Appendix E.

from 15 May 2025

Dnipro University of Technology

Interview with Kseniia Tiukhmenova, Head of International Relations Department

(Translated from Ukrainian)

Form of data collection: Google Form

Strategic impact and institutional priorities

Q: How has Russia's full-scale invasion affected your university's international priorities and strategies?

A: New forms of cooperation have emerged, such as virtual exchanges, the number of mobility participants has increased, and the network of partnerships has expanded. The university's strategies for promoting and comprehensively supporting international initiatives have remained in effect and continue to guide its internationalization efforts.

Q: Has the role of internationalization at your university fundamentally changed since the beginning of the war?

A: Internationalization had already played an important role prior to the war.

Alternative pathways and adaptation

Q: What alternative forms of international activity (virtual mobility, online collaboration, twinning projects, international research) have been implemented at your university? How effective have they been?

A: All of the mentioned instruments of cooperation (virtual mobility, online collaboration, twinning projects, international research) continue to develop and are reflected both in the formation of new partnerships and in the advancement of existing ones, particularly through new project proposals and exchange initiatives.

Resilience and psychological support

Q: How has internationalization contributed to the psychological resilience of students and staff (through support networks, symbolic or material solidarity, mental health)?

A: The possibility of physical mobility or internships for academic and research staff (PhD students and teaching personnel), along with the opportunity to stay in a safe environment, has a direct impact on participants' mental health.

International solidarity and partnerships

Q: What support has your university received from international partners or global educational networks during the war (resources, advocacy, technical assistance)?

A: International partners and global educational networks provided technical assistance (such as equipment, software, and digital infrastructure) and offered additional placements for academic mobility.

Q: How has participation in consortia (e.g., the Alliance of Ukrainian Universities) contributed to international cooperation and collective response to the challenges of war?

A: Participation in such consortia has enabled the implementation of joint educational projects, fostered a strong sense of community and shared purpose, and supported collaborative problem-solving in the areas of recovery and rebuilding. It has also promoted the development of regional cooperation

Educational and cultural diplomacy

Q: How has your university implemented cultural and educational diplomacy strategies through internationalization during the war (promotion of Ukrainian culture, international events, media participation)?

A: The university highlighted information about Ukraine at international events.

Post-war recovery planning

Q: Does your university plan for post-war recovery in the context of internationalization? What strategies are being developed to restore international partnerships and projects?

A: Yes, the university is planning post-war recovery in the context of internationalization by adapting existing strategies to renew international partnerships and projects.

Lessons and recommendations

Q: What key lessons has your university learned about supporting internationalization in times of crisis?

A: The key lesson is that established partnerships remain effective and reliable even in times of crisis.

Q: What recommendations would you give to other educational institutions affected by war or crisis?

A: I would recommend maintaining flexibility and adaptability as core principles for sustaining internationalization during war or crisis.

Forms of internationalization

Q: How has the war affected the physical mobility of students and staff?

A: The war increased physical mobility.

Q: What types of virtual mobility were implemented (COIL, virtual Erasmus programs)? How effective were they compared to physical mobility?

A: COIL and virtual Erasmus programs are a new, interesting, and promising direction, but still not yet fully developed compared to physical mobility.

Q: Has your university implemented elements of "Internationalization at Home" during the full-scale invasion? How exactly?

A: Yes, the university implemented internationalization at home through internationalization-focused activities, open online events within international projects, and integration of global content into the academic environment.

Q: Which form of internationalization proved to be the most resilient at your university during the war? Which was the least resilient? Please rank the forms of internationalization in your institution from most resilient (5) to most vulnerable (1) and explain your choice.

A:

5 – Physical mobility

5 – Virtual mobility

4 – Curriculum internationalization

4 – Internationalization at home

4 – International research

5 – Institutional partnerships (most resilient due to trust and sustained cooperation)