UNICAC

WP2_HUMAN CAPACITY BUILDING

(WP2.7) PRACTICAL TOOLKIT ON ORGANIZATION AND MANAGEMENT OF IROS

Rosario Asián Chaves (director)
Maurizio Cisi (coordinator)
Francesca Alice Centrone
Barbara D'Agati
Martina D'Emidio

Editorial Universidad de Sevilla

WP2_HUMAN CAPACITY BUILDING

Rosario Asián Chaves (director)
Maurizio Cisi (coordinator)
Francesca Alice Centrone
Barbara D'Agati
Martina D'Emidio

WP2_HUMAN CAPACITY BUILDING

(WP2.7) PRACTICAL TOOLKIT ON ORGANIZATION AND MANAGEMENT OF IROS

Editorial Universidad de Sevilla

Sevilla 2022

Colección: Textos Institucionales
Núm.: 110

Comité editorial:

Araceli López Serena
(Directora de la Editorial Universidad de Sevilla)
Elena Leal Abad
(Subdirectora)

Concepción Barrero Rodríguez
Rafael Fernández Chacón
María Gracia García Martín
María del Pópulo Pablo-Romero Gil-Delgado
Manuel Padilla Cruz
Marta Palenque Sánchez
María Eugenia Petit-Breuilh Sepúlveda
José-Leonardo Ruiz Sánchez
Antonio Tejedor Cabrera

Reservados todos los derechos. Ni la totalidad ni parte de este libro puede reproducirse o transmitirse por ningún procedimiento electrónico o mecánico, incluyendo fotocopia, grabación magnética o cualquier almacenamiento de información y sistema de recuperación, sin permiso escrito de la Editorial Universidad de Sevilla.

© Editorial Universidad de Sevilla 2022
C/ Porvenir, 27 - 41013 Sevilla.
Tlfs.: 954 487 447; 954 487 451; Fax: 954 487 443
Correo electrónico: eus4@us.es
Web: https://editorial.us.es
© Rosario Asián Chaves (director) 2022
© Maurizio Cisi (coordinator) 2022
© Francesca Alice Centrone, Barbara D'Agati, Martina D'Emidio 2022

ISBN 978-84-472-2406-7
DOI:https://dx.doi.org/10.12795/9788447224067

Diseño de cubierta y maquetación: referencias.maquetacion@gmail.com

Edición digital de la primera edición impresa de 2022

INDEX

AKNOWLEDGMENTS 11

CHAPTER 1
INTRODUCTION 13

1. Criteria and methodological Approach 14
2. Human Capacity Building in HEIs: challenges and implications between Human Capital (HC) and Intellectual Capital (IC) 16

CHAPTER 2
PARTNERS' NEEDS AND EXPECTATIONS 17

CHAPTER 3
THE UNICAC PROJECT: MAIN OUTCOMES FROM THE IMPLEMENTED TRAINING 19

1. The 1st Training: Organization and Management of IROs, Tashkent (Uzbekistan) 19
2. The 2nd Training: International Cooperation Agreements and Networks, Khujand (Tajikistan) 20
3. The 3rd training: academic teaching and research cooperation related tools, methodologies, and best practices, Northwestern Polytechnical University (China) 21
4. The 4th training: EU - Central Asia - China cooperation with special focus on HEIs 22

CHAPTER 4
BEST PRACTICES AND CASE STUDIES FROM EU AND EXTRA EU PARTNERS 25

1. The Laurea University of Applied Sciences 25
   1.1. Before Study Exchange 33
   1.2. After Study Exchange 39
   1.3. Study Units related to Internationalization 40

2. The University of Turin 41
   2.1. Buddy Project 48
   2.2. Exchange administrative procedures 49
   2.3. Academic matters, University organization 52
   2.4. Student services: Information on accommodation, libraries, canteens 57
   2.5. Useful information: Healthcare and tax code 58
   2.6. Contacts 60
   2.7. Online Learning Agreement - OLA 64
   2.8. Recognition of the studies 65
   2.9. Student tutoring 65
   2.10. Marco Polo and Turandot Projects 66
   2.11. Italo-French University 67
   2.12. TOChina Center 68
   2.13. The Unesco Chair in Sustainable Development and Territory Management 69
   2.14. Scholars at Risk 69

3. The University of Sevilla 70
   3.1. Fundraising 71
   3.2. International projects 73
   3.3. International Agreements and Networks 78
   3.4. International Mobility Programs 82
   3.5. External Promotion 87

4. Extra-EU countries 89
   4.1. Tashkent University of Information Technologies - TUIT (Uzbekistan) 89
   4.2. Xinjiang University - XJU (China) 90
   4.3. Institute of Economy and Trade of Tajik State University of Commerce in Khujand - IET/TSUC (Tajikistan) 90

CHAPTER 5
EMERGING PRACTICES AND MAIN CHALLENGES.
THE IMPACT OF AN EMERGENCY (SUCH AS COVID-19
PANDEMIC) ON THE INTERNATIONALIZATION OF HEIS:
BETWEEN CONSTRAINTS AND ALTERNATIVE SOLUTIONS 91

1. Laurea University of Applied Sciences 92
   1.1. Overview 92
   1.2. Guidelines during the Covid-19 situation 93
   1.3. International relations during the pandemic 94
   1.4. Communication and guidelines to our students abroad 95
   1.5. Practicalities to take into consideration when terminating exchange 96
   1.6. Communication with exchange students and our partner Universities 97
   1.7. Exchange students in the autumn semester of 2020 98

2. Covid-19 impact on the Higher Education sector NWAFU/China 99
   2.1. How the Office of International Cooperation and Exchange of Northwest A&F University dealt with the challenges posed by the Covid-19 pandemic 99

3. Covid-19 impact on the Higher Education sector of Tajikistan 103
   3.1. Overview 103
   3.2. The impact of a pandemic on the HEIs in Tajikistan 104
   3.3. International relations during a pandemic 105

4. The impact of Covid-19 on the internationalization of HEIs at UNITO/Italy 108
   4.1. Overview 108
   4.2. The International Relations at UNITO/Turin University during the Pandemic 110

5. The Buddy Project of UNITO during the Covid-19: between necessity and adaptation 114

6. US/University of Sevilla. Action plan from The Covid-19 Health Crisis 117
   6.1. General information 117
   6.2. General Recommendations for Universidad de Sevilla students 118

6.3. General Recommendations for international students at Universidad de Sevilla 119
6.4. General Recommendations for Universidad de Sevilla Teachers, Researchers, and Administrative Staff 120
6.5. General Recommendations for International Teachers, Researchers, and Administrative Staff at Universidad de Sevilla 121

7. The impact of Covid-19 on the internationalization of HEIs in Uzbekistan 121

CHAPTER 6
CONCLUSIONS AND PRACTICAL RECOMMENDATIONS 123

ANNEXES
CASE STUDIES AND USEFUL MATERIAL 127

1. Annex 1. The ERASMUS model: birth and development of the International Relations Office at SME/UNITO 127

2. Annex 2. Covid-19 emergency FAQS for exchange students (UNITO) 143

REFERENCES 149

Aknowledgments

This manual has been made possible thanks to the active contribution of all UNICAC Partners, namely: the Institute of Economy and Trade of Tajik State University, the Laurea University of Applied Sciences, the University of Seville, the Northwest A&F University, the National University of Uzbekistan, the Tashkent University of Information Technologies, the Khorog State University, Xinjiang University, the Northwestern Polytechnical University). A special thanks to Saidqosim Mukhtorov, Minttu Raty, Oreste Calliano, and Cristina Barettini for their contributions to this manual.

Chapter 1

Introduction

In the current globalization process, the competence of institutional strategies is fundamental to achieving an efficient internationalization process. In this regard, the International Relations Offices (IROs) of the Higher Education Institutions (HEIs) may play a significant role in their own institutions' development.

"Internationalization is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education. This definition defines internationalization as an ongoing process of making something international, not just a set of activities" (Knight 2005).

This manual (practical toolkit) has been drafted in the framework of the UNICAC project "University Cooperation Framework of Knowledge Transfer in Central Asia and China" implemented between January 2018 and October 2022. Funded by the European Commission through the KA2 – Capacity Building for Higher Education action of the Erasmus+ programme, the UNICAC project aims to increase the potentials for international and cross- regional cooperation of HEIs in Uzbekistan, Tajikistan and China trough a set of capacity building activities for International Relations Offices (IROs), thus contributing to better international networking, enhancement and better exploitation of their potentials for cooperation in Teaching, Learning and Research (T/L/R).

Why a toolkit? The objective of WP2 is to provide the staff of Partner Countries –PC- International Relations Offices (technical coordinators and technicians) with managerial expertise and specific skills and tools in several thematic areas related to the efficient administration of IROs and development of International Relations and Intellectual capital -IC- policies, and services. This has been achieved through specific training prepared and delivered by the EU Higher Education Institutions – HEIs - staff members participating in the project. Each of the four Training Modules has been carefully prepared to take into account the PC HEIs needs and EU partners' expertise, as well as the intercultural dimension and according to a Train the Trainer Approach.

The training period has been carefully phased along the first year of the project and it was supposed to finish with a practical training in May 2020 (currently postponed due to the Covid-19 pandemic), which also included an online workshop about the management of International Mobility for training and research purposes (delivered by INCOMA on June, 3rd 2020). After theoretical training, participants were supposed to accomplish short learning mobilities to EU HEIs to test the knowledge learned in a Job Shadowing Program. Such mobilities have been currently postponed until 2022 due to the Covid-19 emergency.

The WP2 foresees also the development of a Manual on the Organization and Management of IROs, a practical working toolkit to be continuously updated and improved, and disseminated in the different workshops and conferences scheduled at the national level in each PC to spread and maximize the impact of the UNICAC Project.

1. Criteria and methodological Approach

Internationalization applied to higher education institutions (HEIs) can be described as "the process of integrating an international,

intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight 2003: 2). According to Knight (1997), Internationalization requires two complementary strategies to enhance the international dimensions of the HEIs: program strategies and organizational strategies. The former includes the more "conventional" education, research, and university services, and the latter involves organizational initiatives to facilitate the international dimension through management issues (Delgado-Márquez et al., 2011).

In the framework of the UNICAC Project, to collect feedback, expectations, and contributions from all partners we first used the UNICAC platform, then we drafted and shared a specific questionnaire, and finally, we dedicated also a section of the platform PADLET (which was apparently easily accessible by all countries and HEIs) to collect useful inputs.

The main desired and expected goals and outcomes firstly related to WP2 of the UNICAC project can be synthesized as follows:

- to define criteria and methodological approach for improvement functions of IROs;
- to improve the capacity building of universities in Internationalization of Education;
- to provide quality education and prepare for International Accreditation;
- to increase the number and the quality of the international mobility of students and staff;
- to improve and provide recommendations on staff selection for IROs with abilities to work with foreigners and projects;
- quality control and feedback mechanisms;
- knowledge transfer among partner Universities in Internationalization of Universities;

- to improve the Internationalization of research activities, participation in International Programs/Projects;
- to develop a Joint Ph.D. Programs;
- to increase international student recruitment – Dissemination of Pamphlet;
- to improve the development of research and educational activities;
- to enhance the capacity building of HR at International Relations and improve office work.

2. Human Capacity Building in HEIs: challenges and implications between Human Capital (HC) and Intellectual Capital (IC)

Worldwide, most nations and institutions increasingly view Higher Education Institutions (HEIs) as crucial to providing the Human Capital to allow countries to be (or become) more competitive in the global economy (Fairweather & Blalock 2015; Jongbloed 2010). Quality and Access are two important keywords for Human and Intellectual Capital and HEIs, and they are strictly connected to the growth of quality assurance, accreditation, and other mechanisms of quality in mass higher education systems (Huisman & Westerheijden, 2010). The Bologna Process and Lisbon Strategy in Europe can be considered an interesting case study for their intention to create greater access to and mobility within HEIs through international cooperation and academic exchanges. The Lisbon Strategy of 2000 officially declared the crucial role of HEIs in the economic future of Europe. To promote student mobility, key components of the Bologna Process were a common credit system for student work and a common structure for Bachelor's and Master's Degrees. Many EU HEIs increased their offer of courses in English to encourage greater student mobility (Huisman et al. 2015).

References

Delgado-Márquez, Blanca L., Hurtado-Torres, Nuria E., & Bondar, Yaroslava (2011): "Internationalization of higher education: Theoretical and empirical investigation of its influence on university institution rankings", *International Journal of Educational Technology in Higher Education, 8*(2), 265-284.

European Commission, Directorate-General for Education, Youth, Sport and Culture (2020): *Prospective Report on the Future of Transnational Collaboration in European Higher Education,* ISBN 978-92-76-11274-7.

Fairweather, James S. (2006): "Higher Education and the New Economy", *Education Policy Center at Michigan State University*.

Huisman, Jeroen, Westerheijden, Don F. (2010): "Bologna and quality assurance: progress made or pulling the wrong chart? ", *Quality in Higher Education*, 16(1), 63-66.

Huisman, Jeroen, De Boer, Harry, Dill, David. D., Souto-Otero, Manuel (2015): *The Palgrave international handbook of higher education policy and governance* (pp. 281-299). Houndmills/Basingstoke/Hampshire/New York: Palgrave Macmillan.

Jongbloed, Bemjamin (2010): "Funding higher education: a view across Europe". Bruxelles, European Center for Strategic Management of Universities.

Knight, Jane (1997): "Internationalization of higher education: A conceptual framework", *Internationalisation of higher education in Asia Pacific countries*, 5-19.

Knight, Jane (2003): "GATS, trade and higher education perspective 2003-where are we? ", The Observatory on Borderless Higher Education, London.

Knight, Jane (2005): "Crossborder Education: Programs and Providers on the Move", Research Monograph. Ottawa, Canadian Bureau for International Education.

Knight, Jane, de Wit, Hans (2018): "Internationalization of Higher Education: Past and Future", *International Higher Education*, (95), 2-4. https://doi.org/10.6017/ihe.2018.95.10715

This document is one of the outcomes planned within the UNICAC project, whose objective is to develop practical tools for the organization and management of International Relations Offices.

The UNICAC project, coordinated by the Universidad de Sevilla, aims to enhance the potential for International Cooperation among HEIs from Uzbekistan, China and Tajikistan through a set of capacity building activities for International Relations and other partners' stakeholders in the abovementioned countries from Central Asia and China.

Editorial Universidad de Sevilla