentation and approval of the Strategic Plan for Internationalisation by the Academic Council of the University, a body that is authorised to make major decisions regarding the activities of the educational institution. It is also important to make this document freely accessible by uploading it onto the university website.

8. Conclusions

The analysis of the importance of internationalisation for universities based on the criteria of previously developed internationalisation strategies confirms its importance as a driver of effective university performance and international competitiveness in higher education and for the national economy. This paper measured the degree to which internationalisation had been integrated into the strategic management of Ukraine's leading universities, based on an analysis of official documents of the top ten universities according to the Top 200 ranking. The analysis showed that the internationalisation of higher education needs additional attention from both the state and universities, specifically through the development of national and university internationalisation strategies. Nonetheless, the presence of the basic principles of international cooperation in the strategic management documentation, as well as in individual programmes of internationalisation in some of the universities analysed allows us to conclude that they are gradually adapting to the requirements of the world's educational and scientific demands and the knowledge economy.

It should be noted that the internationalisation of higher education in Ukraine depends mainly on the efforts and activities taken by each individual university. To promote internationalisation, it is crucial to:

- Clearly define the concept of internationalisation;
- Develop national strategies and policies at the governmental level; and
- Ensure that internationalisation becomes a strategic goal for universities, and that universities formulate strategies (policies, programmes) for internationalisation.

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Cohort II

Advancing the digital environment for international project activities at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute (KPI)"

The COVID-19 pandemic has had a profound effect on KPI's International Projects Office (IP Office). While most of the work traditionally involved the use of email, websites, chats and social media to distribute calls for research proposals, the extensive use of such media has begun to overload KPI academics since the pandemic began. This project therefore aims to re-evaluate the IP Office's communication system and methods, and select digital tools that will facilitate creative communication. This will lead to more effective distribution of information matching the interests of the target audience, improved digital skills of the IP Office personnel, and improved management and support for international project applicants and managers; this in turn will lead to progress in the internationalisation of the whole institution.

Training course in the Design and Management for Research Staff (DeMaRS) project at Sumy State University (SumDU)

The main goal of this project is to disseminate best practices and experiences of successful research teams from SumDU by means of training courses in grant writing and project management. According to the Internationalisation Strategy of SumDU for 2019–2025, the total number of successfully implemented international scientific grants should increase to 50 annually. To foster efforts towards that goal, this online interactive training course will be developed and integrated into SumDU's professional development system. The course will be led by mentors picked from among the most experienced supervisors of ongoing international scientific grant projects. This will promote the quality and competitiveness of grant applications from research staff of SumDU.

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Cohort II

School of Internationalisation@Home at the V.N. Karazin Kharkiv National University

The School of Internationalisation@Home project comprises designing a short-term study course with foreign professionals and experts from partner universities, where international students can also take part in either an online or in-person format. In this way, the soft and hard skills that are normally improved during academic exchange and studies abroad can be delivered during the School of Internationalisation@Home to those students who would otherwise have no international activities during their basic study programmes. The main goal is to develop intercultural skills along with skills in virtual and digital learning, and international communication, and to create an international network.

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Guidelines to Develop and Manage Joint Study Programmes at Bachelor's, Master's & PhD Levels (GDMJSP e-handbook) at Sumy State University (SumDU)

The broader goal of this project lies in enabling Sumy State University (SumDU) to respond to challenges in a globalised world, to improve the quality of education, to encourage a significant increase in the number of joint programmes and creation of flexible curricula, and to align its programmes with the standards required for recognition in the European Higher Education Area (EHEA). The project implementation will promote internationalisation by developing joint programmes, tailoring quality assurance mechanisms, and fostering the harmonisation of academic structures. SumDU faculties will be provided with a step-by-step e-handbook that will describe procedures relating to different stages of work on joint degree programmes at the Bachelor's, Master's and PhD levels. These guidelines will be designed for academic and administrative staff working with or planning to work with joint programmes.

Engaging faculty in internationalisation – the case of the Ukrainian Catholic University

Halyna Protsyk

1. Introduction

Today, the internationalisation of higher education is no longer an elitist academic opportunity, but a comprehensive process aimed to ensure the high quality of education, research and institutional services. Having internationalised education as an institutional strategy, however, does not automatically guarantee that the entire academic community will be engaged enough to commit to its successful implementation. This article argues that higher education institutions (HEIs) should also recognise the crucial role professional development programmes on internationalisation play for academic staff, providing them with appropriate skills and knowledge to help the university achieve its aspirations with respect to internationalisation. The main goal of the UCU Global Outreach Programme on internationalisation was to create annual training that would help the Ukrainian Catholic University's (UCU) academic staff experience the benefits of internationalised education and give them the necessary skills and tools to do so, as well as create favourable conditions for launching their own individual projects in line with the UCU Strategy for Globalisation and International Solidarity. The process, structure and long-term effects of the programme discussed in this article may be beneficial for other institutions that would like to involve their academic staff in similar professional development projects.

2. Global dynamics in the internationalisation of higher education, and the role of academic staff

Internationalisation in higher education (IoHE) has been examined from various perspectives in the worldwide academic discourse for decades. It has become a broad umbrella concept that embraces a wide range of interconnected issues related to the international dimension of higher education, including institutional strategies of development; internationalisation of the campus and services; academic mobility for students and staff; internationalisation of the curriculum, teaching and learning outcomes; global collaborative and interdisciplinary research; interinstitutional collaboration and partnerships; global ranking systems; resource development and financial management. A great deal of valuable research exists describing in detail the essence and role of each of the above components in the implementation of international activities in HEIs. However, only few of them make explicit reference to staff roles when defining the process of internationalisation.

The complexity of IoHE's scope and activities puts an emphasis on the active and long-term engagement of the entire academic community as well as external stakeholders in their implementation. In this regard, perhaps the most widely known concept is a recent one of "comprehensive internationalisation" developed by American scholar John K. Hudzik (2011, p. 6):

A commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

This definition reflects the growing awareness that IoHE is no longer delineated by the operational boundaries of International Offices alone. It has ultimately become a planned and purposeful process, which is also diffused across the entire HEI and affects a broad range of people: students, teachers, staff, alumni, employers and local communities. In addition to its main mission to enrich student and faculty life experiences, IoHE now influences a wide range of academic policies, educational and research programmes, teaching tools and didactic approaches. This makes IoHE heavily dependent on the active engagement of all actors involved.

Fiona Hunter (2015), a specialist at the forefront of IoHE research, has suggested that in a highly complex and interdependent world, constantly challenged by problems of a global scale, IoHE should be more inclusive through an internationalised curriculum for all students on campus. This in turn increases the neces-

sity of strong dedication and commitment on behalf of all HEI administrative and teaching staff whose roles put them on the front lines of IoHE delivery. Marina Casals, a coordinator of the SUCTI project,[1] noted the special importance of academic staff engagement in internationalisation:

"Academic staff represent the backbone of universities, and if they are convinced of the importance and added value of internationalization, they can become genuine change agents. In this way, they can make a key contribution to the overall objective of the project which is to ultimately transform the internal mindset of universities and enable these to become truly internationalized institutions." (SUCTI, 2016, p. 2)

It is often simply assumed that both teaching and administrative staff have the sufficient knowledge (e.g. of cultural differences or global issues), skills (e.g. international collaboration) and preparation (e.g. international student services) to properly implement the institution's internationalisation goals and activities, while simultaneously ensuring its high quality and excellence (e.g. internationalisation of the curriculum). However, the truth is that nowadays many HEIs do not fully recognise how the crucial role of faculty professional development is related to the Internationalisation Strategy and activities. This is evidenced by the results of a recent survey about in-house training provision on internationalisation conducted in 2017 as a part of the European Commission's SUCTI project. A survey of 180 academic staff representatives across Europe underlined HEIs' substantial focus on expanding the number and scope of internationalisation activities. However, it also showed that many institutional strategies underestimated the need for adequate resource management, including professional training, career development, funding and financial resources to implement these internationalisation strategies (SUCTI report, 2017). Some of the key survey findings also indicated that:

- 40.5% of the respondents said there was no training for academic staff regarding internationalisation (p. 13);
- 82.8% of those who were offered such training programmes indicated that they were optional and could not provide systematic impact, even though they were linked to the institutional strategy (p. 14);
- The most frequently offered training programmes were English language programmes, offered in a whole 81.7% of institutions (ibid.);
- Only 16.1% of the HEIs confirmed an adequate form of programme recognition that was linked to career progression in some way (in addition to a certificate of attendance) (p. 19);
- Five staff categories should receive continu-

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ous training in internationalisation: student services (91.7%), faculty and department support staff (77.8%), admissions (76.8%) and marketing and recruitment (57.1%) (p. 21);

• The following top five areas were priorities for internationalisation training: intercultural competence (79.4%), delivery of international student services (75.6%), English for international communication (71.1%), understanding the institutional strategy (67.8%) and internationalisation itself (57.2%) (ibid.).

Even though many Ukrainian HEIs now consider internationalisation a cornerstone of institutional strategies, some universities' leadership does not always clearly communicate roles, tasks and expectations to individual staff with respect to implementing the elements of internationalisation strategies. To a large extent, internationalisation in Ukraine occurs in a fragmented rather than a systematic way, and is rarely shaped by a given institution's mission, traditions or current context (Sikorskaya, 2017). Accordingly, if the academic staff does not receive sufficient institutional support to develop their internationalisation competences, it will be difficult for them to realise their full potential and leverage internationalised professional development to implement those very strategies the institution has laid out. The situation is further complicated by the fact that today, the entire global academic community is witnessing the disruptive impact of COVID-19

on core IoHE activities: academic exchange, cross-border research and collaboration, campus internationalisation, etc. International educators must already plan and work now in light of new realities concerning local and global common goods (Marginson, 2020). This again reinforces the need for a clear and well-communicated understanding of internationalisation and its importance to providing quality education by the entire HEI academic community (Taalas & Grönlund, 2020). A professional development programme on internationalisation for academic staff is perhaps the most effective tool for achieving this goal. If it has a well-designed structure, content and opportunities for experimental training, it will be able to provide a reliable bridgehead for the development of a university community-of-practice and shared responsibilities, leading towards successful implementation of the comprehensive Internationalisation Strategy.

3. The rationale for the Internationalisation and Staff Development Programme at the Ukrainian Catholic University

In his encyclical letter Laudato Si', Pope Francis (2015) emphasised that "our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature" (n 215). The world has become complex. This contributes to the complexity of the global problems that today's humanity must face and tackle. It is clear that neither a single nation, government, science, nor any institution alone can effectively and efficiently meet contemporary challenges. Pope Francis also argued that

"Now more than ever – in a context torn by social conflicts and lacking a common vision – there is an urgent need for a change of pace – through an integral and inclusive education, that is able to engage in patient listening and constructive dialogue – whereby unity can prevail over conflict." (Laudato Si' Movement, p. 2.)

On 12 September 2019, Pope Francis invited representatives from around the world (in particular, 1,750 Catholic educational institutions where 11 million students study) to sign a Global Compact on Education[2] and to build an educational process that would involve everyone on the globe. In launching the Compact, the Pope has invited us to create a "village of

education" – where it is easy to find "A global agreement about an education that integrates and respects all aspects of the person, uniting studies and everyday life, teachers, students and their families, and civil society in its intellectual, scientific, artistic, athletic, political, business and charitable dimensions." (ibid, p. 2.)

He was also very explicit about the steps we must take forward in order to achieve this goal: "to place the human person at the centre, to capitalize on our best energies, creatively and responsibly, and to train individuals who are ready to offer themselves in service to the community" (ibid., p. 3). The Ukrainian Catholic University has joined this pact and has been actively applying the key appeals of the Compact to its institutional strategy of development, and to its Internationalisation Strategy in particular.

The "UCU Vision 2025" is a document outlining how to become a university that focuses on its students' and faculty's holistic development and success in cooperation with its alumni, employers, donors, and a broad vast national and international partnership network. The distinguishing idea by which UCU is recognised, and which inspires the university to grow as a community, is the call to service (UCU, 2020). In 2020, UCU became the first university in Ukraine to put the model of Service Learning into practice. The prerequisites for a flourishing community of service at UCU are:

• Teachers who have the adequate skills and

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competences to serve students' integral development;

- Students who study and gain real-life experiences in order to become leaders who serve;
- Research and training for cooperation, influence and change, in order to change how [the university community] think[s] about various problems of our society and the world, and also what we do with them (UCU, 2020).

The global mindset in service to the local community, as well as awareness and respect for language and cultural diversity is vitally important for students' success in being able to meet the globally connected world's challenges and demands. The UCU community believes that it is not enough to be global; it is necessary to put this "global-ness" in service of the common good. This takes place, for instance, in the 2025 UCU Strategy entitled "A University that Serves", and the Catholic Church's Social Doctrine, as well as the United Nations' Agenda 2030, Global Compact and the Sustainable Development Goals. As such, it forms an essential basis for the sustainable and inclusive Ukrainian society of the future. Ensuring this goal and equipping UCU students and staff with the relevant skills and competences are the main tasks of UCU's Strategy of Globalization and International Solidarity (SGIS), adopted in 2020.

The key objectives of the Internationalisation Strategy are:

- The concept of a "University that Serves" – service manifested in multiple forms of international student volunteering, teachers' use of Service Learning and experiential learning approaches in their disciplines, especially in the UCU Core Curriculum.
- Academic development and international solidarity is aimed to adjust the curricula of all educational programmes to global goals (including the SDGs and Catholic Social Teaching) and initiate the formation of learning outcomes for students within their disciplines to address global challenges. Another necessary precondition is the language aspect, which means increasing the portfolio of academic courses taught in English and other foreign languages, gradually developing UCU's services and communications into bilingual formats in Ukrainian and English, and encouraging students to write their theses/papers/projects in English. UCU's academic development and international solidarity will only be successful if there is vibrant academic interaction with foreign partners, which is vital for international students and teachers to learn about the local specifics of responding to global challenges (e.g. study and research trips, joint disciplines, collaborative research, comparative approaches, etc.).
- The digital design of internationalisation creates more opportunities for individual learning trajectory through the introduction of digital teaching formats such as: e-teach-

ing with the involvement of international academic partners; international virtual exchange and virtual exchange projects (including Erasmus+ Virtual); combining virtual and physical exchange; collaborative online international learning (COIL), etc.

UCU sees internationalisation as an organic tool for developing educational and scientific programmes, an essential component for improving their quality, a crucial means of forming the university brand, and an unparalleled chance for self-reflection and self-assessment in the global academic field (UCU SGIS, 2020). However, despite the strong commitment to internationalisation, a common understanding of the concept of "comprehensive internationalisation" and its benefits to education provision is lacking among UCU faculty and staff. Internationalisation is often viewed and prioritised by UCU Academic Directors and faculty as the central tool for various university activities, including international student/staff academic exchange, international projects (including research) and global partnerships (Survey 2018-2019). This general perception significantly impacts the design and provision of internationalised education at UCU. However, internationalisation is not only about travelling and foreign language, though these are indeed essential elements of a university's international activities and students' international learning experience. Internationalisation must also be understood as a synonym for high-quality education and a tool to educate engaged people, leaders with a global mindset, skills and compe-

tences. This understanding is achieved through comprehensive communication across the institution and joint development with fellow colleagues.

Moreover, a core strategy to achieve this endeavour requires well-trained faculty capable of applying a wide range of international and intercultural learning tools into their courses and research projects. The existence of appropriate internationalisation skills is also an official requirement under the Regulations on Professional Qualification Requirements for UCU Faculty, approved in 2019 (UCU), as well as the 2021 State Professional Standard for Higher Education Teachers (МЕУ). Accordingly, the professional development programme on internationalisation offered by UCU International Academic Relations Office aims to provide colleagues with the necessary tools to meet these requirements.

4. Piloting the UCU Global Outreach programme, 2021/2022

Creating an ecosystem to support and promote high-quality teaching has always been one of UCU's top priorities. Promoting teaching excellence is currently one of UCU's top-ten strategic projects for the period of 2020 to 2022, and more generally corresponds with the UCU 2025 Strategic Goals – "The best teachers for the best students". Hence, UCU has allocated a lot of resources and constant investment in areas of teaching development such as digital literacy, teaching methods and skills, grant-writing skills, research competences, foreign-language abilities, soft skills, etc. The university also offers a wide range of professional programmes that have been conducted since 2016 on an annual basis.

Although certain aspects of internationalisation were covered by certain topics and activities within the above-mentioned programmes, UCU has not yet had a single comprehensive programme that would offer its academic staff multifaceted and appropriate professional development in line with the university's institutional aspirations for quality in internationalisation. The need to introduce a professional programme for academics became especially acute after the approval of the new Internationalisation Strategy (2020-2025) in May 2019. This strategy became a separate tool for improving the quality of education and research at UCU, and therefore required the involve-

ment of almost all members of the university community. One of the most important events that launched the process of preparing such a programme was the participation of the UCU International Office in the THEA Ukraine project, which offered training and consultation on organising internationalisation projects. UCU's International Academic Relations Office used this opportunity to design UCU's first professional development programme for faculty on internationalisation, the UCU Global Outreach (UCUGO), receiving valuable constructive feedback from other experienced counterparts from Germany and Ukraine.

4.1. Purpose and scope

The main goal of this project was to create a regular annual programme that would help teachers experience the benefits of internationalised education and give them the necessary skills and tools to do so, as well as create favourable conditions for launching their own individual projects in line with the UCU Strategy for Globalisation and International Solidarity. In addition, the UCUGO professional development programme has been designed to help UCU academic staff to:

1. Acquire general knowledge of what comprehensive internationalisation at UCU is, and what the recent trends of internationalisation in higher education are;
2. Better understand the importance of internationalisation in their job responsibilities and how internationalisation influences

students' integral development;

3. Become aware of UCU's Strategy of Global-
ization and International Solidarity, and its
objectives and activities in terms of interna-
tionalisation;

4. Apply the most appropriate and necessary
internationalisation tools for their own indi-
vidual internationalisation projects;

5. Receive the necessary institutional support
and mentorship in achieving individual
project goals;

6. Become advocates of UCU's internation-
alised education as well as internationalisa-
tion ambassadors within their faculties and
academic fields;

7. Upgrade their own skills in intercultural
communication and awareness.

UCUGO is based on the principle that it is the
responsibility of the individual faculty mem-
ber to develop the professional teaching or ad-
ministrative competence necessary to provide
high-quality education and services to UCU
students, international and exchange students,
employers, international partners and other
university stakeholders. This means the general
scope of the project will be to:

• Provide programme participants with the rel-
evant course materials and information about
internationalisation;
• Offer several intensive modules and work-
shops on internationalisation tools, tracks
and opportunities;
• Offer institutional support (in some cases,
including funding), mentorship and guidance

so faculty and staff can develop and imple-
ment their own individual internationalisa-
tion projects; and
• Disseminate information about project
results and maintain awareness about UCU's
Strategy for Globalisation and International
Solidarity.

In order to maximise the programme's practi-
cal experience and results, it was also decided
to carry it out in cooperation with those inter-
national academic partners with whom UCU
has intended to expand interinstitutional co-
operation projects. Accordingly, an additional
operational task was to involve not only UCU
teachers in this programme, but also teachers
from partner universities with whom UCU
could deepen academic cooperation and inter-
personal contacts. UCU will have the honour
of collaborating with the Catholic University of
Manizales in Colombia on the pilot programme.
It will be administered by the Internation-
al Offices (IO) of both universities, who have
prepared the project design and logistics. IO
staff will also become mentors for programme
participants, providing them with institutional
support in developing and implementing their
own internationalisation projects.

4.2. Methodology, content and target group of the programme

The biggest challenge in designing this programme has been to build the structure and content so that it would not repeat the goals and objectives of many existing training programmes, and would create a special added value for teachers with an emphasis on practical skills and personal experience.

Hence, the main target group for the professional programme will be UCU academic staff who have already benefited from the following UCU HR programmes regulating the hiring of new employees:

• Orientation to UCU (offered by the HR Department): structure and processes of UCU, documents, campus structure, logistics, library, IT, etc.;
• Basic teaching skills (offered by CEIT and Academic Department):Content Management System, course design, digital tools, assessment, academic integrity, etc.;
• The UCU Formation Programme (offered by the HR Department and Pastoral Department): the UCU ethos and its Christian component, mission and values of UCU, etc.

Participation in these programmes are prerequisites for UCUGO, which will become part of the faculty development trajectory. Accordingly, this programme will become a two-credit certified training module (60 hours) that can be selected by UCU faculty members from the UCU professional development portfolio in or-

der to complete the mandatory faculty certification training programme (six credits over six years).

The trial run of the UCUGO programme will take place in 2021/2022 in the following three-module model:

Module 1: Awareness raising and profile analysis (10 hours in June 2021)

Deliverable: A Pedagogic tool (syllabus) with all international elements is identified and ideas on how to bring those international elements into the classroom of the chosen subject are developed. The proposed topics covered during the module will include: internationalisation "policy" (institutional goals, holistic education, student and teacher development, collaboration and interaction); global competences (Why are global competencies important? What are the global competences you want your students to achieve?); international and interdisciplinary content (What content is appropriate for internationalisation? What topics can flexibly complement other subjects?); Sustainable Development Goals & Catholic Social Teaching (What content touches on SDGs and/or CST, and how?).

Module 2: Analysis of the interaction and collaboration project (20 hours in October 2021)

Deliverable: A Pedagogic tool (syllabus) with a proposal on how to implement strategies developed in this module, as well as a proposal on how to work with an international peer to

carry out the collaborative proposal are developed. The proposed topics to be covered during the module will include: institutional strategies for internationalisation (What strategies do we want our professors to know?); group work (How can professors work together to discover ways and possibilities to implement strategies?); experiential education (What strategies should IO staffers share with professor to allow them to experience their benefit for students?); instructors' inclusion of these strategies in lesson planning.

Module 3: Step into action planning project implementation for 2022 (in pairs matched) (30 hours in December 2021)

Deliverable: A project is planned to be implemented during 2022. The proposed topics covered during the module will include: organisation of pairs (each teacher must choose a partner); important elements to bear in mind (time, schedule, sessions, type of collaboration, type of project); What is a project? What are collaborative activities that students can perform together?

4.3. Benefits and side effects of the programme

If successfully implemented, UCUGO will create many benefits for those involved. Teachers will be equipped with skills and competences required for internationalised education, including an individual ability to apply the necessary priorities to course content and teaching tools or methods. This would also include the individual ability to establish international ties and projects. As a result, students will obtain the necessary skills and competences to work and thrive in a globally connected world. Academic programmes and faculties would foster the development of their internationalisation activities. Employers will be able to hire well-prepared and experienced staff with global skills. Ukrainian society will benefit from the development of engaged and societally responsible people with a global mindset, the ability "to think globally – act locally", and a readiness to become creators of trends and advocates for Ukraine in the world.

One of the most desirable long-term effects is that internationalisation is anchored in curriculum design and admin services, which reinforces UCU's role in providing its students with adequate skills for integral development, a spirit of global citizenship and the skills needed to thrive in the globally connected world. These include transversal skills and the ability to take an international perspective, intercultural sensitivity, a global mindset, critical thinking, curiosity, empathy, soft skills, foreign

language skills, conflict management skills and digital skills. At the same time, there will also be a need to extend the framework of the UCU quality assurance system to implement, monitor and assess internationalisation skills and competences among staff and students, as well as the success of internationalised courses and programmes. Internationalised teaching and learning would also facilitate the promotion of UCU's responsibilities society-wide (rather than a privileged range of student opportunities) for its stakeholders: employers, partners in domestic society (NGOs, secondary schools, Ukrainian HEIs), students' families, local communities and international partners.

5. Conclusion

A professional development programme focusing on internationalisation for academic staff is critical and an unavoidable element in achieving the goal of successful implementation of any Internationalisation Strategy. Beyond institutional strategic objectives and projects, there are always people who embrace any internationalisation ventures and make them actually happen. Both academic staff and students need to be equipped with the appropriate knowledge, skills and competences to contribute to solving transitional global challenges in a highly interdependent world. The Ukrainian Catholic University Strategy 2025 and the Strategy for Globalisation and International Solidarity are postulated on holistic human development and the success of students and teachers in partnership with the university's partners and stakeholders. UCU perceives internationalised education as a tool for developing educational and scientific programmes, an essential component for improving their quality, a crucial means of forming the university brand, and an unparalleled chance for self-reflection and self-assessment in the global academic field. Therefore, it is absolutely essential that the entire UCU academic community is thoroughly informed and aware of the advantages of internationalisation for their professional and individual development. In this regard, the mission and responsibility of the UCU International Academic Relations Office is to provide the necessary institutional and mentoring support to academic staff. The UCU Global Outreach Pro-

fessional Development Programme on Internationalisation offered by the UCU International Office will be a regular, annual programme that will help academic staff experience the benefits of internationalised education and give them the necessary skills and tools to do so, as well as create favourable conditions for launching their own individual projects in line with UCU's Strategy 2025. It is precisely in this way that UCU can contribute to Ukrainian society, and raise a generation of engaged and societally responsible people with a global mindset, an ability "to think globally & act locally", and a readiness to become creators of trends and advocates for Ukraine in the world.

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The "Internationalisation Diving" internet platform at Zaporizhzhia National University

The "Internationalisation Diving" internet platform will support the internationalisation of higher education by providing information and educational assistance to teachers and administrators in higher education on improving the management system of international activities. It will also assist university staff in finding partners and promoting project ideas. The project includes developing a website that will host national legislation, local strategic documents, information on international projects designed to promote the internationalisation of Ukrainian universities, and references for international programmes and funds. It will also contain information on finding partners for project-based activities as well as the personal experiences of students, teachers and scholars in the field of international cooperation. In addition, training material and videos for university employees on various aspects of international activities will also be posted on the platform.

Internationalisation@home: maritime discourse at Kherson State Maritime Academy

The project is designed to set up the academy's development plan for internationalisation for the years 2021-2026. It will start by defining KPIs for internationalisation in the maritime educational sphere. The first step will be to identify countable and uncountable indicators relevant in the international maritime field, which not only includes students and academic staff, but also shipping companies.

Based on this system of indicators, the next step will be to analyse the Internationalisation Strategy of the Maritime Academy and outline a development plan for 2021-2026. The broader goal of this project is to help the academy meet international standards, form new cooperative agreements, and start collaborating with new partners based on the development plan.

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Developing a handbook for international students at Ternopil V. Hnatiuk National Pedagogical University (TNPU)

While the number of international students is decreasing due to the current COVID-19 pandemic, and the need to attract more international students is rising, the clear focus of this project lies on analysing the needs of current international students and developing a handbook for future incoming international students based on this analysis. It will be published in an online format as an e-handbook, making it easily accessible to prospective students.

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Nowadays, universities operate in an environment of competition that has many of the characteristics of a market. Excellence in research helps universities compete for students, and provides innovation in teaching. Taras Shevchenko National University of Kyiv (TSNUK) is a classic university with a distinct research profile, yet there has been a continuous decline in research funding in the government's budget. In light of this, the Department for Project Activity Development was organised as the Unit of Research and Development of TSNUK. The goal of this project is to improve the ability of university staff to compete for external research funding via internationalisation and collaboration by creating an Organisational Development Strategy and a Communications Strategy for the Department for Project Activity Development. This project will involve introducing training webinars and establishing a network of project coordinators.

Internationalisation for student success – a case study of the development of a resource centre

Natalia Kovalchuk

1. General context and literature review

The internationalisation of higher education has a long history and has taken many forms. Lately, it has become almost commonplace to treat a relevant set of activities providing students with international experience as an imperative, and a necessary element of quality education (Johnson & Mansur, 2017). Current students will work and live in a global world, and it is a natural task of educational institutions to prepare them for a successful and productive future. This is particularly true for young people pursuing liberal arts degrees. For students in the humanities, internships or study abroad programmes provide opportunities to practise languages, develop an understanding of different cultures, and increase global awareness (ibid.).

Liberal arts institutions generally provide a favourable context for internationalisation efforts involving undergraduates as a result of their specific institutional setting (small study groups, access to individual consultations and tutoring, global/cosmopolitan curriculum). At the same time, studies suggest that small liberal arts institutions are significantly lagging behind big research universities in terms of the scope and budget of internationalisation activities (Green & Siaya, 2005).

While outlining best practices in the field of international education, scholars and practitioners have often referred to "a holistic approach" and the comprehensive character of related activities. The holistic approach to human development takes into consideration cognitive, intrapersonal and interpersonal dimensions, and works to develop intercultural maturity and relevant skills (Braskamp, 2009). A framework for comprehensive internationalisation requires a particular organisational culture, including consistent leadership, faculty engagement in international activities, persistence and adaptability, as well as measurable goals (Hudzik, 2011).

Historically, the approaches to campus internationalisation in the USA and Europe have differed significantly. According to de Wit (2002), these differences mainly emerged during the second half of the 20th century. Initially, American higher education institutions (HEIs) were more interested in developing explicitly inter-

national projects, while traditional European universities considered themselves international by nature. "The focus of international education in the United States is more directed to the globalisation of the curriculum, area studies, and foreign language study, while in Europe focus is more on networking and mobility" (de Wit, 2002, p. 222). Although this article was published 20 years ago, this observation still makes sense, even though European exchange programmes such as Erasmus+ are increasingly opening up for students, faculty and administrators outside the EU.

Moreover, since liberal arts institutions constitute a very "American" tradition of undergraduate schooling, they preserve their typical characteristics even when implanted outside the USA. The Faculty of Humanities of the Ukrainian Catholic University (UCU) represents one of the first examples of applying the liberal arts model in Eastern Europe. A more detailed description can be found in Section 2 of this paper.

American liberal arts colleges have employed various strategies in their internationalisation efforts. According to Green and Siaya (2005), the most effective methods have included articulated international commitment; the search for external private funding and development grants to support internationalisation efforts; the development of relevant administrative structures; study abroad opportunities for students and faculty; course requirements with an international focus and/or in a foreign language; the recruitment of international students; and conferences and scholarly events. The following describes how most of these strategies are reflected in UCU internationalisation policies, including a project conducted within the THEA Ukraine framework.

2. The institutional setting – the Ukrainian Catholic University

UCU is a private university located in western Ukraine, and is the first Catholic higher education institution on the territory of the former Soviet Union. In the 2019/2020 academic year, it served 2,039 students, 1,339 of them undergraduates (UCU, 2020a).

2.1. UCU's international profile

The university is actively involved in the development of international partnerships. Currently (as of the 2019/2020 academic year) there are 30 active partnerships within the Erasmus network and 58 other partnership agreements (UCU, 2020a). Strong points of the UCU international portfolio include the significant presence of foreign lecturers and teachers with substantial international experience, a wide range of international conferences and schools, and a growing number of international students learning the Ukrainian language and culture at UCU. At the same time, some areas, such as the number and quality of academic courses in English, the university's presence in international associations, and the ability to attract international exchange students still require improvement. UCU's strategic goals for 2025 include a focus on "the holistic development and success of its students and faculty" (UCU, 2020b), as well as contributing to "building a new Ukraine and Europe through a wide national and international collaborative network"

(ibid.). These and other points reflected in the UCU strategy outline the fact that internationalisation is considered a priority. The strategic document states that the comprehensive internationalisation of the campus should prepare UCU students for the professional and social challenges of the future.

2.2. The profile of the Faculty of Humanities

The tasks and strategic goals mentioned above are reflected in the mission and priorities of the Faculty of Humanities at UCU. The faculty operates according to the liberal arts model, which is similar to its American counterparts, but practically non-existent in the Ukrainian context. This innovative model was launched in September of the 2016/2017 academic year. It allows students to ultimately choose one of three specialities – History, Cultural Studies or Philology – and acquire essential academic skills and experience, such as critical thinking, academic writing, rhetoric, and proficiency in foreign languages. Currently, there are 310 students in all the liberal arts programmes combined.

The programme's advantages derive from the fact that it has developed at the intersection of tradition and innovation. On the one hand, the programme builds on decades, if not centuries, of European and American educational practice; on the other hand, it responds to the current dynamic situation in society and the labour market. The emphasis it puts on

the development of critical thinking and analysis, self-management and problem solving is in line with the list of essential skills that will be relevant to employers over the next decade (WEF, 2020). Since international competences are necessary prerequisites for a successful career, the project conducted within the THEA Ukraine programme emerged to develop an international resource centre serving liberal arts students.

3. The International Resource Centre at the UCU Faculty of Humanities

Over the last few years, the university has developed many services and provided numerous opportunities for students willing to pursue internships and study abroad. However, the number of possibilities is still limited, or rather does not correspond to the number of interested students. Moreover, general institutional mechanisms do not always consider the interests and educational objectives of the particular academic cohort. As a result, students often missed opportunities because they were either not properly informed, or did not receive adequate assistance along the way. That is why it has been essential to create a special resource centre at the department level, enabling students to find all the necessary information and receive consultations in one place. The centre will utilise existing university resources and make them available to students through personalised training and consultations. The establishment of the International Resource Centre at the Faculty of Humanities of UCU was approached as an application project in the context of the THEA Ukraine programme.

3.1. Project goals

The project's overall goal has been to ensure that liberal arts students have the most productive international experience possible. To achieve this goal, it is necessary to develop tools and institutional structures for holistic,

focused, personalised support at the department level, arrange more opportunities for the cohort, and encourage students to take advantage of existing opportunities and proactively seek out external options. This kind of support for undergraduate students majoring in liberal arts will be provided through the International Resource Centre at the UCU Faculty of Humanities.

The resource centre will assist students with the following tasks:

- Finding study and internship opportunities abroad;
- Informing students about existing possibilities in a timely manner;
- Assisting students at every stage of the application process (in cooperation with the UCU Language Teaching Centre);
- Explaining student exchange policies and guiding students through the preparation of an individual study plan (in collaboration with the Dean's Office);
- Arranging meetings with peers who went abroad for study or internship programmes and who are willing to volunteer their time to advise other students on such opportunities;
- Arranging consultations by an Education Abroad Advisor to discuss experiences and requirements associated with study and internships;
- Assisting with the visa process and travel logistics issues (in collaboration with the International Office);
- Ensuring smooth reintegration by providing

academic and administrative assistance for returning students.

3.2. Project action plan

The project action plan, developed within the THEA Ukraine programme, consisted of the following main steps:

- Developing an action plan and schedule of milestones;
- Establishing collaboration with three key offices: the university's International Office, the Language Teaching Centre and the Dean's Office;
- Appointing a person based at the Dean's Office to serve as the chief coordinator and resource person;
- Selecting and coaching students who are willing to serve as peer advisors;
- Informing all whom it may concern about new services available.

A comprehensive system of support at every stage of study or internship abroad required the assistance of and collaboration with several administrative divisions within the university, such as the International Office, the Language Teaching Centre, and the Dean's Office, as well as recruiting a number of students as peer advisers.

The preparatory stage involved planning activities, selecting students, and negotiating with colleagues from the Language Teaching Centre and the International Office. A person based

at the Dean's Office now serves as the primary coordinator and resource person, while another administrator is responsible for media support and web design. Student peer advisors will be able to explain programme options and timelines, give an overview of the application process, and provide information about their own experiences abroad. Since academic quality is an integral part of the education abroad experience, students will work closely with the academic advisor and peer advisors to make sure that academic matters are handled properly.

Unfortunately, the period of project realisation coincided with the global COVID-19 pandemic, so it was necessary to update the action plan several times as the temporary quarantine measures were constantly prolonged and changed the format of events. The university implemented a hybrid teaching model, which required most students to attend courses from home (or their dormitory). As a result, they have been present on campus sporadically, for a short period of time, and unavailable for promotional activities. In addition, many international student exchange events have been rescheduled or cancelled, and most project activities had to be rescheduled or moved online. Last but not least, students were dealing with "Zoom fatigue", uncertainty, and constant changes of plans, and thus were less likely to invest time and effort in additional tasks.

3.3. Initial results and projected impact

Despite the challenges outlined in the previous section, a comprehensive system of promoting, organising and supporting study abroad opportunities for the students of the UCU Faculty of Humanities is being built. There are already new resources and tools to help students navigate international opportunities: an International Opportunities Webpage, and two resource officers at the Dean's Office. We have launched the information campaign on international programmes and selected a cohort of student peer advisors.

The quality of the project will be measured through student success indicators when the first targeted group of students successfully applies for summer and semester abroad programmes arranged by the university or other providers. Apart from making the studying abroad experience available to at least 80% of students at the Faculty of Humanities, it is important to ensure better outbound and return experiences, which result in a smooth transition between different educational systems and eventual successful graduation. More reach and productive educational experience will enable students to successfully enter the globalised academic and professional world in the long run.

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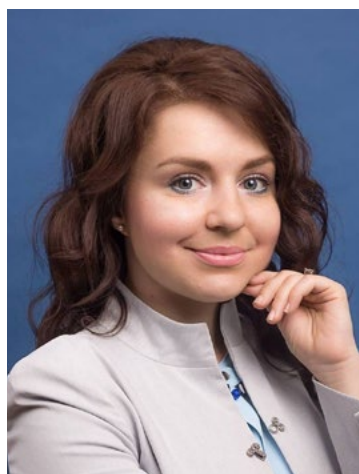Ukrainian Catholic University (UCU) (2020a): Rectors Report 2019-2020.

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UCU Global Outreach – Establishing a professional development programme on internationalisation for faculties at the Ukrainian Catholic University

The UCU Vision-2025 project envisions a university that focuses on the holistic development of its students and faculty, as well as on successful cooperation with alumni, employers, donors, and a vast national and international partnership network. Ensuring this goal and equipping UCU students and staff with the relevant skills and competences are the main tasks of UCU's Strategy of Globalisation and International Solidarity, adopted in 2020. Accordingly, the professional development programme on internationalisation offered by UCU's International Academic Relations Office aims to provide the university community with the necessary tools for internationalisation by offering workshops, course materials and institutional support for individual internationalisation projects.

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Establishing an overall strategy and developing an Internationalisation Plan for a faculty at Central Ukrainian National Technical University

This project will design an overall strategy as well as detailed planning for the internationalisation of the Faculty of Economics, taking into account the interests and needs of its wide-ranging stakeholders and its highly specific activities. Adequate planning will aid in the process of internationalisation of the faculty not only by making the process more efficient, but also by developing effective communication links. The faculty strategy will serve as a model not only for the university's overall Internationalisation Strategy, but also for other faculties, so that they too may benefit from enhancing the international potential of the institution.

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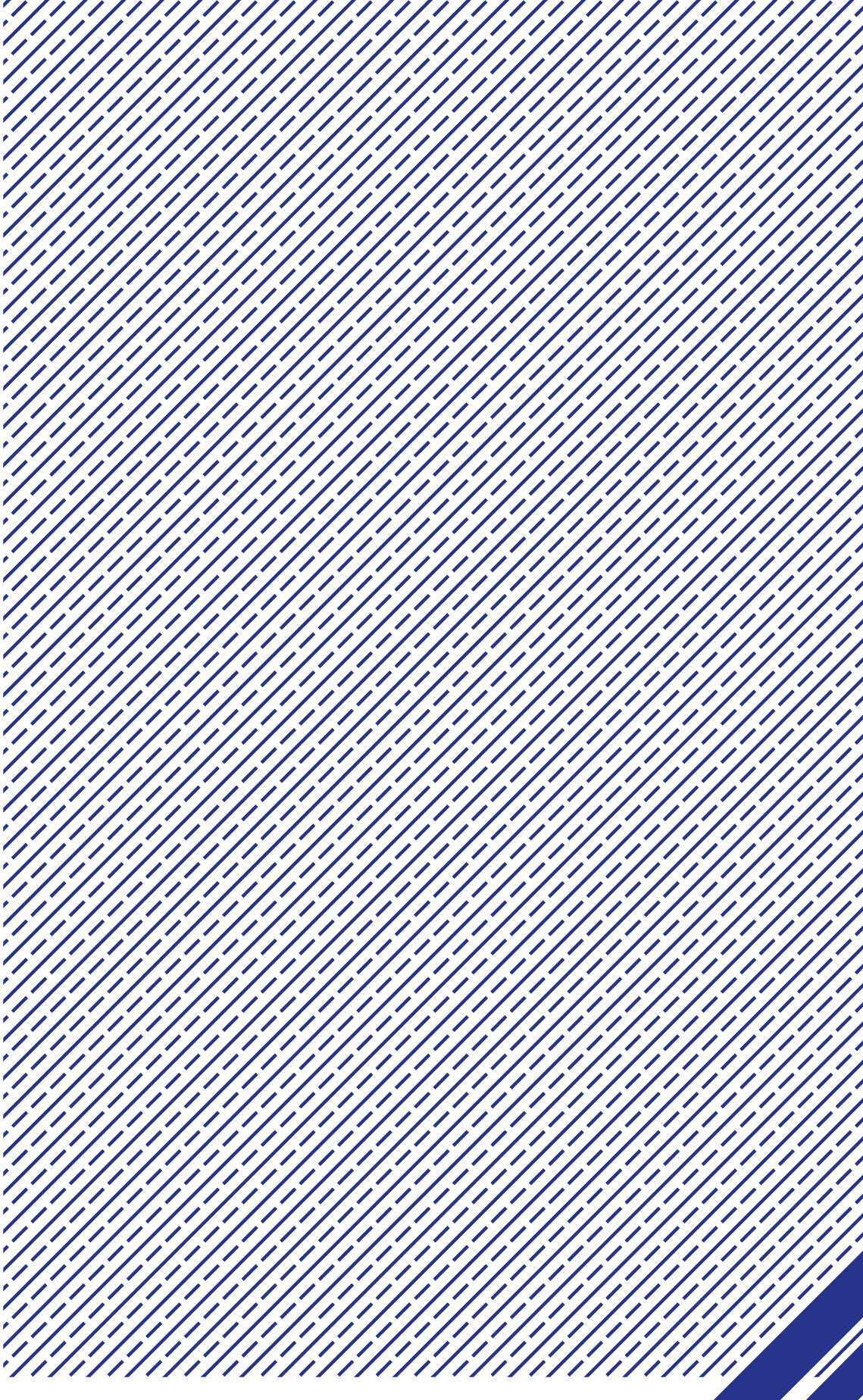
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The Ukrainian higher education system has undergone a number of developments since Ukraine committed itself to the Bologna Process in 2005. Internationalisation and quality assurance in higher education have thus become two core policy issues to aid Ukraine's efforts in becoming a full member of the European Higher Education Area.

Within the THEA Ukraine project (October 2019 – September 2021), 32 Ukrainian Higher Education Administrators received training in the field of internationalisation in higher education and science management. The participants worked on individual application projects to foster the international orientation of their home institutions, which are located all over Ukraine.

The implementation of this project has provided material for a number of case study descriptions of projects undertaken in the THEA Ukraine framework, as well as general perspectives on internationalisation in higher education; this anthology covers both of these aspects.