



**GOOD PRACTICES FROM THE
CIVICA PARTNER UNIVERSITIES:
HOW THE UKRAINIAN UNIVERSITIES
CAN BENEFIT**

**REPORT FROM SHORT VISITS AT THE CIVICA
PARTNER UNIVERSITIES**

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Introduction. Overview of the CIVICA for Ukraine Faculty/Staff Short Visits in CIVICA Partner Universities

The main objective of the “CIVICA for Ukraine” project is to develop and strengthen cooperation and build dialogue between the CIVICA Alliance and SGH with the Ukrainian universities and their academic communities, particularly in the social sciences, humanities, management, and public policy. Under the CIVICA for Ukraine project the Alliance develops cooperation with the following Ukrainian universities: Kyiv National Economic University named after Vadym Hetman (KNEU), Vasyl’ Stus Donetsk National University (DonNU), Ukrainian Catholic University in Lviv (UKU), National University “Kyiv-Mohyla Academy (NaUKMA) and Kyiv School of Economics (KSE).

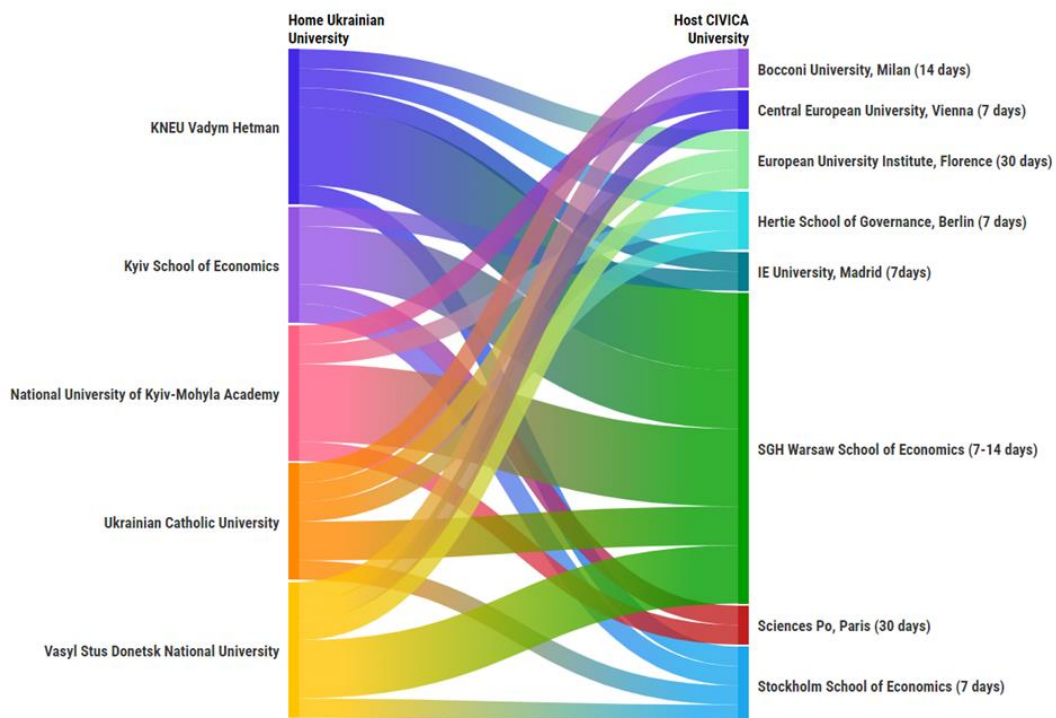
CIVICA for Ukraine enables establishment of valuable research and teaching connections, friendly environment for learning good practices and helps Ukrainian universities to implement the standards necessary for Ukraine’s integration into the EU. The goal of the “*Faculty and Staff Short Visits in CIVICA member university*” is to provide opportunities for Ukrainian academic and administrative staff to develop their skills, strengthen their professional capacity, bring European ideas and good practices to Ukrainian higher education sector and build the academic Ukrainian-European connections for the European future of Ukraine.

Numbers and Destinations

In total, we organised 34 visits of 31 persons to 8 CIVICA Universities, which lasted for 7, 14 and 28 days (additionally 2 days for travel were added to the total number of the days, according to the NAWA Program PROM). It is worth noting that at first, 24 short-term staff visits were planned: 15 visits for academic staff and 5 for administrative staff. But on the request of Ukrainian universities and in order to allow coordinators from Ukrainian universities to come together, a dedicated staff week was organised in December for 10 people, which also allowed summarizing the project implementation and discussing future collaboration.

The following CIVICA Universities hosted Ukrainian staff for their visits:

- SGH Warsaw School of Economics hosted 6 researchers for 14 days and organised a Wrap-Up Meeting with CIVICA for Ukraine coordinators in December 2023 (for a group of 10 persons);
- Stockholm School of Economics organised a staff-week for 4 academic and administrative staff;
- Hertie School of Governance hosted 3 researchers from Ukraine on a week-long staff visit;
- Bocconi University welcomed 2 researchers for 14 days;
- Central European University hosted 2 staff members from Ukraine for 7 days;
- European University Institute provided an opportunity for a month-long research visit to 3 researchers from Ukraine,
- Sciences Po hosted 2 Ukrainian researchers for a month-long visit



Source: graphic is available here <https://public.flourish.studio/visualisation/16090760/>

Participants' Profile and Topics of the Study Visits

Among 31 participants who took part in 34 mobilities, there were 9 administrative staff (half of them combining administrative and academic job) and 22 faculty members at all career stages, from early-career researchers to highly profile and distinguished researchers (e.g. prof. Yaroslav Hrytsak from UCU or dr Oleh Nivievskiy from KSE), from academics in teaching positions to persons fulfilling leading functions and belonging to university management (e.g. Oksana Kulakovska, Head of UCU Analytical Center, prof. Marharyta Chabanna, Dean of the Political Science Department at NaUKMA or prof. Svitlana Tsymbaliuk, Dean of the Department of Socio-Economics and Personnel Management at KNEU). However, it was not possible to ensure gender equality due to obvious reasons (difficulties with crossing the border), so not all the universities could send male participants. In total, there were 6 men and 25 women among the Ukrainian participants. As for the research profile, all researchers come from social sciences (economics, management and marketing, political sciences, public administration, international relations) and humanities (history, English), with a strong interest in EU affairs, which fully corresponds with CIVICA profile and research interests in CIVICA partner universities. Ukrainian researchers suggested different topics for their research and staff visits:

- **Building the research capacity for Ukrainian universities:** "Development of a research strategy for the [UA university] to become a strong stakeholder in Ukraine's sustainable, effective, and ethical policy design".
- **European Union and perspectives for Ukraine – policy aspects:** "EU-Ukraine relations within the context the Russian war against Ukraine", "European Integration in Times of Geopolitical Shifts: Navigating Challenges and Opportunities", "International strategic communication as one of the priorities of the EU's Common Foreign and Security Policy".
- **Political sciences and media studies, with the focus on wartime and recovery of Ukraine:** "Media Landscape and Strategic Communications in Times of Conflict", "Future of democratic institutions", "Civic education (informational policy, informational hygiene of population in a condition of military aggression)".

- **Business and economics, entrepreneurship and innovation development:** “Innovation, Entrepreneurship and Technology Transfer: Best Practices for Organization and Promotion of Research”, “Management of sustainable development in a global economy”, “Roadmap to sustainable finance in the post-war recovery of Ukraine” (starting with comparison of world-wide practices and creating profound recommendations for developing of ESG-oriented components in Ukrainian financial system)
- **Business education:** “Building a sustainable model of business education institution with strong research and international component for impactful business development”, “Entrepreneurship and Innovation: Leverage [CIVICA] University's expertise in entrepreneurship and innovation to enhance curriculum and teaching methods related to these crucial areas, fostering a culture of entrepreneurship among [UA] students”, “Explore how university has innovated their MBA curriculum to align with emerging trends in business education. Examine new courses, teaching methods, and approaches to experiential learning”, “Gaining insights into how a leading European business school operates, manages its programs and engages with students”
- **Teaching and learning processes** (organisation of studies & curriculum, online education, blended learning, implementation of dual-degree programs, teaching in times of crisis): “Case Teaching and Active Learning: Delve into the best practices and strategies for implementing case teaching methods effectively”, “Blended Learning and Online Education”, “Comparative Curriculum Analysis”, “Program Design and Management: Gain insights into the design and management of successful academic programs, focusing on meeting the evolving needs of students and corporate partners”, “Innovations in education: integration of science and practice”, “Study programs dedicated to public administration”. In fact, to get acquainted with the organisation of study programs and education process under Bachelor, Master programs, MBA, etc. was of the major priorities for Ukrainian staff. Participants were interested in learning of formats of guiding lectures and seminars, the system of recruiting students for studies, scholarship programs, and further facilitation for employment of graduates. Discovering how the university department works was interesting for both administrative and academic staff, especially

for those who has some functions. In particular, Ukrainian colleagues would like to know what are the supporting policies, faculty engagement and developing programs, collaboration with other departments and schools of the host university, growth success factors.

- **Doctoral Programs in CIVICA Universities**, major building blocks of the program, admission activities and technics, collaboration with other partners on joint programs.

As many CIVICA partner universities have international accreditations and belong to the other international networks in economic and business education, these issues were also highlighted as a priority for Ukrainian participants, in terms of their own accreditation procedures. They found the visits a step forward in learning how to prepare their university to acquiring new accreditations.

For all participants, staff visits created an opportunity to develop international collaboration and partnerships and explore opportunities for collaboration between Ukrainian and CIVICA universities, including prospective joint research projects, student exchanges, and initiatives that promote cross-cultural understanding.

Among their research visits' goals Ukrainian researchers mostly stressed on learning how the University/Department is functioning, what the supporting policies, faculty engagement and developing programs are, as well as growth success factors. They also emphasized enhancing collaboration in developing the research projects and educational programs in economics focused on rebuilding and recovery of Ukraine. We can conclude that the education (teaching and learning) part is of primary interest of all Ukrainian participants (both academic and administrative). They are interested in learning more about the study programs, including on the doctoral level, the major building blocks of the programs, admission activities and technics, collaboration with other partners on joint programs. The professionalization of study programs and cooperation with business and public institutions is also of great interest. For that purpose, Ukrainian educators expressed a desire to visit actual lectures in CIVICA partner universities, which happened.

For researchers, advancement of their individual research projects and making new research partnerships was defined as the primary goal of the visits. Besides, it

was highlighted that it would be important for them to have the opportunity to present their own research in the host CIVICA unit and have a live scientific discussion.

Ukrainian fellows on the managerial positions were interested more in the institutional development (department, center) rather than individual benefits, so their perspectives and priorities are focused more on the advancement of their institution's cooperation with the CIVICA partner university.

The challenges and obstacles faced during mobility

The biggest challenge in organising their short-term staff visits to CIVICA Universities was connected to the ongoing war in Ukraine. **Before the mobility**, the major problem was *organizing logistics* from and to Ukraine. Finding appropriate tickets and planning the trip took some time. Due to the Russian full-scale invasion the trip to the host university took even 2 (two) days to complete. Crossing border process is not easy as there are long queues, but nobody can influence on it. It was quite tiring and exhausting.

Male participants (6 from 31) faced the challenges with *receiving the special permission from the State Border Service*, thanks to support and special request from the Ministry of Education and Science of Ukraine all of them successfully allowed to leave the country and go abroad. Only 2 male nominated participants were not allowed to leave the country, so Ukrainian universities made the replacement nominations. But this process of receiving permission was accompanied with a long period of uncertainty and risky financial decisions from the funder (SGH) and Ukrainian researcher due to the need to make all bookings in advance. This was very stressful for the project coordinators as well.

“Before embarking on the mobility experience, a myriad of challenges demanded careful navigation and strategic planning. Securing permission from the Ministry of Education&Science to go abroad and addressing logistical hurdles, including travel arrangements and accommodation, required detailed coordination. Through early

planning and leveraging support services from the host institution, these challenges were gradually mitigated” (Mykola Gnatiuk, NaUKMA)

The other challenge was to find a reasonable but *affordable accommodation* for the short period of time, especially in the cities which are more expensive (e.g. Paris, Florence). But the Ukrainian staff stressed that all logistic inconveniences caused by full-scale war in Ukraine were vanished rapidly by host University and good welcoming atmosphere in Europe.

It was also challenging to *align academic calendars and agree the duties* in home university with the possible timing of mobility. This was managed through effective communication and planning, with a detailed agenda being developed to maximize the visit's impact. Ukrainian academics could also continue some activities in online format.

Some Ukrainian researchers pointed out some *challenges on the application phase*, related to search of the proper host university/department where the planned visit could be conducted. The plans and programmes of Ukrainian and European universities are different, so it was necessary to formulate the research objective in such a way that it met the requirements of the host university.

During the mobility, Ukrainian participants found *challenging navigating the academic and administrative systems* of a different university and adapting to different academic standards. These academic challenges were addressed by organising dedicated orientation sessions, assigning liaisons or mentors to guide the visitors through their academic and administrative journey, through regular communication with professors, seeking additional support, and utilizing available study resources. Social integration also remained a continuous effort throughout the mobility experience but with support from the CIVICA coordinator a social network was built in the new environment.

In specific cases it was quite *challenging to identify a professor in the host university who could advise Ukrainian researcher* on the planned research due differences in scientific interests. The role of the institutional coordinator as well as head of organisational or academic unit is crucial here to make the necessary arrangements.

Sometimes, the issue of *translation* from the national languages appeared (in case of events or resources provided in the national languages).

Also, there were some *technical issues*, specifically with access to Wi-Fi, for that purpose some universities issued university cards and created the accounts in the information systems, that provided them an access to the eduroam and numerous resources.

After the mobility, the challenge was in *maintaining the momentum of collaboration* and ensuring that the learnings and connections made during the visit were sustained. This was addressed by establishing formal channels of communication and collaborative projects, such as joint research initiatives and virtual follow-up meetings. Regular communication and the use of digital collaboration tools helped in keeping the interaction active and fruitful. An important task was to structure all the activities that were carried out during the visit, as well as to *analyse European practices* and how they can be implemented in the educational process in Ukraine.

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Other problem was related to the *possibility to maintain access to an online university or CIVICA resources, to the library or archive* at least for a month. This would be very helpful to collect the data or documents for their research. Maybe, in the future some solutions can be found.

Post-mobility, the challenges shifted to aspects of *returning to a country at war*. *Re-adjusting* meant staying connected with colleagues and international friends. Academic reintegration was expedited due to ongoing contact with the students. Reintegration in home university could even accompany with some passive and sceptical attitude towards the implementation of good practices from host University, due to different priorities and realities of the war.

Thus, while there were several challenges before, during, and after the mobility phase, they were effectively addressed through meticulous planning, open communication, and a strong commitment to collaboration from CIVICA and Ukrainian institutions and project coordinators from SGH. This study visit underscored the importance of proactive planning, resilience, and the utilization of available support structures in overcoming challenges associated with international mobility.

Summarizing Staff visits experiences – structure of the Report

Each participant from Ukraine prepared a report from the visits, and describe 2-3 good practices in the hosting CIVICA university, which they see as the most interesting and relevant for Ukrainian higher education, e.g.:

- (1) planning better scientific research, as well as in
- (2) the organisation of university management and
- (3) the implementation of the main goals for managing the education workflow and international cooperation or in
- (4) other areas.

This Report summarizes good practices provided by all Ukrainian participants, and present examples, that can serve the wider Ukrainian university community, both in university management and academic work, and administrative processes related to student education, research and international cooperation. Good practices in CIVICA Universities presented in the participants’ reports can be divided into eight groups (Figure 1).



Figure 1 – Good practices in CIVICA Universities

1. Good Practices in CIVICA Universities in Research

A good practice for supporting academic cooperation and research projects is establishing a department responsible for this.

To connect teaching, research, funding and management in line with university strategic priorities **Central European University** (CEU, Austria) has the **Academic Cooperation and Research Support Office** (ACRO)¹.

ACRO is responsible for:

- establishing beneficial and sustainable partnerships;
- encouraging and supporting CEU academic staff to obtain internal and external funding;
- acting as an interface between academic and administrative partners and thus successfully and efficiently coordinating complex tasks related to project management;
- and contributing to doctoral education with a special focus on improving employability through acquiring teaching, research and project management skills.

The purpose of the Research Support Scheme of ACRO is to provide a pilot funding mechanism in support of developing research initiatives by CEU academic staff members.

CEU encourages, supports, and hosts conferences and other events which contribute to its mission and increase the recognition of CEU in the international academic and wider community. Therefore, CEU seeks to provide funding for organizing in-house conferences and other academic events through the Conferences and Academic Events Fund. CEU Departments, Schools, Research Centres and groups may apply to the Fund for organizing academic events at CEU.

¹ <https://acro.ceu.edu>

Sciences Po (France) has 11 research units to generate new approaches and new research in law, economics, history, political science and sociology¹. Seven units are associated with France's National Centre for Scientific Research as "joint research units" and four units are recognized by the Ministry of Education and Higher Education as "host teams". Three centres are recognized as reception teams by the Ministry of Education and Higher Education. The School of Research provides training through research and for research for master's and doctoral students in law, economics, history, political science and sociology.

For example, research in the Department of Economics contributes to the development of methodology and economic analysis. Its research focuses in particular on the labour market, international economics, political economy, microeconomics, and development.

An interesting practice in **Sciences Po** is organizing **quasi-mandatory branch-bag seminars** every Friday that gather faculty members, PhD students, and post-docs during lunchtime. It is a very valuable and constructive practice. This fosters a collaborative and supportive academic environment for discussing the research, communicating, exchanging thoughts and socializing. The seminars are prepared by a corresponding research group and supported by the supportive staff on an operational level (announcements, invitations etc.).

This practice is useful for different reasons:

- **Cross-disciplinary Exposure:** PhD students are working on different topics and research areas. This variety will lead to the exchange of ideas and perspectives, potentially sparking new insights and collaborations.
- **Feedback and Critique:** Presenting research in a workshop setting allows students to receive constructive feedback and critical evaluation from their peers. This feedback is crucial for refining their work and improving the overall quality of research.
- **Presentation Skills:** Presenting in a workshop setting hones students'

¹ <https://www.sciencespo.fr/en/research/research-units>

presentation skills, a crucial aspect of academic and professional development. They learn to communicate their research effectively to both expert and non-expert audiences.

- **Question and Answer Sessions:** Handling questions from an informed audience helps students improve their ability to think on their feet and defend their research. This skill is valuable in academic and professional settings.
- **Broadening Perspectives:** Attending presentations on various research topics exposes students to a wide range of methodologies, theories, and applications. This exposure can broaden their intellectual horizons and inspire new research directions.

One of the best practices at the **European University Institute** (EUI, Italy) is its approach to **organizing scientific events**.

The preparatory stage includes the next activities:

- downloading information on the Event web page;
- registration process: all interested persons should fill out a simple registration form;
 - setting a limit on the number of participants (not more than 20 persons); the registration form is closed when they have a required number of participants;
 - emailing newsletter through units related to the topic;
 - inviting 3-5 experts from the EUI to make comments and recommendations.

The agenda of the scientific event is shown in Figure 2.

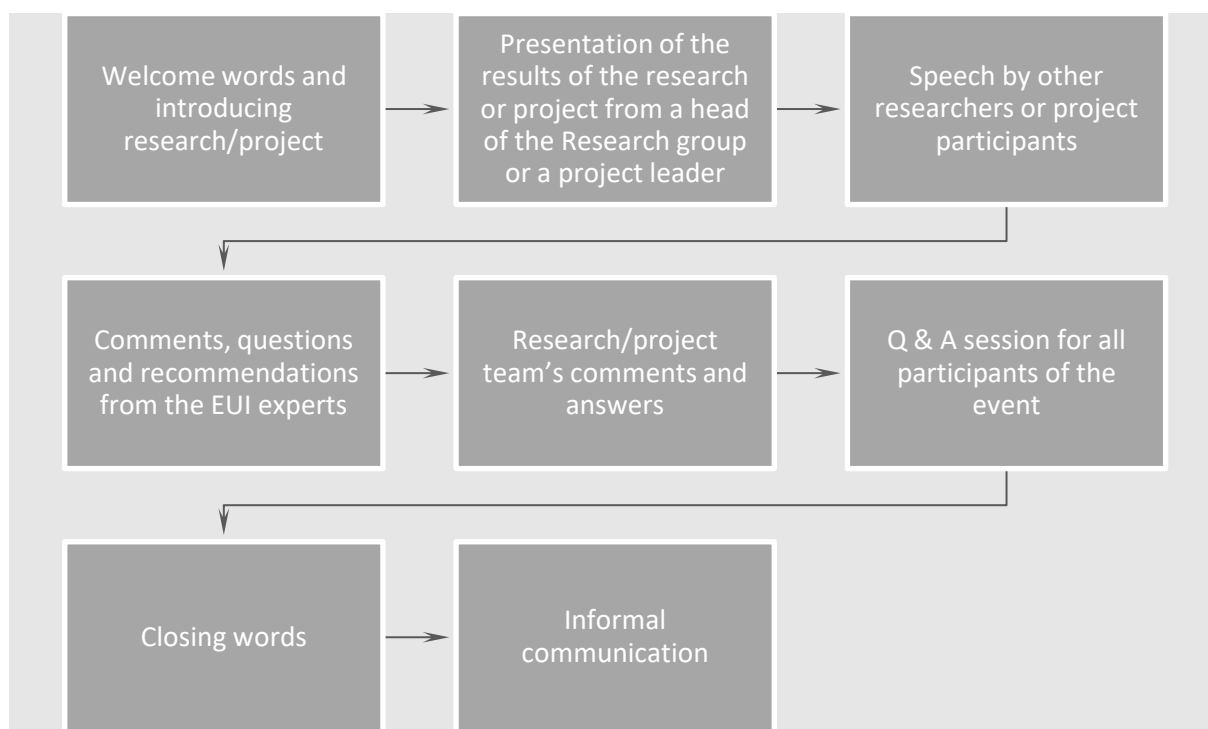


Figure 2 – Agenda of the scientific event

Such an approach allows us to move away from formalism, involve only interested people, and prepare and organize a high-quality professional discussion.

Research at the **European University Institute**¹ (EUI, Italy) embraces interdisciplinary, comparative and contextual approaches. Many EUI initiatives have a specifically European perspective.

Intellectual creativity and debate thrive at the EUI through collaborative projects, workshops and webinars, conferences and outreach events, and summer schools and executive training.

Among research projects:

- Wellbeing Returns on Social Investment Recalibration;
- Twentieth-Century International Economic Thinking, and the Complex History of Globalization;

¹ <https://www.eui.eu/en/public/research>

- The transnational divide: local triggers, social networks, and group identities;
- Solidarity in the European Union;
- Social Inclusion and the Political Economy of Education: Building Social Capital in Ethnic Diversity.

EUI focuses on the digitalization of political and social research and the achievement of exact results. Quantitative methods of analysis and specialized software for finding and summarizing empirical data are widely used in research at the EUI. This ensures proper validity of the results and convincing argumentation of the scholar's positions.

Despite the multicultural academic environment at the EUI, you can find common research themes. These are, for example, problems of anti-crisis management, prevention of global threats, integration processes, democratization and functioning of civil society. Search for common cases and backgrounds by researchers from different countries can help to exchange experience. It indicates the need to intensify the expansion of interpersonal contacts among researchers by creating groups and channels in social media, which should help to find co-authors for scientific work and members of research groups.

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Another example of good practice is the organization of the **conference “Horizons of the Polish Venture Capital Market: Challenges for Funds, Start-ups, and the Innovation Ecosystem”** at the **Warsaw School of Economics (SGH, Poland)**. This conference is a joint initiative of SGH, the SGH Foundation for Managerial Education, and the Warsaw University of Technology. The conference focused on the vital role of venture capital (VC) in supporting start-ups, which are inherently innovative and scalable, and their ability to quickly adapt and enter the market. Start-ups, especially in the current global context of environmental, social, political, and economic challenges, are crucial for introducing innovations.

A highlight of the conference is a special session, “Pitch me Baby powered by SGH”, where start-up projects seeking funding, including those from SGH and the

Warsaw University of Technology, were presented. This session provides a platform for budding entrepreneurs to showcase their innovations and seek potential investors.

The conference also addresses the smaller scale of the Polish VC market compared to global leaders like the United States, emphasizing the need for increasing private investor engagement and a better regulatory environment. It highlights how public funding, particularly from EU programs, contributes to the development of the VC market in Poland.

An economic-academic approach characterizes the conference, combining practical insights into the VC market with research and perspectives from entrepreneurs, financial institutions, and government representatives. The event underscores the importance of enhancing awareness and education among entrepreneurs and investors, strengthening start-up ecosystems, and fostering collaborations between universities, NGOs, government organizations, and companies.

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This initiative exemplifies how academic institutions can play a pivotal role in bridging the gap between theoretical knowledge and practical applications in the business and entrepreneurial world, a model that could be very instructive for the Ukrainian academic community.

Poland's experience in establishing a **representative liaison office in Brussels** is particularly noteworthy for facilitating the integration of the Ukrainian research community into the EU's programs.

For the Ukrainian academic community, the establishment of a representative office in Brussels could serve as a strategic gateway to European research networks, funding opportunities, and collaborative projects. It not only provides a dedicated platform for Ukrainian researchers to engage with EU programs but also fosters a stronger connection between the Ukrainian academic landscape and the broader European research community.

Introducing this initiative has the potential to elevate the presence and impact of Ukrainian research on the European stage, opening doors to collaborative ventures, knowledge exchange, and participation in EU-funded projects.

Sharing European experience in **organising doctoral training** is valuable for future research collaboration. Ukrainian staff could get acquainted with comprehensive approach to the organization of doctoral training at **SGH Doctoral School** and see the activities offered to PhD students at SGH. The activity of CIVICA PhD Clinic and PhD Clinic at SGH is of vital importance. The questions of quality of research and requirements for the publication of the results of the research were also discussed.

The system of management and organization of the studies at the Doctoral School.

1. The school is governed by the Dean and 2 Deputy Deans (vs head of the doctoral schools in Ukraine).
2. The individual research plan is submitted by the end of the 1st year of studies (not at the beginning of the 1st year) and has the elements that will clearly show the main structure, key elements and methods and even basic bibliography. This will help PhD student to understand what, when and how should be done to succeed with the dissertation defence.
3. Mid-term evaluation after the 4th semester of studies.
4. Online submission of the results of the implementation of the individual research plan at the end of every academic year.
5. The scholarships system that let the PhD students study and get financial support that will become higher after the mid-term evaluation, as well as the opportunity to get the increased scholarship.

“As Kyiv National Economic University runs PhD accelerator we are planning to initiate a closer cooperation with SGH PhD clinic and Doctoral School” (Olena Tsyrukun, KNEU)

One of the interesting practices is organizing **Book presentations**, which is observed at **Bocconi University** (Italy).

A book presentation aims to achieve several objectives, contributing to the academic and intellectual environment. There are some reasons why book

presentations are important for universities (Table 1).

Table 1 – Reasons of book presentations importance in universities

Reason	Description
Intellectual Engagement	Book presentations provide a platform for intellectual engagement and discussion. They offer students, faculty members, and the wider community an opportunity to delve into the ideas presented in the book and engage in thoughtful discourse
Academic Exposure	Presenting books in a university setting exposes the academic community to new ideas, perspectives, and research. It allows scholars to stay informed about the latest developments in their field or related disciplines
Author Recognition	Book presentations give authors the chance to show their work and receive recognition for their contributions. It's a valuable opportunity for authors to share their research, insights, and the motivations behind their work
Networking Opportunities	Attendees at book presentations often include academics, students, and professionals. These events provide excellent networking opportunities for individuals to connect with like-minded scholars, potentially leading to collaborations and partnerships
Cultural Enrichment	Book presentations can contribute to the cultural enrichment of the university community by exposing individuals to a diverse range of perspectives, narratives, and literary styles
Professional Development	Attending and organizing book presentations can be part of the professional development of students and faculty members. It helps individuals refine their critical thinking, presentation, and communication skills
Enhancing Research Culture	Book presentations contribute to the overall research culture of the university. They foster an environment where scholarly activities are valued and celebrated, encouraging faculty members and students to actively participate in academic discussions
Connecting Theory to Practice	Book presentations often bridge the gap between theoretical concepts and their practical applications. They provide a platform for authors to discuss how their research findings can be applied in real-world scenarios
Building a Community of Readers	Book presentations contribute to building a community of readers within the university. They create a shared experience around a particular work, encouraging a culture of reading and intellectual curiosity
Showcasing Departmental Achievements	For academic departments, hosting book presentations can be a way to showcase the achievements and contributions of their faculty members. It highlights the department's

	commitment to scholarship and research
Encouraging Lifelong Learning	Book presentations promote a culture of lifelong learning. They inspire individuals to continue learning and exploring new ideas beyond their formal education
Public Engagement	Book presentations often attract a broader audience, including members of the public community. This enhances the university's engagement with the wider audience, fostering a sense of openness and accessibility

Thus, book presentations are integral to the academic and cultural life of a university. They contribute to the exchange of ideas, foster intellectual growth, and create a vibrant scholarly community. Whether organized by departments, students, or some faculty members, these events play a crucial role in shaping the academic environment and promoting a culture of learning and research.

2. Good Practices in CIVICA Universities in Teaching & Learning

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A promising practice is **teaching the same courses for all students of the first year** without division into educational programs at the **Warsaw School of Economics** (SGH, Poland). Students have time to choose a specialization for their further education based on their initial knowledge of economics, their skills, and interests. There is no need to decide on a speciality immediately after graduation from secondary school.

Stockholm School of Economics (SSE, Sweden) has a similar practice. At SSE students study exclusively specialized disciplines. Students obtaining a bachelor's degree in the 4th semester must choose the specialization (major).

This practice is promising because it provides a more conscious choice of the future profession and a higher level of motivation and engagement. It allows students to become more competitive in the labour market and have deeper knowledge.

Another good practice in **SGH** is connected with the **system of mandatory basic, major, major elective and minor courses**. Students have the opportunity to choose

courses within some sets of courses that correspond to the educational program. On the one hand, it provides for students' freedom of choice in the forming of their academic trajectory and the development of individual skills and strengths. On the other hand, lists of major elective and minor courses provide relevant knowledge for a particular speciality and help students concentrate on their future specialities. Minor courses provide narrow specialization in some particular field. For example, for educational program Management (Undergraduate, full-time) minor courses provide three directions: Entrepreneurship, Marketing and Management. Elective and minor courses start from the 4th semester, for this time students know for sure their preferences and interests and realize their skills and abilities to make the right choice

An interesting practice in **SGH** is introducing **courses with zero ECTS** in curricula, such as Training on Fundamentals of Intellectual Property Protection (e-learning), Introduction to Academic Culture, Library Training, and Training on Occupational Health and Safety. These courses are essential for developing a comprehensive understanding of the principles of higher education in general and the functioning of the University in particular. Such courses help students to be successful during their studies. Training dedicated to issues of intellectual property is extremely actual in the context of using artificial intelligence and prevention of cheating.

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Some good practices are aimed at **increasing the quality of training and learning**. Among such practices – conducting lectures with elements of a workshop at **Hertie School** (HS, Germany). The format of the classes is shown in Figure 3. This format allowed the lecturer to present new material and immediately consolidate understanding of it in practical tasks. The attention of the students doesn't decline for a moment.

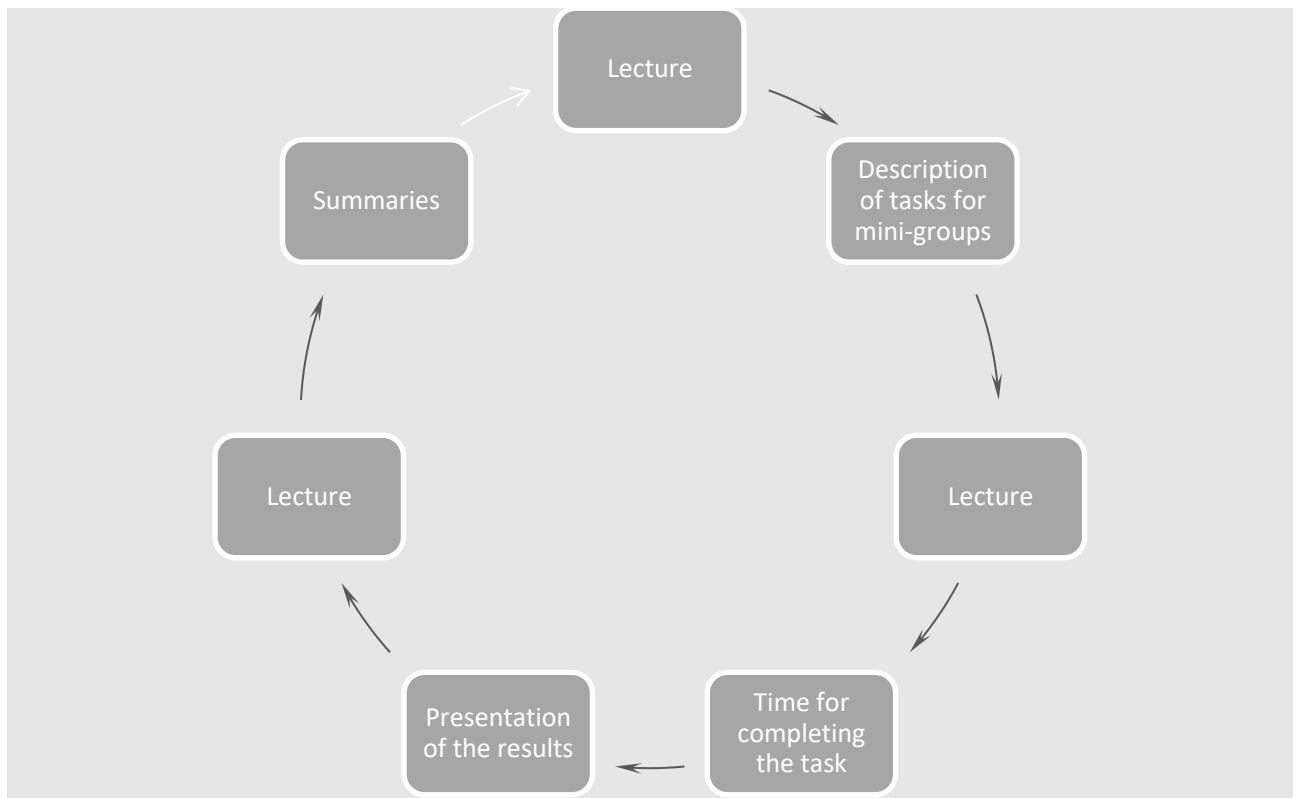


Figure 3 – The format of the classes

Sciences Po (France) has interesting **experience in teaching & learning**. MA and PhD programs are very much linked. PhD students continue from their MA studies (though not all MA graduates). MA programs look very much like the US ones: the first year of studies consists of fundamentals like Microeconomics, Macroeconomics, Econometrics and Math. The second year allows further specialization in the research area. Also, there is an interesting policy that only those theses can be published which pass a “bar” of 15 out of 20 points, granted by the examination commission.

PhD students at the Sciences Po continue their classes in “reading groups” according to their areas of interest. They have to join their corresponding “reading group” from the very beginning of their PhD studies, and these groups are usually managed by two professors and attendance in these groups is mandatory. PhD students can also join other “minor” reading groups of interest.

The useful practice is **organizing seminars, colloquiums, and presentations of bachelor's, master's and PhD theses.**

The part of students' educational programs in **SGH** is Bachelor's and Master's Seminars (10 ECTS). These Seminars are aimed at the preparation of a Bachelor's Thesis and provide students' presentation and discussion of the topic of the Bachelor's Thesis and theoretical issues in particular spheres. Such practice allows for the development and improvement of presentation skills (oral and written), research and discussion skills. Seminars provide gradual engagement into research, a vision of a Bachelor's Thesis, and motivate students to perform research tasks on time. During the Seminar students have opportunities to formulate and specify the direction of their research.

Hertie School (HS, Germany) has similar practices – organizing a few colloquiums for students to prepare for their master's thesis. Each colloquium is dedicated to different topics: research question, research design, literature review etc. During these colloquiums, students have to show their results on different topics, which helps them to be on the same stage. Also, it is more convenient for the supervisor to follow students' progress in writing a master thesis as all of them should be on the same track.

The other good practice in **HS** is organizing poster presentations instead of defending a master's thesis. HS decided to introduce this practice because of the large number of students and time-consuming procedure. Posters are not printed, they are only in electronic version. Also, it is a very good idea for their future CV as the poster gives the most relevant information about the master's thesis.

A positive practice is the **implementation of a hybrid learning format and flexible schedule.** Such practice has been introduced in SGH at the adult education programs. Classes for these programs exclusively take place on Saturdays and Sundays. This is very convenient, as it allows individuals to work and simultaneously receive quality education by attending classes.

The number of good practices is connected with **using new technologies, artificial intelligence and virtual reality.**

IE University (IEU, Spain) and **Central European University** (CEU, Austria) emphasize that training specialists who are advanced in using artificial intelligence (AI) and virtual reality is one of the main features and responsibilities of universities. These universities are impressed by using new technologies and investing sufficient funds in providing classes with the latest equipment.

The topic of **using AI in education** is highly relevant. Universities are actively seeking ways to establish policies for the use of tools like ChatGPT in their educational processes.

The CEU's current policy allows each faculty to determine the extent to which AI can be used in their courses. If the use of AI is not explicitly permitted in the syllabus, it is considered prohibited.

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CEU has formed an internal working group, including faculty members and students, to devise a comprehensive policy for AI usage and plagiarism. Perspectives within this group vary, ranging from complete rejection to full integration into the curriculum.

An important aspect of the university's activity is providing **quality assurance**. **Stockholm School of Economics** (SSE, Sweden) has a comprehensive quality system, which includes a systematic review of educational components to maintain and improve quality, equity and efficiency. It includes internal reports, external assessments (including peer reviews and rankings), evaluation of faculty members, courses, and programs, and assessment of operations (such as grading, admission procedures, careers and placement).

The Education Office Quality Assurance team (EOQA) participates in different processes that seek to provide confirmation and verification that SSE quality requirements are being fulfilled. These processes could generally be divided into:

- Internal (quality control) focused on monitoring key procedures to ensure

that the quality requirements set by the Board and Management Team are being fulfilled.

- External (rankings, accreditations) focused on verifying the high quality of operations publicly with external awarding and editorial organizations.

EOQA is specialized in collecting and analysing students' feedback. EOQA sends out more than 20,000 surveys a year and produces more than 1000 reports based on the collected feedback. EOQA is in continuous dialogue with every student and almost all faculty members at SSE. The evaluation results influence the decisions on the career advancement of faculty members.

The EOQA's reports are used for making decisions concerning the development of courses and programs. EOQA frequently evaluates other operational aspects such as the course and program experience of students at partner universities, the strengths of key competitors, and the effect of different admission procedures. The data produced by EOQA is used by different departments and stakeholders (Figure 4).

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Figure 4 – Departments and stakeholders who use data produced by Education Office Quality Assurance (EOQA)

1

SSE use Quality Improvement System – an accreditation system for Business Schools. It is a vital tool to assess SSE quality – international focus – ongoing improvement

¹ [Studia podyplomowe i MBA | SGH | Szkoła Główna Handlowa w Warszawie](#)

process. About 100 different quality indicators are reviewed.

Lifelong learning strategy is implemented in the **model of post-diploma learning**, developed by **SGH Warsaw School of Economics**. The organization of post-diploma education programs, specifically the implementation of a hybrid learning format and flexible schedule, is a very positive practice. It is pleasing that classes for these programs exclusively take place on Saturdays and Sundays, and, of course, the commendable practice of double pay. This is very convenient, as it allows individuals to work and simultaneously receive quality education by attending classes. Additionally, colleagues, despite not having weekends off, receive a very decent salary. The programs for professional development and the selection of disciplines are determined solely by the vision of instructors and program ideologists. Ukrainian universities can use these cases for development of certification programs.

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Demonstration of **academic infrastructure** for hybrid learning in SGH was extremely practical and useful. Ukrainian participants were impressed by the cutting-edge technology used in academic process in CIVICA Universities. Practical recommendations were shared, how to coordinate the usage of different screens, boards, microphones and professional cameras in the process of teaching hybrid classes. In times of war Ukrainian universities need such an experience, and inspired by European approach they can implement practical recommendations.

3. Good Practices in CIVICA Universities in University Management

Some good practices are connected with **universities' management and governance**.

One of example how competent management can lead to significant results is **Sciences Po** (SP, France). This University is ranked 4th in Economics/Econometrics

and has made progress to 82nd globally in Economics/Econometrics. All former and current managers indicate the following factors of success:

- International hiring is very important. Focus on the European market, which is sufficiently strong and competitive now. Usually, the hiring is attractive for the French or from neighbouring member states (Italy, Germany, Switzerland).
- During the hiring all faculty members have a right to vote and do not go below the “bar”. If there are no good candidates above the bar, they keep the position for the next year.
- Discuss carefully the workload during the hiring.
- Keep a position open for possible unexpected external requests or enquiries to come as a professor.
- Placement of PhD students is very important to ensure they go to good schools and signal to the international community that Sciences Po does good quality academic work.
- Posting the job positions on the European job market¹ is also a signal to the outside world that the institution should be looked at, and considered and is to be taken seriously in terms of prospective academic career.
- Signalling to the world that the institution offers an interesting and challenging environment (to do something meaningful or develop from scratch) might be an additional attractive factor for the new hires.
- Promotion policy specifies in a relatively clear way (during the hiring, in the contract) what are the performance indicators to be achieved to get promotion to the associate/tenure.

Interesting approaches to management are observed in the **Bocconi University** (BU, Italy). The first one relates to balancing the financial model, by developing the fundraising activities. To influence the perception of Bocconi as an exclusively elite university, the latter has developed a separate approach to fundraising, which will

¹ <https://econjobmarket.org/>

increase the number of scholarships for the education of talented children from poor families, from the current 3 to 5 per group.

The second relates to the internal University culture of encouraging students to gain international academic experience after obtaining a doctorate. In this way, the university enriches its academic practices with experience from around the world and remains an interesting, dynamic academic community.

Professionalisation of University management should also involve development of administrative staff. **SGH** showed the unique initiative of establishment of the NGO “**Forum Dziekanatów**”¹ that involves all the groups of the administrative staff that are related to the work with students at the Deans’ Offices of different Polish universities. The idea to engage administrative professionals to joint activities within Forum Dziekanatów is really innovative. It results in greater communication and collaboration between different parts of university and adds value to their important work. Such organization may provide support to the staff members, share the experience in all directions of the activities of the Dean’s Office, become the platform for the initiation of the changes in legislation, etc. Ukrainian participants believe that it is really important to have networking and integration of the administrative staff, activities for their empowerment, advocacy and voicing opinions on legal acts and help administrative staff to develop professionally.

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4. Good Practices in CIVICA Universities in Collaboration with Stakeholders

Some promising practices which should be learned from CIVICA Universities are connected with **collaboration with stakeholders** – business and public organizations, state and local authorities, NGOs etc.

¹ Forum Dziekanatów – Stowarzyszenie ([forum-dziekanatow https://forum-dziekanatow.pl/.pl](https://forum-dziekanatow.pl/.pl))

A good example of such practice is the Corporate Partnerships Program – A Customized Partnership at **Stockholm School of Economics** (SSE, Sweden).

SSE is a key actor and hub for the Nordic business society. SSE provides deep collaboration and knowledge exchange. More than 100 companies are in the SSE Corporate Partnership Program. 86% of the biggest Swedish companies have at least one SSE alumni on their Board.

Strategic collaboration directions with stakeholders are presented in Table 2.

Table 2 – Strategic collaboration directions with stakeholders

Direction	Activities
Employer branding and recruitment	<ul style="list-style-type: none"> • Job Postings and LinkedIn Promotion (advertise job openings and events on the SSE Career Portal, employer branding, partners’ offerings have the additional benefit of being promoted on SSE LinkedIn channels, leading to a broader outreach); • Host Career Service-Related Events with SSE students (potential opportunities include mock interview sessions, resume reviews, etc.); • Invitation to Finance Lunch with Select MSc Finance Students; • Opportunity to participate in live case studies embedded in the SSE curriculum; • Priority Access to MSc Finance Fair; • Guest Lecture in SSE Courses; • Prominent Brand Visibility (Display the company’s logo on SSE’s website, across the campus, and in corporate presentations); • Participation in the XTM Program, in the SSE mentorship program
World-class research	<ul style="list-style-type: none"> • Attendance of academic seminars and events such as HOI Day, ACE Forum • Participation in live case studies embedded in the SSE curriculum such as Digital Transformation Course
Network and access	<ul style="list-style-type: none"> • Annual Partner Event; • MBA Corporate Scholarship; • Masterclasses in Sustainability; <p>SSE Art Tour (designed to provide visitors with an opportunity to explore and appreciate art within the academic environment)</p>

SSE Business Lab has good experience working with start-ups, developing programs for them, and providing support. Business Lab wants to SSE become one of the drivers of the country's success by supporting business initiatives.

It is one of the most interesting, useful and valuable for the Ukrainian academic community good practice is **Customer Relations Management (CRM)** implemented in SGH Warsaw School of Economics. CRM is one of the elements of the Strategy of Digital Transformation at the University. It is the tool that SGH uses to manage interactions and communication with the University's stakeholders. One of the important elements of the system is the opportunity to collect the data related to the admission, studies, mobility, graduation, documentation of the person, etc., in one system (integrated to USOS). CRM supports interactions with candidates, students, partners and alumni.

SGH organizes CRM as a mix of five crucial components:

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- System: based on Microsoft Power Platform and Dynamic 365; development, test and production environments; ALM process implemented;
- Data: structured data integrated from the University's systems; high-security level and supervised data storage and process;
- Team: CRM team combining technical and marketing skills; strong cooperation with other units;
- Set of process: consent aggregation deduplication; calculation and assigning data access permission;
- Set of rules: contact policy; CDPR compliance, accountability; risk minimization; communication standard rules.

Responsibilities in CRM are shared among administrators (IT, CRM); supervisors (Chancellors, GDPR, Security team); business Units (Alumni, Admission Units, Center for Open Education, Promotion unit etc.) .

CRM helps SGH to optimize processes of data collection and build relationships with stakeholders. The main advantages of supporting customer lifecycle with CRM:

- Strengthening relationships by relevant and on-time supportive communication;

- Keeping in touch with stakeholders;
- Combining multiple sources and channels;
- Centralization of information on areas of cooperation;
- Building a positive image;
- Attracting postgraduate students;
- Engaging stakeholders in the University's activities.

CRM tools help the university analyze organizational questions, making possible the collection of the statistical data, involvement the graduates to the events that are held at the university and building the platform that could be also used in the future for fundraising. CRM can improve the university ability to make informed-based decisions and can bring a lot of benefits for university:

- For student: communication automation, strengthening relationships by relevant and on-time supportive communication, building a positive image, reducing drop-out-rate.
- For alumni: keeping in touch, strengthening identification with the University, engaging in University's activities and fundraising, life long learning offering
- For candidate: gathering new leads, converting leads to successfully admitted students, combining multiple sources and channels, streamlining communication to eliminate "admission pain points"
- For partner: centralization of information on areas of cooperation, potential identification, attracting postgraduate.

"We were impressed by the effectiveness of CRM system in terms of improving university enrolments, strategic communication, tracking the stages of students' journey, and engaging with alumni. The insights into the long-term strategic relationship with the university graduates were also shared with us. Inspired by the session we are planning to implement Customer Relationship Management system at our University" (Olena Tsyrukun, KNEU)

"At UCU we are now on the way of developing CRM system in order to build long-lasting relationships with alumni. This information is very useful for me. I saw a good example of how this system may be implemented in UCU" (Olga Rekita, UCU).

“CRM systems can be adapted effectively for universities to enhance the overall educational experience and institutional effectiveness. And I wish we can work on it in Ukrainian universities” (Olena Primierova, NaUKMA)

5. Good Practices in CIVICA Universities in International Relations

Internationalization is one of the key priorities of universities’ development strategy. That’s why the exchange of international relations experience is what we must learn during our mobility to partner universities.

One of the good practices in this sphere is the implementation of the **Internationalization Strategy** at the **Stockholm School of Economics** (SSE, Sweden). Transformation from a good small national school into a great international top school keeping the strategic focus on internationalization through all the departments and divisions and their activities.

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SSE’s internationalisation strategy is driven by SSE’s mission and vision.

Sweden is not a large country and has a limited domestic market. Therefore, the business is multinational and aims to expand primarily abroad. That’s why SSE graduates should:

- possess an understanding international context of business and management;
- lacquer cross-cultural experience through learning and working in a multinational environment;
- gain experience living and working abroad.

The strategic goal of the SSE is to have 50% international students in bachelor’s and master’s programs (this goal has already been achieved for master’s programs). Among international students, 50% should come from outside Europe.

To implement this strategy and achieve the goals, SSE is working in the following directions:

- Provide all SSE programs in English.

- Ensure high rankings for SSE to attract international students.
 - SSE has been ranked as the best business school in the Nordic and Baltic regions for 19 consecutive years by the Financial Times (2023).
 - In the FT's latest ranking of Executive MBA programs, SSE stands at N° 57 in the world and N° 1 in the Nordic region.
 - SSE ranks N° 19 out of 100 Master Programs in International Business and N° 18 out of 55 Master Programs in Finance.
- Ensuring high-quality education.
 - SSE's high standards of education are confirmed by EQUIS accreditation.
 - SSE is a signatory of the United Nations "Principles of Responsible Management Education (PRME)", contributing to sustainable development.
 - In 2019, SSE underwent a review by UKÄ (Swedish authority evaluating the quality of Swedish higher education and research) on SSE's quality assurance processes.
- Active participation in international exchange programs:
 - SSE is involved in programs such as Erasmus+, CIVICA, GNAM (Global Network for Advanced Management), Wallenberg International Fellows Program.
 - SSE has double-degree programs with such universities as Bocconi, Sciences Po, The University of Tokyo, the University of Pennsylvania, and EDHEC.
 - SSE Executive MBA program offers the opportunity to obtain an MBA degree and three additional certificates through international courses in collaboration with Stanford Center for Professional Development, National University of Singapore, and GNAM.
- Attraction of international faculty with attractive financial conditions.
- Introduction of services for international students regarding housing, internships and career placement in Swedish companies.

SGH also presented its Internationalisation Strategy, that showed *“how important it is to continue this and implement a well-defined internationalization strategy. With a well-defined internationalization strategy, university can enhance its global reputation, provide students with a broader educational experience, and contribute to international research and collaboration”* (Olena Primierova, NaUKMA)

Good experience in **attracting students from abroad** has **Science Po** (SP, France). The university establishes cooperation with other universities, does promotion trips etc. SP has its overseas offices established (3 at the moment) with a designated staff travelling regularly. Cooperation with the embassies is also useful to establish relevant networks in the countries of interest.

Good practices in organising international cooperation were presented by **SGH Warsaw School of Economics**. International collaboration on research projects, person-to-person exchanges and joint academic programs is a growing area of activity that universities should prioritize. Global collaboration in education provides a wealth of benefits as for students as for researchers, as for staff. It allows them to learn from their peers in other countries, enhances their learning by providing real-world context, and fosters a more inclusive and equitable environment.

SGH offers a broad range of opportunities as for students as for researchers to participate in exchange programs during their studies with over 300 universities. It was informative to know how double degree programs work and how to match courses, various study plans, etc from different universities from different countries and how to deal with other different challenges.

“It was very interesting to learn about the challenges faced by SGH in the process of implementing double degree programs and ways to solve them, such as: matching courses, different study plans, update of the study programmes, different country regulations, often not adapted to double degree, differences in academic calendars, dates of recruitment, promotion, different regulations concerning Master thesis and defence and others. Both good practices and challenges can help Ukrainian

universities to prepare better for initiating double degree program with Ukrainian institution”

University partnerships provide a huge amount of opportunities for students and staff alike. Along with research opportunities and cultural awareness, institutions can offer international experiences, including study abroad programs and staff exchanges.

The buddy system organization for the international students: the buddy is appointed not to each students, but to the group of the students, that is more effective in terms of communication and cross-cultural activities and relationships between the students that are grouped around one buddy.

Partnerships in CEMS (The Global Alliance in Management Education) was introduced by SGH. The CEMS academic and corporate members work together to develop knowledge and provide education that is essential in the multilingual, multicultural and interconnected business world. To become a member of CEMS is the way to achieve this goal, so the experience how SGH had become the member of CEMS and what advantages are from being one of the members of the Alliance, what the selections criteria are and what is the mission of the Alliance are valuable.

It should be highlighted that the **comprehensive activity of the International Centre at SGH** facilitates greatly implementation of the mission and vision of the university and is to be studied more thoroughly as a good practice for Ukrainian universities. From organisational perspective, clear division of duties and responsibility among the staff of the International Center is a very good practice. Transparent system provides expertise of every employee in specific areas and allows them to concentrate on defined tasks, resulting in higher performance.

6. Good Practices in CIVICA Universities in Students' Career Support

A useful good practice is the activities of the **Careers and Alumni Department** at the **Stockholm School of Economics** (SSE, Sweden). The department helps today's

students to become tomorrow's leaders. The department provides career support for students (mentorship and individual coaching), and career support for alumni (support after graduation) and provides support in helping to find the talent at SSE.

SSE's main platform, SSE Career Hub, brings students, alumni and companies together, through job adverts, events, useful tools and services for companies interested in increasing their engagement at SSE.

Careers and Alumni Department has SSE Careers at LinkedIn¹. SSE Careers is the point of contact for students, alumni and recruiting companies in all career-related matters. An extensive network of partner companies and contacts covers a wide range of industries in Sweden and abroad.

There is a team working to help support students' development. Students can easily book slots with any of SSE's *career coaches*, who bring experience from several sectors. Whether students need help with a job application process or they are struggling to find out what they want to do, career coaches are ready to help them.

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The SSE's MSc mentorship program is a unique program that helps Master students with the transition to professional life by connecting them with SSE alumni and SSE corporate partners. Every year the program pairs students with mentors who are thriving in their fields, giving their time and sharing their experience to inspire the next generation of leaders. The program spans an academic year, during which students and mentors work together to explore career paths, share insights into workplace culture, and build students' professional networks.

SSE proposed a wide range of online tools for students (Figure 5)².

¹ <https://www.linkedin.com/showcase/sse-careers/>

² <https://www.hhs.se/en/outreach/career-management/for-students/>

SSE career hub	<ul style="list-style-type: none"> • a job portal with job offers exclusive to SSE students and alumni
SSE CV lab	<ul style="list-style-type: none"> • an online tool that helps students develop their CVs
Interviewstream	<ul style="list-style-type: none"> • a tool designed to help students prepare for job interviews
PayNegotiation	<ul style="list-style-type: none"> • salary negotiation taught online by leading negotiation experts
Vault	<ul style="list-style-type: none"> • 250+ guidebooks, day in the life, articles from industry insiders and several blogs

Figure 5 – Online tools for supporting students' career development

Equally interesting is the **Mentoring Program** introduced at the **Warsaw School of Economics** (SGH, Poland). The Mentoring Program connects SGH alumni (mentors) with current students (mentees) who are eager to shape their careers based on the experiences of their senior peers. The essence of the program is building relationships between mentees and mentors, as well as creating a community of SGH alumni and students.

The program runs from December to June of the following year, during which students have at least five individual mentoring sessions with their alumni mentors. These sessions focus on achieving goals set at the beginning and exchanging views and experiences. The mentors oversee the process, but the outcomes largely depend on the mentees' engagement and responsibility. The time, format, and location of the meetings are tailored to the needs of each mentoring pair.

An important element of the program is training and workshops for mentors to develop their competencies, along with joint meetings of mentors and mentees for better acquaintance and integration. The program also includes regular meetings for mentors to exchange experiences and engage in discussions and peer supervision.

The program begins and ends with joint meetings for all participants. Mentors in the program are SGH graduates with significant professional or academic experience. They are matched with mentee students based on professional interests and expertise. Each pair works together for about six months and includes at least five meetings. The program's success is evident in the positive feedback from both mentors and mentees, highlighting the value of networking, skill development, and career planning.

This mentoring initiative at SGH could be particularly beneficial for the Ukrainian academic community, offering a model for career development and alumni engagement that fosters a supportive and interconnected educational environment.

7. Good Practices in CIVICA Universities in Civic Engagement and Academic Values

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Universities should play a crucial role in civic engagement and promoting values, one of them is the **promotion of sustainability in education and research**.

Sciences Po (SP, France) has done a lot in promoting sustainability by integrating it into their curriculum, conducting relevant research, implementing sustainable practices on campus, and contributing to broader societal discussions on environmental and social issues.

The main points in this direction:

- They can integrate sustainability principles into various disciplines, raising awareness and understanding of the interconnectedness of social, economic, and environmental issues.
- Special events centred around sustainability, that play a crucial role in raising awareness, fostering dialogue, and inspiring action. One of the examples is the 1st Summer Workshop in Sustainable Finance (June 20-21, 2022).
- Collaboration with government agencies and non-profit organizations working in the field of sustainability.

- **Campus Practices:** Universities can lead by example through sustainable campus practices. This includes adopting eco-friendly infrastructure, implementing energy-efficient technologies, promoting waste reduction, and incorporating sustainable practices in procurement and operations.

These activities have a great educational impact. SP's sustainability initiatives provide an opportunity for students to explore and understand the interconnectedness of social, economic, and environmental issues. Special events, such as workshops, seminars, and conferences, enhance the educational experience by exposing students to diverse perspectives and real-world challenges.

Stockholm School of Economics (SSE, Sweden) signed up the United Nations' "Principles of Responsible Management Education (PREME)" in 2013. This is the global United Nations initiative to inspire responsible management education, research and thought leadership. The overarching goal is to contribute to the sustainable development of business and society with a global perspective by disseminating knowledge and educating future leaders. PRME encourages business schools to examine their education and operations in relation to six principles – and report on every two years. The six principles are: purpose, values, method, research, partnership and dialogue. SSE works on integrating the principles in different areas of the School in a holistic manner and has established several programs and partnerships.

SSE's Global Challenges courses are aimed at broadly educating students about urgent and large-scale problems of modern times, such as climate change, accelerating environmental damages, or the risks related to global health, inequality or autonomous intelligence.

SSE is implementing a holistic approach to sustainability in its organizational character so that its academic and extra-curricular activities embody the values of global social responsibility and seek to reduce its environmental impact over time and ensure overt positive social impact in society¹.

"It is the great value to come and personally see and talk to so committed people

¹ <https://www.hhs.se/en/research/institutes/misum-startpage/about-us/prme/>

who really care about the future!” (Yaryna Boychuk, UCU)

Another good practice of civic engagement and promoting values **Smart Africa project**, implemented by an initiative group from the **Hertie School** (HS, Germany). The initiative group began to implement elements of smart management in 7 countries of the African continent and gradually spread this activity to 35 countries in different parts of Africa. African countries have high rates of development, so the experience of implementing smart technologies is useful for many emerging economies.

One of the crucial values of a civilised society is **inclusion, equal opportunities and diversity**. Some of the CIVICA Universities’ good practices are related to activities aimed at promoting these values. A good example is the practices of the **Bocconi University** (BU, Italy).

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BU is committed to building a university that values diversity, equity and inclusion. Vision 2030, BU’s strategic planning document for the next decade, guarantees this commitment and identifies six strategic objectives that should guide the University. Among these goals is that of being “an open university supporting social mobility, inclusivity, diversity and sustainability”.

With students, faculty, staff and alumni from over 100 countries around the world, diversity is integral to BU’s ethos. This extraordinary mix of people and ideas underpins its global reputation for research excellence and creates an open and dynamic environment that makes studying and working at BU a unique and enriching experience.

BU aims to ensure that our policies, research and teaching – as well as the lived experiences of students, faculty, staff and alumni – reflect a promise to uphold a transparent and coherent strategy in this crucial area¹.

¹https://www.unibocconi.eu/wps/wcm/connect/bocconi/sitopubblico_en/navigation+tree/home/about+us/diversity+equity+and+inclusion/

The BU organises *Inclusion Week* – a series of events and activities, that provide opportunities not just to learn and discuss a wide range of issues within the theme of inclusion, but also to experience those by participating in particular activities, like sport on wheels and coffee in the dark. Those specific activities made all participants personally experience the difficulties that people with disabilities might experience regularly, and thus give a better understanding of what should be done in terms of infrastructure, organizational processes, information support etc., to reduce barriers and fully involve people with disabilities in education and social activities.

Diversity and non-discrimination is also about language, especially in academic community. Ukrainian participants had a chance to join **CRASP Seminar on Diversity in SGH Warsaw School of Economics**, where issue of **feminitives** in the Polish language, feminitives in academia was discussed. Facilitated by a rector at SGH, the dialogue featured insights from a passionate advocate for feminitives and a representative from SGH's Counseling Service. The session explored the social implications of feminitives, shedding light on their significance in linguistic and cultural contexts, emphasizing the role of feminitives in promoting diversity and inclusivity. This issue is very important for Ukraine, as Ukrainian language like Polish also has feminine language forms of nouns, verbs, adjectives, pronouns.

Civic engagement is one of the key values of **Sciences Po** (SP, France). SP became not only an educational institution but also an active centre of society, where knowledge is formed, expanded, and highlighted, contributing to the development of the intellectual and cultural potential of all students, professors, and society as a whole. Taking place through conferences, round tables, and speeches, discussion, and dialogue become an essential part of university life, contributing not only to academic but also to social progress.

Central European University (CEU, Austria) has also interesting experience in Student Civic Engagement which is an important part of the CEU educational philosophy. CEU's Student Engagement consists of 3 main pillars of Civic Engagement Scholarship, The Human Rights Initiative (HRSI) and Culture Hub.

Student Civic Engagement directions are presented in Table 3¹.

Table 3 – Student Civic Engagement directions

Direction	Activities
Enhance Student Life Experience	Foster a vibrant, inclusive, and dynamic campus environment where students actively participate in co-curricular and cultural activities, gain diverse experiences, and feel a deep sense of community and belonging
Promote Civic Engagement	Encourage students to become active and informed members of society by providing opportunities for community involvement, social responsibility initiatives, and platforms to engage in local and global issues
Cultivate Leadership	Equip students with the skills, resources, and mentorship necessary to develop into responsible leaders who demonstrate ethical decision-making, effective communication, and a commitment to positive change in both their professional and personal lives

8. Good Practices in CIVICA Universities in Creating a Friendly Environment

One of the most important positive practices is a **supportive and inclusive environment** at the **European University Institute** (EUI, Italy). The EUI created unique conditions for comfortable staying for all, blind to nationality, gender, age, religion, or other factors not related to the purposes of the EUI. PhD students, professors, visiting fellows, and staff have equal access to academic facilities and do not feel any discrimination.

Components of the supportive and inclusive environment in the university are shown in Figure 6.

¹ <https://www.ceu.edu/unit/seo>



Figure 6 – Components of the supportive and inclusive environment

Another good practice is creating an **eco-friendly environment** at the **European University Institute** (EUI, Italy).

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EUI is a green university, both figurately and literally. The EUI is committed to promoting a culture of shared responsibility and awareness of environmental sustainability within the community. The EUI has been actively working towards *implementing an Environmental Management System (EMS)*, based on the *Eco-Management and Audit Scheme (EMAS)* developed by the European Commission¹.

EUI's green program and policies:

- energy saving program: motion detectors to turn on lighting, the heating turns on and turns off only when necessary and as scheduled;
- water saving policy;
- paper-saving policy (printing documents if it is needed; paper used at the EUI is recycled);
- the separating trash;

¹ <https://www.eui.eu/ServicesAndAdmin/LogisticsService/GreenEUI>

- recycling policy.

An interesting practice which should be shared is the **Media Hub** at the **Central European University** (CEU, Austria). Media Hub is an integral part of the CEU Library, serving as a resource for students, and academic and non-academic staff. It facilitates the production and editing of multimedia projects, such as documentary films and podcasts, which are related to their scholarship and research interests. The Hub includes stations for video and audio editing, along with other multimedia applications, and features state-of-the-art filmmaking and sound production equipment. Additionally, it offers courses and workshops that utilise these specialised resources, along with expert instruction on media and audio production projects.

The Media Hub's resources are specifically intended for projects associated with the academic pursuits of the CEU community. This encompasses scholarship, research, and creative production. This practice is commendable as it provides an opportunity not only for students and researchers in specialised disciplines, such as Journalism but also for any interested. It serves as an elective class where they can learn about modern multimedia technologies and gain access to the necessary equipment. This approach allows a broader range of students and researchers to engage with and benefit from these advanced resources

The workspace organisation at CEU is strategically designed to foster collaboration and creativity among students and faculty members. This is achieved not only through special rooms that can be reserved, like co-labs in the CEU Library but also through numerous common spaces. These areas are equipped with convenient infrastructure and are freely accessible, specifically intended to facilitate joint projects, communication, and creative pursuits. This design encourages students to cooperate, exchange ideas, and engage in creative endeavours more effectively. Moreover, the importance of such common areas for recreation and communication in universities cannot be overstated. They should be considered as crucial to the educational process as the equipping of lecture spaces. These areas play a vital role in enhancing the overall learning environment, contributing significantly to the educational and social experience at the university.

Organising the University space, university campuses, buildings, modern libraries, well-equipped classrooms (auditoriums) in all CIVICA universities impressed Ukrainian participants. They could see how everything works from the inside, what the structure is like, what development plans there are, what the work offices and classrooms look like. Everything was very comfortable and conducive to gaining new experiences and knowledge.

A notable experience at the **SGH Warsaw School of Economics**, which could be particularly interesting and valuable, is the innovative approach to organizing students' leisure time. One of the unique events organized for students is the "Silent Disco", a modern and inclusive way to enjoy music and socialize.

The Silent Disco at SGH is an event where students dance to music listened to on wireless headphones, rather than using a speaker system. This format allows for a variety of music genres to be played simultaneously on different channels, catering to diverse musical tastes. Participants can switch between channels as they prefer, creating a personalized experience. This setup not only reduces noise pollution but also creates an intimate space where students can enjoy music without disturbing others. Such events are crucial in fostering a sense of community and belonging among students. They offer a break from academic pressures and provide an opportunity for students to socialize, relax, and express themselves in a creative and enjoyable environment. The Silent Disco, in particular, is inclusive and accessible, accommodating different preferences and promoting a culture of respect and diversity.

Beyond Silent Disco, SGH organizes a range of leisure activities, including sports events, cultural nights, and workshops on various interests. These activities are aimed at promoting holistic development and well-being of students. They provide platforms for students to develop soft skills, such as teamwork, communication, and leadership, which are essential in their professional lives.

The approach to student leisure at SGH exemplifies how universities can play a pivotal role in the all-around development of students, not just academically but also

socially and culturally. Adopting such practices could greatly benefit the Ukrainian academic community, enhancing student experiences and contributing to their overall personal and professional growth.

The faculty room in SGH where one can sit peacefully, contemplate, and enjoy a delicious cup of coffee with milk reminded that professors are highly esteemed individuals. Main Hall of SGH Warsaw School of Economics worth noting, the space is never empty, as if it were a museum; instead, it is constantly vibrant and changing, like a living gallery, with a lot of ongoing events, gatherings, and activities organised by University, students organisations, business partners and stakeholders.

Conclusions. Final reflections from 2023 CIVICA for Ukraine Project

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CIVICA for Ukraine aimed at involvement in the appropriate activities and events not only bachelors' and masters' students, PhD students, but also researcher, faculties, managers, non-academic staff. That gives opportunities to discover the best practices in different areas (academic and non-academic, teaching, administrative) and provides support on every level of Universities' activity. Such comprehensive participation forms a more complete vision of the Alliance's activity, functions, and aims, disseminates principles and values of CIVICA and provides a basis for the definition and specification of cooperation between Alliance and Ukrainian universities. High level of organization and support of participation of Ukrainian universities representatives in the CIVICA activities from SGH side should be underlined.

From long-term perspective, it would be useful to develop formal mechanisms for continued communication between individual researchers or units after the visits.

As for the duration of the visits, researchers noted that it would be more beneficial for academic and research goals to extend such visits from 5-6 weeks to 3 months. Maybe in the future, longer mobility opportunities will be possible.

Multidirectionality of the events and programs of CIVICA for Ukrainian

participants should be noted. In this way, participants make special contributions in the activity of home university according to the topics of visited events. The research results enrich scientific activity of universities as well as new approaches change administrative, teaching activities, etc. For instant, clearer understanding of the inclusion concept implementation, internalization strategy, curriculum development.

Taking into account that recently the Alliance of Ukrainian universities aimed at the recovery of Ukraine has been created, issues of effective coordination of management of its members are extremely relevant and important. Experience of CIVICA in providing effective cooperation among Alliance's members may be used for the development of the relationships inside Ukrainian alliances. Model of CIVICA may be basic for the functioning of national alliances: forming of the goals, strategy development, KPI, organization and financial systems, division of responsibility and performance evaluation, relationship with stakeholders. Such benchmarking may help in the creation of effective management system and implementation of both CIVICA values and aims and Ukrainian national interests and goals, in particular, European future for Ukraine quicker. As CIVICA as European alliance proves its efficiency, relevant managerial and administrative approaches may play significant role in the functioning of national alliance.

In order to elevate the quality, accessibility, and sustainability of staff mobility programs in the future, one of the steps may be fostering interdisciplinary collaboration. This approach nurtures diverse perspectives among staff members, fostering a culture of collaboration that extends beyond disciplinary boundaries. Recommendations for improving the accessibility of staff mobility in the future might include integrating and expanding virtual mobility options, allowing staff members to participate in professional development activities remotely. Sustainability might include implementing mechanisms for staff members to share their experiences and knowledge gained during mobility programs, extending the benefits of mobility to a broader audience (Mykola Gnatiuk, NaUKMA)

FINAL WORDS OF GRATITUDE

CIVICA for Ukraine project team expresses sincere gratitude to CIVICA partner universities for their engagement and readiness to host Ukrainian academic and administrative staff and organise short-term staff visits in 2023 and share their good practices and experiences. Thank you for all partners for giving our Ukrainian colleagues to have a breath of fresh air, to have a short break from the war and find many ideas for developing their home universities. We hope all together we will continue this fruitful cooperation in solidarity with Ukraine and make a valuable contribution to the European future of Ukraine.

Annex

List of faculty and administrative staff participating in the CIVICA for Ukraine Staff Visits in 2023

1. Batenko Liudmyla, Kyiv National Economic University named after Vadym Hetman, Management Department, Director of MBA program
2. Boichenko Kateryna, Kyiv National Economic University named after Vadym Hetman, Business Economics and Entrepreneurship Department
3. Boychuk Yaryna, Ukrainian Catholic University, UCU Business School
4. Chabanna Marharyta, National University Kyiv-Mohyla Academy, Dean of Political Science Department
5. Chovnyuk Larysa, National University Kyiv-Mohyla Academy, Head of the NaUKMA International Office, CIVICA for Ukraine coordinator in NaUKMA (2 visits)
6. Gnatiuk Mykola, National University of Kyiv-Mohyla Academy, Department of Political Science
7. Frankiv Yevhenii, Kyiv School of Economics, KSE Graduate Business School
8. Fursova Olena, Kyiv National Economic University named after Vadym Hetman, Associate Professor at the Department of International Management
9. Haponenko Vira, Kyiv National Economic University named after Vadym Hetman, Department of Political and Social Sciences
10. Hoshko Olga Uliana, Ukrainian Catholic University, UCU School of Public Management
11. Hrytsak Yaroslav, Ukrainian Catholic University, Humanities Faculty
12. Hvozdo Serhii, Kyiv School of Economics, KSE Lecturer
13. Kulakovska Oksana, Ukrainian Catholic University, UCU Analytical

Center

14. Lymar Valeriia, Vasyl' Stus Donetsk National University, Department of International Economic Relations
15. Makhova Halyna, Kyiv School of Economics, KSE Associate Professor (2 visits)
16. Natalina Nataliia, Vasyl Stus Donetsk National University
17. Nivievskiy Oleh, Kyiv School of Economics, KSE Associate Professor
18. Oliinyk V. Viktoriia, Kyiv National Economic University named after Vadym Hetman, International Management Department
19. Panina Iryna, Vasyl' Stus Donetsk National University, Department of International Relations and Foreign Policy
20. Polishchuk Olena, Vasyl' Stus Donetsk National University,
21. Primierova Olena, National University Kyiv-Mohyla Academy, Deputy Head of the NAUKMA Department of Finance (2 visits)
22. Prykhodko Kateryna, Kyiv School of Economics, Manager of International Affairs, new CIVICA for Ukraine coordinator in KSE
23. Rekita Olga, Ukrainian Catholic University, Faculty of Social Sciences, CIVICA for Ukraine coordinator in UCU
24. Seheda Serhii, Vasyl' Stus Donetsk National University, Educational and Practical Laboratory of Innovations in Education
25. Shevchenko Olga, Kyiv National Economic University named after Vadym Hetman, Department of Regional and Tourism Studies
26. Shkurat Maria, Vasyl' Stus Donetsk National University, Associate Professor of the Department of International Economic Relations
27. Sydorenko Oksana, National University of Kyiv-Mohyla Academy, Department of Marketing and Business Management
28. Tsymbaliuk Svitlana, Kyiv National Economic University named after Vadym Hetman, Department of Socio-Economics and Personnel

Management

29. Tsyrkun Olena, Kyiv National Economic University named after Vadym Hetman, CIVICA for Ukraine coordinator in KNEU, Director of English Language programs
30. Vasylytsia Oksana, Ukrainian Catholic University, Department of Public Administration
31. Zhyltsova Svitlana, Vasyl' Stus Donetsk National University, Acting Director of the Educational and Scientific Institute for Academic Potential Development, CIVICA for Ukraine coordinator in DonNU