

***REPORT ON***

***THE NATIONAL UNIVERSITY OF  
KYIV-MOHYLA ACADEMY***

***KYIV, UKRAINE  
June 7 to 11, 2010***

# **SALZBURG GLOBAL SEMINAR**

**VISITING ADVISORS PROGRAM**

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## **SALZBURG GLOBAL SEMINAR**

### **Visiting Advisors Program**

#### **Summary Report of the Visit to the The National University of Kyiv-Mohyla Academy Kyiv, Ukraine June 7 to 11, 2010**

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#### **INTRODUCTION**

1. This Report is based on a visit to the University of an international team under the auspices of the Universities Project of the Salzburg Global Seminar details of which will be found in Annexe 1 of the Report, together with the profiles of the team members (Annexe 2) and the schedule of the visit (Annexe 3).
2. It is based on a series of meetings and discussions with senior university leadership, administrators, and faculty members of the National University of Kyiv-Mohyla Academy (hereafter referred to as NaUKMA). The University is situated in Kyiv, the capital and the largest city in Ukraine, with a population of c. 3 million. NaUKMA stands on the site of the original Kyiv-Mohyla Academy, founded by the Metropolitan of Kyiv, Petro Mohyla, in 1615. Closed in 1918, it was re-founded as an independent university in 1991, with Viacheslav Brukhovetsky as its first president. In 2007 he was succeeded by the present President, Serhiy Kvit.

NaUKMA identifies itself with the re-emergence of Ukraine as an independent state; its students and faculty played a prominent role during the Orange Revolution and there is a particular emphasis on the heritage and language of Ukraine. However, it also aspires to be a leading university in Europe and the world more generally and, in that spirit, warmly welcomed discussions with our team of visiting advisors.

At the outset, we thank the Rector and his colleagues for a very stimulating professional and social experience and their cooperation in enabling us to fulfil the purposes of the project.

3. The role of the VAP team is essentially concerned with being helpful: it is not an audit exercise and the audience for our Report is the university itself, though if it wishes to

share our reflections externally, this is for the University to determine. In this developmental role, we attempt to:

- 3.1 act as a mirror, so the University may see itself through our eyes,
  - 3.2 provide a benchmarking experience against western universities with compatible aspirations, and
  - 3.3 provide an analysis of good practice and a series of points for the University's consideration – but certainly not prescriptions.
4. At the outset, we were certainly impressed with the clarity of the NaUKMA vision and the consistency with which it is applied; the pioneering mentality and the “can-do” philosophy (working around the constraints); and the obvious widespread pride in the University. This augurs very well for the future evolution of the university.
  5. The following sections of the Report indicate the team's reflections on the current position of the University, especially in relation to themes identified by the University itself. **Each section contains recommendations deriving from our reflections for further development in emboldened type, which we trust the University will seriously consider.**

#### **UNIVERSITY SETTING AND EVOLVING PARADIGMS OF DEVELOPMENT**

6. We are well aware of the specifics of the setting and circumstances of the University, of which the principal elements as far as our discussions were concerned were the:
  - 6.1 volatility of the political situation; the change of government following the initial post-Orange revolution administration; and the consequences for university evolution;
  - 6.2 statements of the new government regarding economic and social development;
  - 6.3 relative immediate youth of the University; its recent innovative credentials; and its continuing desire to become a westernised university, substantially different from the Soviet model;
  - 6.4 development of a free market economy, implying the role of the University in promoting economic development;
  - 6.5 pressures on public finances, implying an imperative for income diversity on the part of the University; and
  - 6.6 tradition of state bureaucracy and control over universities inhibiting creativity, flexibility and the speed of institutional responses to opportunities.

These are all recognized and addressed in the various sections of our Report.

7. The panel found the University to be very clear on its desired positioning in its strategic plan, which we note is due to be updated before its expiry in 2015. The panel confirms the integrity of the major features of the plan, which encompass progressive internationalisation (including the Bologna process) becoming a research

university; reinforcement of the position as the predominant national university; and the enhancement of academic excellence and priority.

8. Before going into the details of the above, it may be useful to indicate what this may mean in terms of the changing paradigms or models of the University. The existing paradigm of the University may be said to comprise a mix of a bureaucratic dimension (an almost inevitable consequence of a heavy state bureaucracy) and a collegial dimension (which, however, is linked with a degree of internal politicisation linked to the external political environment).
9. Given the ambitions of the University, it is apparent that alternative conceptualizations may be helpful.

#### 9.1 The university as a leader of the emerging knowledge economy

- The stimulation of the Ukrainian economy implies the University acting in concert with national economic and governmental stakeholders to create new industry; stimulate IT; incubate SME's and connect industry with international partnerships
- This raises implications in terms of the relevance of the discipline spread and academic profile; university culture; and creation of market-facing units.

#### 9.2 The evolution of an entrepreneurial university

- This is predicated on the necessity of generating alternative and additional sources of income to counteract the spectre of declining public support—via R&D, continuing education, international student fees, alumni, donorships etc.—and to create an independent space for action.
- Such an evolution would necessitate the design of individual and unit incentives for income generation and the creation of a differentiated organization structure both to sustain academic excellence and to engage with industrial and community partners on projects.

#### 9.3 The emergence of the experimental/innovative university:

- Given the traditions of the University, there is already something of a track record in this domain in relation to political leadership and significant research and pedagogical innovations. Risk-taking proactivity is certainly an established feature.
- This propensity could be consolidated by a number of elements, such as:
  - a public policy research unit;
  - mechanisms within the university to share good practice – e.g. a Centre for Education, Learning and Teaching; Research Conference;
  - the creative use of Key Performance Indicators and an enhanced Quality Assurance function with built-in action loops to strategic planning, and
  - the use of collaborative doctorates with industry and the public service.

#### 9.4 The evolution of a research university. This is high on the University's priorities and is discussed in detail later in paragraphs 29 to 40.

- 9.5 The evolution of an international university. This is closely related to the other suggested paradigms and is essential to their fulfilment. The detailed manifestations of this are discussed in paragraphs 41 to 56.
10. It will be apparent that the above paradigms—which are all implied in documentation and discussions—do need a favourable setting to develop properly and for the benefit of Ukrainian higher education and the national economy and society. We feel this centers on the accountability – autonomy balance, to which we return later.

## **STRATEGIC DIRECTIONS**

11. As the previous section demonstrates, the University has a definite vision of what sort of HEI it wishes to be and the team has abstracted from the discussions a number of paradigms which it hopes will be helpful to the University to conceptualise what this vision means in practical terms. The particular manifestations will be discussed in this Report. The overall challenge of repositioning as an elite national HE leader together with an international research university with entrepreneurial characteristics is truly formidable and requires robust strategic processes.
12. The documentation and discussion indicate six explicit dimensions of the strategic plan embodied in a diagram, i.e.
- 12.1 research,
  - 12.2 educational quality,
  - 12.3 people,
  - 12.4 finance (sustainability,
  - 12.5 internationalisation, and
  - 12.6 status,

which is a reasonably comprehensive profile of strategic themes. However, to these dimensions, the team would add other elements normally found in strategic plans elsewhere, namely:

- environmental analysis (clearly this happens, but probably not systematically),
- lifelong learning strategy,
- the university in regional development – knowledge transfer; community services,
- organizational development, and
- campus/site development.

The strategic plan would normally also include reference to the:

- envisaged future size and scope of the university, and
- qualitative projections of growth/contraction overall and in respect of specific elements.

**The University is invited to consider a more systematic and comprehensive strategic plan in which the integration of the various elements is explicit and the above elements are added.**

13. The VAP team appreciates and commends the University's need to evolve and update the plan and its priorities to 2015, in the light of changed circumstances; and indeed in producing a plan in the first place in a very turbulent environment. However, it may well wish to reflect on the process of generating a strategic plan and the team observes:
- 13.1 A tendency for the elements to constitute a wish list of desiderata rather than a prioritised set of objectives which are time bounded.
- 13.2 It does not seem to be shared or articulated with the Ministry, which may well be because the Ministry's key HE objectives are themselves evolving or embryonic.
- 13.3 That it is not clear how any university-level objectives trickle down to faculty/department levels, or indeed are influenced by lower level initiatives.
- 13.4 That it is not clear whether external stakeholders, environmental analysis, market research or scenario building figures in the planning process.
- 13.5 Ambiguity on the issue of whether a systematic planning cycle exists.

**For all these reasons, the VAP team would urge a reconsideration and probable redesign of the planning process, since this will enable the university to prioritise more effectively, relate purposes to resources, and to make choices. Paragraph 69.3 indicates some possible reforms.**

14. Regarding the question of developing the size and scope of the University over the revised planning period, a number of significant avenues emerged, on which we now comment.
- 14.1 To extend the academic profile through the addition of e.g. Medical Ecology; Theology; Oriental Studies. The rationale for these was clear and **we would urge:**
- **Ensuring a student market exists, nationally and internationally.**
  - **A clear definition of the paradigm and focus of a subject and therefore its attractiveness; e.g. Theology could be a study of Religions; a seminary-type provision; a practice-based study including ethics, moral value, truth and reconciliation, either as a free-standing degree or as a series of electives for use in any degree programme (Business, Politics etc.).**
  - **The avoidance of adding self-contained academic silos – in the spirit of interdisciplinarity and efficiency.**
  - **The addition of new programmes/specialisations of course should relate to the cause of national development. As an example, the VAP team feels that a new specialisation in the broad interdisciplinary area of Culture/Heritage and Tourism would greatly assist Ukraine, having, as it does, a rich history, traditions, music, art, literature and architecture, all of which are of huge global interest. Linking these with economic tourism and hospitality could be a valuable contribution to internationalization and market development. In interdisciplinary terms, this would access elements from history, politics, theology, architecture, archaeology, music, literature, art, business and economics.**

- 14.2 **Interdisciplinarity** is a powerful means of extending an institution's profile and of enhancing its service to the nation and community. It is now well established in western universities that most innovations in research occur at the borders between disciplines. Education programs should be correspondingly flexible to maximise employment possibilities. We appreciate that the University is distinctive in Ukraine in its interest in pursuing this and also the regulatory difficulties. To date, major and minor structures have been evolved at bachelors' levels and foreign language studies and other elective opportunities reinforce this development, which we commend.

**We would recommend this be pursued as far as is possible through:**

- **structured multidisciplinary masters degrees;**
- **international split degrees;**
- **a robust internal system of credit recognition and transfer and flexible regulations on degree awards, which will encourage and facilitate student choice of subjects across the university; and**
- **the development of the concept of generic transferable skills independent of the degree topic.**

This will certainly facilitate both research and international agendas.

- 14.3 The student profile can clearly evolve and numbers grow through the adoption of lifelong learning. The justification for this globally is in terms of:

- giving a chance to those who missed out on HE initially,
- career shifts and retraining,
- professional updating,
- collaborative education with industry,
- research cooperation (industrial doctorates),
- joint appointments and staff mobility, and
- shared use of laboratories,

all of which seem to the team to be valid reasons in a Ukrainian context. We understand there is already useful pioneering work going on in distance learning, e-learning and blended learning, which are all significant instruments in lifelong learning. **The VAP team would strongly encourage the University to develop its capacity for this diverse group of learners, since this does seem very compatible with the University's vision. Among the important elements here would be:**

- **a robust and flexible credit system based on ECTS to facilitate credit accumulation,**
- **sensible admission requirements that also recognize prior learning and experience,**
- **market research,**
- **fair resource allocation models to incentivize departments, and**
- **an effective university-level office to develop policy and instruments and undertake market research.**

- 14.4 The VAP team warmly commends the University in its policy of engagements with the institutes of the National Academy of Sciences, through strategic alliances in the first instance, but possible subsequent mergers (appreciating the complexities caused by the fact that institutes are part of the Academy of



Sciences). **The team recommends that engagement is strengthened through :**

- **reciprocal joint membership of respective academic councils,**
- **an extension of joint study programmes at Masters and doctoral levels (beyond the present link in Biology),**
- **research cooperation,**
- **joint appointments and staff mobility, and**
- **shared use of laboratories.**

By such mechanisms would the University strengthen and extend the breadth and depth of its research and postgraduate studies.

- 14.5 The possibilities of expansion and development through international students are clearly evident. This is discussed in detail in paragraphs 50 to 52.
15. The research strategy dimension is discussed in paragraphs 29 to 40.
16. Under the “People” dimension of the Strategy diagram are indicated the objectives in terms of Organizational Renewal (see paragraphs 19 to 29) and Human Resource Management. As far as the latter is concerned, the VAP team would offer the following comments:
- 16.1 The broad themes identified are appropriate, but discussions revealed the importance of considering HRM strategy in the context of:
- the diversified multiple objectives of the University which have considerable staffing implications in terms of expectations and contracts;
  - internationalization: language skills; overseas experience;
  - research: mechanisms of raising standards of research, joint research partnerships, publication in international journals, raising the thresholds overall, acquiring the services of international researchers and the diaspora, training in knowledge transfer and acquiring doctoral supervision skills;
  - coping with financial constraint: issues of prioritising workloads and avoiding over-teaching and inefficient academic delivery processes; and
  - potentially new academic offerings including innovative pedagogies, use of credit systems, lifelong learning etc.
- 16.2 The above all have implications for staff recruitment, the use of international alliances and staff training and development, and **the team therefore also recommends:**
- **consideration of a systematic means of evaluating staff performance, linked to annual programmes of personal development,**
  - **an annually updated university-wide staff development program, and**
  - **the substantiation of an organizational unit for the conduct of staff development programmes, the exchange of good practice in learning and teaching, and research into learning and teaching.**

17. The above, of course, are closely related to Quality Assurance which is a main University priority and the team commends the progress made in this domain – essential as it is for international and research standing, especially:

- international benchmarking of standards with partner overseas universities, in terms of program content, learning outcomes, assessment, admissions etc.,
- the policy of obtaining international accreditation in relevant areas (AMBA, EQUIS being examples of what may be needed across the board),
- student evaluation, and
- infrastructure development.

The main recommendations in this domain would be to:

- 17.1 **Ensure close connections between the outcomes of academic audits and improvement mechanisms on the basis of an annual cycle.**
- 17.2 **Spread good practice, much of which appears not known beyond specific departments.**
- 17.3 **Ensure that QA extends transparently across all academic and administrative domains.**
18. Sustainable financing is clearly critical to support ambitious plans and the University is well aware of the:
- strong reliance on government funding, which is not adequate, and the calculation method, which does not obviously provide incentives for non traditional activities;
  - a restrictive over-regulated financial regime, which limits flexibility and entrepreneurialism; and
  - pressures on public finances.

The VAP team commends the ingenuity/"can-do" approach of the University, and its initiatives in setting up the Foundation; pursuing international students and EU funding; and in taking the first steps towards alumnus giving and industrial donations, despite the lack of government incentives and support.

In addition, the VAP team would recommend:

**18.1 For income generation**

- **enhancement of the international dimension (see paras. 41 – 56),**
- **investment in R&D capacity in order to win industrial research and consultancy contracts, and**
- **a strategic priority of developing income-bearing lifelong learning programmes, not only in the field of Business.**

**All of these require the steady development of a supportive infrastructure within the University (see paragraph 28.1), together with entrepreneurial incentives (see paragraph 63).**

18.2 For cost savings, we are well aware that strenuous efforts have already been undertaken in this domain and commend the University. Future consideration might also be given to e.g.

- substituting student independent learning via e-tuition, to formal class contact in appropriate proportions;
- reviewing the range of available electives with small enrolments
- reviewing the validity of whole programs, which may be uneconomic; and
- examining the possibility of shared services with neighbouring HEI.

The above would be facilitated by the gradual/partial introduction of devolved budgeting and cost control to middle levels, thus creating responsibility and incentives. We return to this in the following section on Governance and Management.

## **GOVERNANCE STRUCTURE AND MANAGEMENT**

### **19. INSTITUTIONAL GOVERNANCE, ACADEMIC STRUCTURE, AND UNIVERSITY MANAGEMENT**

We sensed a generally shared pride throughout the university community in the strategic approach being taken to differentiate NaUKMA from other more traditional post-secondary educational institutions in Ukraine, and in the directional priorities emerging from this endeavour. Among the valued distinctions it is developing is a fundamental orientation that is more closely aligned with the “western” rather than the “soviet” model of higher education. This is reflected in the:

- 19.1 embracing of research as a major University function that should be articulated closely with the educational function (e.g., through introducing Ph.D. programs, research strategy, and a Graduate School);
- 19.2 significance accorded to democratic procedures and open transparency in decision making;
- 19.3 elimination of corruption at all organizational levels (e.g., through the introduction of a common admissions test);
- 19.4 pursuit of strategic alliances with other institutions (e.g., selected Institutes of the Ukrainian Academy of Sciences);
- 19.5 importance of multidisciplinary and liberal education;
- 19.6 quest for diversification of revenue sources (e.g., through establishing the Renaissance Foundation); and
- 19.7 adoption of English as one of its two working languages – among other innovative initiatives.

All the above seem entirely appropriate.

20. Success in achieving such distinctions depends to a considerable extent upon the broader context within which a university must operate, and in this respect there are obvious and crucial limitations that constrain NaUKMA's progress—in common with other Ukrainian universities—notably the severe shortfall in state funding for higher education, and the lack of autonomy from government authority in almost all areas of institutional decision making. We were nevertheless impressed with this university's effectiveness in finding ways to supplement its government funding from private sources (for example, through the establishment by its Foundation of an endowment fund) and to identify mechanisms enabling it to introduce innovations through special arrangements (such as experimental status) that permit exceptions to rigidly inhibiting government regulations (see also paras. 18, 63).
21. Success is also dependent on the effectiveness of the university's governance arrangements and management systems. These are complex features of any institution, and our opportunity to review and understand them at NaUKMA was very limited. However, we were able to get some sense of them and we have a few consequent observations that we wish to convey in this report.

### Governance

22. With respect to governance, we were pleased to note:
  - 22.1 The prominent role played by the University's Academic Conference in overseeing all of NaUKMA operations. Broadly representative of all the University's internal constituencies, it meets annually to address an agenda based on input from its members and to consider a "state of the union" report presented by the President, who chairs this body.
  - 22.2 The Senate is a smaller entity comprised of leaders from the senior management, academic staff and student constituencies that meets monthly to deliberate on matters referred to it by the President, who also chairs it. The results of its deliberations are given great weight in the senior management's decision making.
  - 22.3 The President is the most prominent element in these internal arrangements – and the authority of his office thus makes decisive governance possible while still respecting the valued principle of participatory democracy (in which the potential for genuine student involvement is enabled through the operation of an elected Student Council that functions at the institutional level and liaises with senior management).

We consider these arrangements to be appropriate and conducive to the University's strategic progress. **Any effective president needs to have a team of functional vice-presidents—which the University has—and the range of portfolios seems appropriate to the tasks. However, it is worth considering how the role of the vice-president should evolve given the challenges ahead and the cultural shifts indicated in para. 9.**

23. We were also happy to note that NaUKMA's governance provisions include vehicles through which significant external communities may become engaged. These include:

- 23.1 The Supervisory Board (a formal government-appointed body that currently seems to ignore the University – apparently reflecting an attitude that is reciprocated).
- 23.2 The Board of Trustees (a recently revitalized group of local business and community leaders [including some alumni representatives] convened at least semi-annually by the President to provide him with advice and help the University on matters related to NaUKMA's role and relationships in the broader community).
- 23.3 The International Consultative Board which is currently inactive because its role is being reviewed.
- 23.4 The Honorary President (the University's former and founding President who now heads the Board of its main Foundation and is a widely respected "ambassador" of NaUKMA in the external community).

The potential value of such external linkages in the University's governance arrangements is great, and in order to exploit it as fully as possible without overwhelming the capacity to manage it, we would suggest that:

- **consideration should be given to combining the Board of Trustees and the International Consultative Board into a single and substantial body to periodically provide the President with advice on a wide range of matters involving external relationships (from both local and international perspectives) – somewhat similar to the role that we understand is now played by the Business School's Board, but with a university-wide mandate;**
- **given the University's determination to achieve national status, we would propose that the possibility be explored of establishing regionally-based Boards of Trustees in two or three Ukrainian centres outside of Kyiv where NaUKMA wishes to enhance its presence – groups of local business, professional and community leaders (including alumni) whom the President visits once or twice each year (perhaps over dinner) to share information on the University's progress and seek advice on its directions; and**
- **while the government-appointed Supervisory Board is not currently playing an active role in the NaUKMA's governance, circumstances could arise in the future wherein the University might benefit from this legitimated linkage to the state authorities – and it should thus not be entirely "written off" by institutional leaders.**

## Management

- 24. Regarding management, the University's academic structure is typical in that its principal officers are the President and Vice-Presidents at the institutional level, Deans of Faculties at the intermediate level, and Heads of Departments at the "production" level. Each organizational level is dependent for its success on the effective functioning of and articulation with the other levels. In operationalizing this principle, however, we sensed a certain degree of uncertainty, confusion and even tension. So our comments on this subject are focused largely on possible reasons for and responses to this.

25. We perceived an apparent contradiction between the University's commitment to multidisciplinary academic programming and strategic institutional development on the one hand, and the view expressed by some senior managers that individual Departments should be accorded more autonomy. It is well recognized that the Department constitutes the organizational "home" for most of those who actually do the work of teaching and research; but it is also evident that such "production" must contribute to achieving the University's strategic objectives or they will comprise nothing but a quixotic "wish list". So the fundamental management challenge is how to ensure that those housed in the Departments are working "in tune" with NaUKMA's strategy for institutional development. It seems to us that granting even more autonomy to Departments would not be helpful in this regard; yet we acknowledge that to reduce their current degree of autonomy could be tactically contentious. We view this as a significant dilemma that needs to be addressed by university leaders sooner rather than later. In similar situations, elsewhere (apart from the faculty considerations outlined in paragraph 26), universities have

25.1 created strong modular/credit systems centrally steered to achieve multidisciplinary approaches,

25.2 strengthened the strategic planning process in terms of vertical connections and alignments, and

25.3 created cross-department research centers/institutes in emerging fields.

The University may wish to consider these.

26. Based on our quite extensive experience in western university settings, we believe that the most promising approach to resolving this dilemma resides in raising the profile of Faculties and strengthening the role of their Deans (who are recognized as part of "management" within NaUKMA's academic structure). If a Faculty is to become more than the sum of its Departmental parts (which it must for true multidisciplinary to develop), if strategic planning is to extend beyond the senior level of management (which it must if institutional strategy is to be executed by individual action), if the University's priorities are to reflect the needs and capabilities of those expected to operationalize them (which they must if organizational objectives are to be transformed into human behaviors) – then it is the Faculty Deans who are structurally best located to make this happen. Therefore, Deans must be granted as much authority and other resources as possible to enable them to carry out these essential functions.

27. Throughout our discussions with several groups at NaUKMA we developed the impression that the crucial importance of the Dean's role within the University's structure is not fully recognized or appreciated, by senior management or Departmental personnel – or even by some of the Deans themselves; indeed, we would not have had an opportunity to meet with the Deans' group at all had we not requested a last-minute change in our schedule to accommodate it. We do not believe that the Deans are ignored at NaUKMA, but we do sense that the significance of their responsibilities is not fully understood. This is probably due in part to conventional mentality, to resource limitations, and to autonomy constraints – among other things; but we would urge that all feasible steps be taken to ameliorate the problem. In particular, we would propose that:

27.1 an appointment as Dean should be recognized as an important full-time management assignment (indeed, we would make this same proposal

respecting Vice-Presidents); a member of academic staff who assumes the duties of the Deanship should not be required to also carry responsibilities for continued teaching and research while serving in that leadership capacity – and she/he should receive an increase (not a decrease, as can be the case now) in compensation for taking on that full-time engagement;

- 27.2 consideration should be given to establishing Associate Deanships to ease the load and to engage directly with relevant Vice-Presidents;
- 27.3 decisions about how to allocate supplementary resources (such as income transferred to the University from its Renaissance Foundation endowment and those supported by the Ukrainian diaspora in Canada and the U.S., as well as money generated by NaUKMA's fund-raising department [which we found impressive]) should accord a high priority to providing Deans with more discretionary cash for purposes of incentivizing professorial performance, initiating Faculty development, and leveraging additional support – all in the interest of empowering Deans to stimulate, facilitate, and guide Faculty and inter-Faculty activities directed toward achieving the University's strategic goals; and
- 27.4 while the President meets weekly with his team of Vice-Presidents and the Senior Vice-President convenes weekly meetings of the Deans (who report to him administratively), there is currently no opportunity for the Deans' group to deliberate on a regular basis with the President and his team of Vice-Presidents (even though the Deans' duties relate to all of their portfolios). We believe that there should be a periodic (perhaps bi-weekly) opportunity for such a forum, chaired by the President – both to facilitate the University's strategic planning and management, and to foster the effective and efficient implementation of NaUKMA's policies, programs and procedures. (Such an arrangement should also serve to improve institutional communication, inter-unit cooperation, and best-practice sharing).
- 27.5 The above, of course, all relate to:
  - the Faculties becoming budget centers, with income and expenditure budgets, and
  - the necessity of Faculties producing their own strategic plans to engage with those at university level.
28. The above observations should be considered in the context of the possible paradigm shifts outlined in paragraph 9. The entrepreneurial paradigm is clearly critical and the VAP team would urge consideration of:
  - 28.1 how the various market-facing units (research institutes, lifelong learning, commercial, international) relate to mainstream academic organizations – and the tensions which need to be resolved; and
  - 28.2 training needs for those in managerial roles, and how the necessary skills will be enlarged.

As indicated above, we are very aware that several reasons could be advanced for claiming that some of the proposed actions are impossible in the current context. However, we also know that this University has had considerable success recently in finding ways to circumvent barriers and get around obstacles that appear initially to be legally forbidden or financially impossible. Accordingly, we recommend strongly

that this kind of ingenuity be applied to confronting the challenges inherent in the above proposals – even though it would be unrealistic to expect that all of them can be fully resolved in the first instance.

## **RESEARCH AND POST GRADUATE STUDIES**

29. This is clearly identified as the main plank in the university's strategic development, i.e. to achieve an international positioning as a recognized research university – which naturally, would provide a significant differentiation from the other universities in Ukraine. In the contemporary global world of HE, this represents a formidable ambition, since international league tables are a harsh arena for research university aspirants. We nonetheless are impressed by the University's ambition, but would urge the development of a carefully phased research strategic plan to realize the ambition.

30. At the outset, it is important to work from an agreed conceptualization of the elements of a research university – an operational definition. Referring to international experience, the normal characteristics would tend to be:

30.1 a mission statement which asserts that the university is research intensive and led, in terms of the volume of research, a pervasive research culture, and where the mutuality of the research – education nexus is demonstrable in all/most parts of the institution;

30.2 a series of research thematic concentrations (normally based on selectivity) which are internationally recognised by peer review (peaks of excellence arising from a high plateau of overall competence);

30.3 a substantial proportion of postgraduate students (35%+ of the whole) especially doctoral candidates;

30.4 a substantial proportion of income/expenditure related to research/research transfer (30 – 40%) and substantial investment in equipment and research infrastructure;

30.5 HR and financial policies and procedures dedicated to the development and sustainability of research excellence especially in terms of the proportion of research-excellent faculty, career development and external income generation; and

30.6 a dedicated research organization to sustain and develop efforts at rectorate level, central offices, designated centers of excellence and outward-facing development units.

**This is a challenging set of attributes and the university is invited to assess itself periodically against these, to measure its own reality.**

31. The documentation provided a helpful framework of policy and intent, encompassing:

31.1 identification of particular research strengths (related to 30.2 above);

31.2 a statement on the teaching-research nexus (30.1 above);



- 31.3 the establishment of a Doctoral School (see 30.6 above);
- 31.4 progress on the evolution of the doctoral program on the Bologna model, in critical masses, and in the structure of research training (see 30.3 above);
- 31.5 intent on career development and international exposure (see 30.5 above) and research outputs;
- 31.6 reflections on the inadequacy of funding (see 30.5 above) with indications of progress; and
- 31.7 a clear attempt to position the university as the research leader in Ukraine.

It is thus clear that a number of essential building blocks are well conceptualized and partly installed, for which the VAP team commends the University. Subsequent paragraphs offer reflections on how this progress can be further enriched.

- 32. It would be normal for a research university to have a clearly defined strategy, which would reasonably cover, *inter alia*,
  - 32.1 research positioning;
  - 32.2 mission and goals;
  - 32.3 thematic concentrations;
  - 32.4 interdisciplinarity (including instruments to this end);
  - 32.5 financial support mechanisms;
  - 32.6 income projections and plans for research income acquisition;
  - 32.7 research organization;
  - 32.8 the relationship and synergy between research, teaching, consultancy and knowledge exchange;
  - 32.9 human resource support mechanisms for research;
  - 32.10 quality assurance and review mechanisms;
  - 32.11 research culture development;
  - 32.12 research degrees; and
  - 32.13 research partnerships, especially international.

**At present, some of these are not well articulated and probably need to be in the near future.**

We now discuss selected aspects of the above.

- 33. In broad terms, all universities have a choice of how they place their research in relation to the spectrum available, e.g. the Frascati definition of Basic/Fundamental, Strategic, Applied; or Boyer's "Scholarship Spectrum of Discovery of Knowledge

(research), Transmission of Knowledge (teaching, publications, consultancy), Application (R&D), Integration (interdisciplinarity). No one positioning is intrinsically better than another, and they can/do co-exist. **Nonetheless, it is worth the University deciding what particular type of research university it wishes to be, and the VAP team recommends an extensive debate on this, involving external stakeholders/research users.**

34. As far as the overarching themes are concerned, the University has identified a series of areas of strength. Our comments here would be

34.1 What criteria were used to identify these? Do they include:

- existing critical mass,
- future potential for growth,
- interdisciplinary potential,
- knowledge transfer potential, and
- relevance to Ukrainian development?

34.2 How will these be organized, e.g.

- left in departments, or
- via cross-university groups, centers or institutes?

34.3 If organized in formal groupings has the University an explicit process for:

- the designation of such centers,
- their organization and leadership,
- their support,
- their staffing, and
- the specific relationship with departments active in particular relevant disciplines?

**The VAP team is aware of the centers and institutes which exist, but would recommend a rethink of these in relation to the above and also their existing performance and promise (e.g. this may generate questions like: should ineffective clusters survive – or if so, how might they be turned around? One might also assess how they might relate to the research academies. At some point, attention would need to be given to organizational simplification.**

35. Experience elsewhere has indicated the importance of a HR policy geared to achieving research excellence, and the VAP team understands the inflexibilities imposed by government and the creative manner in which the University has circumvented some of these. **In this process, we would recommend:**

35.1 **A definition of “research-active faculty member” as a stimulus to improved expectations.**

35.2 **Seeking flexible contracts, which would allow different periods of concentrated time for research away from ongoing heavy teaching commitments.**

35.3 **Staff training/secondment experience in research universities overseas.**

36. The VAP team applauds the desire to increase the proportion of postgraduate students (masters and doctorates), as an essential element in research university

status, acknowledging the funding problem. In this respect, the University might wish to consider, *inter alia*:

- 36.1 collaborative masters with other universities to share costs and facilitate critical mass and interdisciplinarity, and
  - 36.2 conducting part-time postgraduate degrees largely funded by the market/consumer that would clearly need to be perceived as occupationally relevant.
37. Research income generation is clearly a challenge in terms of availability, access and strike rate in a competitive external environment. The criteria for the distribution of internal funds seem agreeable, though the process of decision making seems a little cumbersome. External bidding is in many ways the more critical issue, and here the VAP team would suggest that:
- 37.1 **There should be no direct submission of bids to an external body by individual or department/centre for reasons of assigning appropriate costs and overheads and quality control.**
  - 37.2 **While the Research Office is doing a good job, it probably needs to access international intelligence for available funds more systematically.**
  - 37.3 **The key to much successful bidding is joint submissions with other universities, reinforcing the need for effective partnerships, especially international.**
38. As far as the doctoral program is concerned, the VAP team agrees with the importance attached to it by the University, in terms of building a sustainable research community; creating critical mass; career development; funding the next generation of academics; and international engagement. The team applauds the priority of shifting to a PhD mode (along the lines of international conventional wisdom and Bologna) and understands the difficulties imposed by government defense of the existing system. The team wishes the University well in its quest for experimental status and with its efforts to change opinions within government and other Ukrainian universities. The team recommends the University establish with the government at an early date what the evaluative criteria and period for the experiment will be, and it may wish to consider
- 38.1 completion and progression rates,
  - 38.2 student publications arising,
  - 38.3 conference papers and participation,
  - 38.4 employment destinations, and
  - 38.5 training program developed.

Assuming these can be agreed, the University should then ensure that student experience is managed to meet the criteria.

39. Regarding other aspects of the doctoral program, **the VAP team recommends the following for consideration**

- 39.1 **Benchmarking the QA process for research degrees with other robust international guidelines e.g. UK Quality Assurance Agency; Irish Universities Quality Board; Finnish Higher Education Evaluation Council (including admission, supervision, examinations, ethics, training).**
- 39.2 **Strengthening international consortia for PhD, incorporating:**
  - **dual diploma,**
  - **joint supervision,**
  - **overseas experience, and**
  - **joint training.**
- 39.3 **Nostrification of PhD from partner international universities and negotiation for its recognition in Ukraine.**
- 39.4 **Acceleration of the expansion of the pool of PhD supervisors through:**
  - **planned sabbaticals/teaching relief,**
  - **supervisor training programs, and**
  - **supervisor accreditation and registration.**
- 39.5 **Potential for part-time doctorates for professionals in employment, including professional doctorates. These would have relevance to industrial engagement in R&D and knowledge transfer, e.g. Doctor of Business Administration (DBA).**
- 40. It is appreciated that the journey towards becoming a research university is a complex one – hence the need for a carefully phased plan and successful negotiations with government.

## **INTERNATIONALIZATION POLICY AND ADMINISTRATION**

- 41. The University is, of course, committed to internationalization as a strategy and as a way of life and paragraph 9 indicates conceptually its centrality to the achievement of most central priorities. This section of the Report is concerned with the particularities of progress so far and what may be done to accelerate development.
- 42. The major internationalization strategy for NaUKMA is defined by the strategic plan of NaUKMA for the years 2004-2015. The main priorities defined in that plan are:
  - 42.1 NaUKMA joining the list of the top-best universities of the world.
  - 42.2 Increase of the quantity and quality of international publications by the NaUKMA faculty members.
  - 42.3 NaUKMA joining the most important international (European and World) education organizations (e.g. EUA etc).
  - 42.4 Recognition of NaUKMA as a center of Ukrainian studies in the world (which means both development of Ukrainian studies inside NaUKMA and support of Ukrainian studies abroad).

- 42.5 Establishment and support of some of the educational (Master's and PhD level) and research directions as NaUKMA strengths; recognition of some of them as the best in Central and Eastern Europe.
  - 42.6 Increase of academic exchanges – of both faculty and students.
  - 42.7 Development and launch of high quality joint study programs (double / joint degree) with international partners.
  - 42.8 Increase in the number of international students and faculty at NaUKMA.
  - 42.9 “Re-activation” of the NaUKMA International Consultative Board and rethinking of its role in the University's life.
43. If we look at the results so far with respect to these ambitious plans, the 2009 NaUKMA annual report states (according to the self-assessment report):
- 43.1 Agreements:  
In January 2010, NaUKMA had 32 agreements with international partners, mostly from Western Europe and North America. There are agreements of different types: general agreements, student exchange agreements, or agreements for implementation of a particular project (mostly research ones).
  - 43.2 International students:  
While enrolling international students, for different forms of studies, since its opening in 1992, in 2009 (due to changes in legislation) NaUKMA for the first time obtained a license which allowed it to enroll annually 100 foreign students in full-time programs for the next 10 years. Part-time visiting and other forms of international students' enrolment are not regulated by this licence. Altogether during in 2009 NaUKMA hosted, for all forms of study (full-time; exchange; part-time/visiting/non-degree and research students), as well as for specialized programs (e.g. international summer schools), 183 students (in 2008 there were about 90 of them).

As the self-assessment report states, the *challenges* NaUKMA is facing concerning international students are:

External:

- Lack of recognition of the exchange/visiting students' status by the Ministry of Education, thus creating problems of arranging formalities regarding their enrolment at NaUKMA.
- Strict regulations and control of the Ministry of Education and by the Ministry of Internal Affairs (border control) over the international students in Ukraine as a consequence of the fact that in many cases, depending on the country of origin of many international students in Ukraine (countries of Africa, partially Asia), they are considered as potential migrants.
- The procedure for recognition of diplomas obtained outside of Ukraine (in the case of students wishing to proceed with Masters or PhD in Ukraine) is expensive and requires a lot of effort and time.

Internal:

- Lack of infrastructure (dormitories etc.) for international students.
- Not enough courses taught in a foreign language (mostly English) which would be of interest to both local and foreign students; no real strategy for the development of these courses.
- Joint degree programs are mostly oriented to Ukrainian students.
- Shortage of funds to promote NaUKMA options for international students.
- Lack of the master's specializations, which could be niches for NaUKMA for enrolling international students.

#### 43.3 International faculty and researchers

In 2009, 225 international faculty and researchers stayed at NaUKMA with the purpose of lecturing, research work, participation in the seminars etc. of which 23 taught full courses co-taught courses or conducted seminars. The others visited NaUKMA for one-time presentations, lectures, conferences, workshops, etc.

The *challenges* NaUKMA is facing in this area (according to the self-assessment report) are:

External:

- Starting from 2009, the procedure of obtaining an official work permit for international citizens requires many more papers than before (among them, e.g. apostil/council legalization of the university degree diploma) and is much more expensive (about 3500 UAH now in comparison to 180 in 2009). NaUKMA has to look for additional funding to cover these costs. For visiting faculty with external financial support (e.g. Fulbright professorships), NaUKMA has mechanisms in place to enroll such faculty on a voluntary basis, which does not require a work permit.

Internal:

- Because of the financial crisis and requirement to increase the number of teaching hours to get full salary (faculty salary is based exclusively on the number of teaching hours), the university has had to cut a number of elective courses to keep positions for the permanent faculty and to provide them with this number of hours. International faculty members sometimes and in some departments are considered as "competitors" - they are mostly teaching elective courses, and students signing up for their courses cannot sign up for the courses of the local faculty, which is likely to lead to financial constraints for the latter.
- The University mostly has to rely on external funding sources for inviting permanent international faculty as local salaries for the teachers are very low. Therefore, potential faculty members would have to combine teaching at several universities and/or combine teaching with other jobs. Having very good contacts with Embassies of different countries, NaUKMA has already a good tradition of inviting Embassies' employees or their partners (those who would not depend on the teaching job financially) for teaching at NaUKMA.

#### 43.4 Double degree programs

At the moment NaUKMA has two double degree programs:

- Masters Program in German and European Studies, run by the NaUKMA Department of Political Studies together with Friedrich Schiller University of Jena, Germany, with the support of a DAAD grant; and
- Masters Program in Public Health Management, run by the NaUKMA School of Public Health with Maastricht University, Netherlands.

There are two other programs which are now in the stage of planning:

- Masters program in Eastern European Studies, to be run by the NaUKMA Department of History together with Warsaw University; and
- Masters Program in Finance, to be run by the NaUKMA Department of Finance together with Champagne School of Management.

#### 43.5 International visits:

The NaUKMA community is one of the most active in Ukraine with regard to international visits of its members. Overall, there were 278 trips during the year 2009. The biggest number of visits were to Germany and Poland (46 visits to each of these countries), then to Russia and the USA. This is an ongoing trend.

#### 43.6 Foreign languages:

Twelve languages are available as a second foreign language (while English is the first foreign language obligatory for the NaUKMA students of the majors). Among the most popular second foreign languages in 2009 were Polish (204 students) and German (85 students). The second foreign language option is available for all the students. Slavic languages can be studied free of charge; for the other languages a modest tuition fee is required (which is waived in the case of a special project with external funding or some type of cooperation with an Embassy).

### 44. The strategic planning and organization of internationalization

People who are in charge of strategic planning and implementation in the sphere of internationalization are:

44.1 Strategic planning of the NaUKMA's activity is a responsibility of the University President, with direct involvement of the relevant NaUKMA Vice-Presidents (VP for Studies, VP for Research, VP for Finance, VP for Foreign Cooperation, VP for Information Systems and VP for Public Relations), Deans, and Heads of Department.

44.2 The internationalization strategy is being elaborated by the VP for Foreign Cooperation in very close cooperation with VP for Studies, VP for Research and Presidential Advisor on Institutional Projects Management.

44.3 The VP for Foreign Cooperation is also supervising the implementation of internationalization strategies, being directly responsible for such spheres as international agreements (search for appropriate partners and negotiating cooperation conditions), enrolment of international students of different types and their support, together with the VP for Studies in terms of internationalization of teaching and studies at NaUKMA.

44.4 According to the self-assessment report there are comments by NaUKMA community members that while some NaUKMA units are active in the sphere

of internationalization, there appears to be a lack of internal communication and coordination.

45. In the self-assessment report several concerns are expressed with respect to the present policy and organization with regarding internationalization. Although the external team did not have sufficient opportunities to discuss these issues with the relevant actors in the University as was originally intended, the team will make recommendations on these issues, based on the self-assessment report, our expertise in this field and the visit.

The University and its Vice-President for Foreign Cooperation are at present working on the following issues:

- 45.1 The current situation of international cooperation at NaUKMA, as well NaUKMA's internationalization strategy.
- 45.2 The relationship between the key actors in this area at NaUKMA, for instance the Vice-President and Director of the International Office, the Research Unit and the Presidential Advisor on Institutional Projects Management on applications for European projects (Erasmus Mundus – joint Masters and PhD programs, Erasmus Mundus External Window).
- 45.3 International student recruitment to NaUKMA, for instance:
- the strategy of international student recruitment, definition and analyzing NaUKMA programs that could be of most interest for the international students, geographical region(s) of the most possible international student enrolment, forms of their study at NaUKMA, required changes in the NaUKMA curricula to serve more international students in class, etc.;
  - revising rules of foreign citizens' admission to the NaUKMA with the idea to make an attempt to simplify the procedures and to get rid of—as much possible—bureaucratic requirements;
  - elaborating and implementing more precise marketing policies towards recruiting students (full-time) from Russia, Belarus, Georgia, Moldova;
  - a common tuition fees policy for international students at NaUKMA; and
  - assessing the potential for cooperation with other Kyiv universities (e.g. Taras Shevchenko National University), for instance in the area of Pre-University Studies for Foreign Citizens (NaUKMA, for a number of reasons, does not have such a program).
- 45.4 Establishing more systematic approaches to international agreements signing at NaUKMA and to analyzing the existing agreements on their effectiveness.
- 45.5 Investigating the possibilities of financial support of exchange options (e.g. students and faculty exchanges).
- 45.6 Identifying the place of international exchanges, both students and faculty, at NaUKMA. While there are fewer questions about the faculty exchanges/participation in different programs, participation of NaUKMA students in international student exchanges still sometimes is treated as a problem for the departments/faculty, rather than as a benefit.



- 45.7 Analyzing the place of English language in the teaching process of NaUKMA as one of the promoting elements in internationalization and a means of introducing more courses/programs with English as a language of instruction.
- 45.8 Quality control, which is one of the concerns of some representatives of the NaUKMA community when speaking about English as a language of instruction.
- 45.9 Improving the system of logistical support for international students and faculty – offering them appropriate health plans, providing more effective assistance in finding accommodation, etc. This goes in line with the general task of defining the NaUKMA units that are interested and ready to invite international faculty and elaborating with them the ways of finding appropriate international faculty (e.g. exchange agreements, programs like Fulbright and DAAD, personal contacts) and providing them necessary logistical support (NaUKMA Department for Foreign Cooperation / International Office)
- 45.10 Returning to the idea of elaborating long-term programs exclusively oriented towards international students – mostly visiting / part-time students.
- 45.11 Joining the European Association of International Education.

This is a formidable agenda. The University requested the VAP team to offer its opinion on a number of questions, which would inform the next iteration of the international strategy. To these, we now turn.

- 46. Who should be in charge of strategic planning at the NaUKMA? How strong can be / should be the focus on internationalization in the strategic plan?

Strategic planning is an inclusive process, in which the different stakeholders – Board of Trustees, Presidency, Deans, faculty, students, alumni – all should have their input. The present plan has a too long timeframe—2004 to 2015—which makes it rather ineffective for realistic strategic planning. Also, the ambitions as described in the current strategic plan are too high, too general and reflect more a long-term vision than a concrete mission and objectives and goals. This applies for instance to the ambition to be among the top/best universities in the world. We would thus recommend the following:

- 46.1 **Given the current position of NaUKMA it would be more realistic to position itself among the top universities in Ukraine and the mid-level universities in Europe.**
- 46.2 **The institutional plan should have a timeframe of four years and should be developed under the leadership of the Presidency. A midterm review of the strategic plan is important as to see how the implementation process is evolving and what are new emerging issues for adjustment and or input for the new plan (see also paragraph 69.3).**
- 46.3 **Internationalization has to receive a strong focus in the strategic plan, given the ambitions of NaUKMA in this area, and given the increasing importance of internationalization in higher education in Europe and worldwide, in the context of the global knowledge economy. The nine internationalization priorities in the current strategic plan are more indicators for assessing the output and outcomes of the plan than concrete objectives. First, the starting points in these priorities have to**

be established and then absolute or percentage increases can be formulated as targets. NaUKMA should define its objectives and focus areas for internationalization more clearly and more realistically. The main areas are:

- international research cooperation;
- strategic partnerships with universities in the region, in Europe and other parts of the world (it is recommended to give priority in the present situation to Europe and the surrounding region, plus the Ukrainian Diaspora in North America);
- services for international students (degree and exchange) and faculty (full-time and exchange);
- international bachelor, master and PhD degree programs; international modules and summer courses;
- international exchange of students, incoming and outgoing: both for study and internships;
- international exchange of faculty, incoming and outgoing;
- international degree-seeking students: recruitment;
- foreign language policy;
- joint and double degree programs;
- Ukrainian Studies; and
- services for outgoing students and faculty.

47. How should a strategic plan for Internationalization be elaborated at NaUKMA? Who should be involved into its elaboration and supervision? How its implementation should be controlled/supervised?

Several recommendations emerge here:

- 47.1 **Given the importance of internationalization for the University, NaUKMA should have a strategic plan for internationalization, closely linked with the overall strategic plan of the University. Where the overall strategic plan should define the main areas and priorities and link them with the overall direction of the University, the internationalization plan should elaborate more on these areas and priorities, describe the current starting point and describe the actions, timeframe, actors and targets for them.**
- 47.2 **The Presidency should take ownership of the plan and the Vice-President for Foreign Cooperation (better to be renamed into Vice-President for International Affairs) should be the main author and coordinator of the process to implement the plan.**
- 47.3 **A committee should prepare the plan under the chairmanship of the Vice-President for Foreign Cooperation, and should include representatives from the central Research unit, the Presidential Advisor on Institutional Project Management, at least two deans, some key department heads and/or faculty members with a strong international orientation, and a representative of the students and of the alumni.**
- 47.4 **The plan should provide a general framework for the internationalization strategy of the University, but should also require the Deans to write their own plans, giving specific direction to their Faculties on internationalization, within the general framework plan.**

48. Should any advisory body be introduced inside the University that gives input and guidance on new international initiatives? We recommend:

**48.1 The committee that prepares the plan could be installed as a permanent Internationalization Committee under the chairmanship of the Vice-President for Foreign Cooperation (International Affairs), to be responsible for monitoring and supervising the plan.**

49. How should international efforts of separate faculty members be recognized, if at all?

It is of crucial importance that individual faculty and research groups are recognized and rewarded for their international efforts; the role of champions is crucial to develop a positive environment for internationalization within the University. The same is true for Faculties and Departments. Various possibilities can be recommended for consideration.

**49.1 This recognition can be made by internal communication of successes.**

**49.2 By acknowledging annually the most international faculty member, program and research group.**

**49.3 Allocating a small percentage of overhead from international grants to an individual, program or group for new international initiatives (travel, etc.).**

**49.4 By ensuring a good proportion of overseas fees similarly accrue.**

50. How important—or not important—should it be to internationalize teaching and learning at NaUKMA and how could this objective be reached?

The internationalization of the curriculum and the teaching and learning process is an important issue for NaUKMA. Given the fact that - by lack of sufficient resources - incoming and outgoing mobility of students and faculty will be limited, the following are recommended:

**50.1 It is important to include in learning and teaching the development of intercultural and international knowledge and skills for students and faculty. Clearly there is a big debate to be had as to what generic skills are, and how the learning process can develop these.**

**50.2 The requirements with respect to the English language for students and faculty are already an important first step. The provision of an obligatory course on intercultural communication for all students is recommended.**

**50.3 Provision to stimulate faculty to be aware of the latest international developments in their field and to introduce them in the classroom – staff development seminars, overseas attachments.**

**50.4 A task force for internationalization of the curriculum and the teaching and learning process is recommended to present and develop ideas.**

**50.5 Participation in the training courses on this topic as provided by the European Association for International Education (EAIE), or a tailor-made course offered by experts from that Association at NaUKMA, is**

recommended. Generally we welcome the active involvement of the President in the European University Association so as to link NaUKMA better to the European higher education community. We understand that there are financial constraints to allow for broad involvement of vice-presidents, deans and other members of the NaUKMA community in international organizations and activities. For internationalization, the EAIE though is an important network for contacts, projects and partnerships, and we recommend membership in it and use of its professional development opportunities by the Vice-President for Foreign Cooperation.

51. Should the NaUKMA make more efforts to internationalize students' experience?

In addition to the actions recommended under paragraph 50, some suggestions are made here:

- 51.1 **The use of internet as a means to link students from NaUKMA with students from partner institutions abroad in concrete projects, which may help overcome the obstacles of real mobility.**
  - 51.2 **Short group study tours under the supervision of one or two faculty to study a concrete case or country. Companies could be invited to support such trips financially in compensation for a report geared to company needs.**
  - 51.3 **More attention to internships abroad should be given.**
  - 51.4 **More focus on student exchanges in partnerships to increase the number of options for Ukrainian students to go abroad.**
52. Should we put more effort into international student recruiting? If yes, which category of students and what efforts should the University make for that? The following recommendations are proposed.
- 52.1 **The increased global competition for international students makes it important to be realistic and focused, and by that it is recommended to look more at regional and academic niches to attract international students. NaUKMA could focus better on becoming a regional hub for students from neighboring countries in Europe and Central Asia rather than trying to compete for European or other international degree-seeking students. The master level seems to be a more interesting level for attracting students from the region.**
  - 52.2 **For short term study abroad programs the North American market, in particular the USA, is an option: summer programs, semester programs, in particular when the focus is on Ukrainian Studies or Central and Eastern European Studies. Unlike the degree programs, teaching in English is in these cases a requirement.**
  - 52.3 **For exchange students, who come for a summer, semester or year to NaUKMA as part of their home degree, teaching in English is important as is the transfer of credits. It is recommended that a task force from the Faculties and the International Office conduct an overview of courses taught in English within NaUKMA and also group them in specific areas.**

**52.4 Generally, credit recognition (two-way) is an issue needing exploration.**

53. Which additional mechanisms of funding international cooperation should the University use/pay more attention to?

It is our impression that international funding gets a lot of attention at NaUKMA but that there are too many different actors involved at the central level without sufficient communication and coordination, and too little involvement from the Faculties: the Vice-President for Research and his staff, the Vice-President for Foreign Cooperation and the Presidential Advisor. It is recommended that:

**53.1 One clearly identified unit is made responsible for research and teaching grants, both nationally and internationally, and that the expertise on international funding be located there. At the same time such a unit should have excellent communication lines with both the other central units (including the International Office) and the Faculties/Departments.**

54. Should any supporting mechanisms (e.g. administrative) to encourage international cooperation be introduced at NaUKMA?

We are impressed that NaUKMA has had a Vice-President for Foreign Cooperation from its restart and that internationalization is such an important part of the overall strategy. At the same time, it is our impression that there are different levels or types/roles of vice-presidency and that in particular the Vice-President for Foreign Cooperation has a different position than the other vice-presidents. She is more positioned as the Director of the International Office than as vice-president. Also in other vice-presidencies we have the impression that the boundaries between policy and administration are not always clear, but this is certainly the case in the area of internationalization. We recommend:

**54.1 The Vice-Presidency for International Affairs be provided with a clear coordinating role to prepare, integrate and supervise the internationalization policy within the overall strategy of the University, where the International Office and its Director (a different person, who reports to the Vice-President for International Affairs) are responsible for the administration of internationalization.**

55. Your view of the prospects and strategic importance of joint study/dual degree programs with foreign partners for NaUKMA?

We welcome the fact that NaUKMA has developed two dual degree programs and is working on two additional ones. We understand the rationale behind the current dual degree programs which are primarily one-way for Ukrainian students and dependent on external funding, in particular the German one with involvement of DAAD. We recommend that:

**55.1 Joint and dual degree programs are kept high on the priority list, but at the same time make them more two-way activities.**

**55.2 Diversified sources of funding should be sought.**

56. The international agenda is formidable, but we do commend the University on its progress thus far. Its realization is clearly of critical importance for the University's ambitions – hence the detail of our recommendations.

## **SOCIAL ENGAGEMENT**

57. NaUKMA from its reopening in 1992 has had a policy to combine high quality educational and academic standards with the needs of the Ukrainian society. Although there appears to be a commitment to relate the institution more to the market, as a member of the Board of Trustees stated: "More than respond to, we have to develop the market still, as there is within the institution not sufficient basis yet." There are two dimensions to this statement.

57.1 That the market economy is not at the level and sophistication of western countries, which means that there are substantially fewer science/technology based companies with which the University may relate, for R&D and labor force developments. This is a natural constraint, but produces challenges for the University in terms of:

- new company development, and
- training of senior people in industry.

57.2 That the University itself is not as geared to working with industry and business at both strategic and operational levels as it wishes to be. This is linked to our comments on changing institutional paradigms (paragraphs. 9.1, 9.2, 9.3 especially). How such paradigms may be promoted, we discuss later.

58. The University is sending out the following ambitious message: a historic institution of high quality world class education with a specific position in society and also a modern, innovative university delivering highly skilled graduates for the knowledge economy. We feel that the two can go hand in hand, and indeed, can reinforce each other, but more realism in the first part and more focus on the modern, innovative university that is strongly linked to business and society might be welcome.

59. Any university claiming societal engagement as a function on a level with teaching and research would tend to display competence and prominence in a broad range of domains, namely:

59.1 economic impact,

59.2 contribution to economic development,

59.3 contribution to social development,

59.4 contribution to human resource development,

59.5 social/political criticism, and

59.6 harnessing an international outlook to regional/national needs.

There is considerable evidence in documentation and discussions that many of the above are already being addressed and considerable activity already exists. Colleagues we met displayed considerable enthusiasm for moving the University's contribution to a higher strategic level, to a higher volume of activity and to a more systematic mode of operation. **All this we commend and recommend that:**

- **The university is ripe for the articulation of an overarching strategy to encompass the above.**

- **It might usefully undertake an analysis of facilitating and restraining factors (both internal and external) in relation to the above and take steps to create staffing, financial and organizational frameworks to progress these agendas.**

We now turn to specific aspects of the above.

60. An important asset of NaUKMA is that it has been able to fight corruption within the institution with relatively good success. Corruption is one of the main problems of the Ukrainian society and higher education is no exception in this. There appears though to exist a general acknowledgement that NaUKMA has been able to keep corruption outside. This is important for its relationship to the external environment, in particular industry, as it is an expression of trust and quality for partnerships.

**60.1 It is important that this anti-corruption policy be maintained at all levels of the institution.**

61. The question of permeation of market-focused activities across the University is important. It is our impression that the Business School (and within its own field also the Law School) is the key actor in relationships between the University and the business community. This is not uncommon, as there is a natural relationship between the two. The number of MBA and other master and executive programs that the Business School has developed for the business community is impressive. It is welcomed that the Business School is partnering with other schools, such as Public Health and Journalism, in developing tailor-made and executive courses. It is recommended that:

- **More disciplinary and interdisciplinary masters and executive programs should be developed within NaUKMA, with or without involvement of the Business School, to avoid the danger that the relationship with the market place and society becomes an exclusive terrain for the Business School and experience in this area will not spread through the whole of the institution. The commitment includes not only Law, Public Health, Journalism and Social Work, schools that are already developing initiatives, but also Natural Sciences (where Chemistry is a positive example, although mainly driven by the commitment and reputation of one individual), Social Sciences and Humanities. We have already provided examples in paragraph 14.1 of how ostensibly unpromising disciplines may make major contributions (Theology; Cultural Heritage). We would recommend that:**
- **a debate be had between senior management, deans and heads of departments re. the potential of such programs across the university;**
- **the ground rules for creating flexible interdisciplinary programs be created (credit structures);**
- **incentives be created for Departments and Faculties to develop lifelong learning programs at bachelors and masters levels for part-time/distance learning students; and**

- **the NaUKMA claims that it produces graduates with high knowledge, skills (leadership, teamwork, motivation, languages) be widely publicized and further refined in program renewal.**

62. As far as research is concerned, we have outlined some conditions for a research-intensive university (paragraphs 29 to 40). Applied research/R&D is certainly consistent with this major goal, as international experience demonstrates. Applied research is still marginal within NaUKMA, some exceptions such as Chemistry notwithstanding. We have the impression that the strong focus of NaUKMA leadership on reaching world education standards is holding the University away from paying sufficient attention to the opportunities of applied research. This is also related to the fact that there appears to be a stronger research tradition within NaUKMA in the social sciences and humanities than elsewhere, with a focus on fundamental research. The idea that universities should focus on fundamental research and that applied research is of less relevance is a misconception. Top research centers have strong links with industries and work closely with them in applied research contracts. More and more universities and private companies apply together for national and international research grants. Knowledge transfer is an important dimension of research, and technology transfer requires scientific expertise but also a culture that stimulates such transfer. Although we have encountered a commitment at NaUKMA to technology and knowledge transfer, it is recommended that:

62.1 The time is ripe to develop a formal policy on applied research and knowledge transfer, as the existing long-term institutional plan is probably inadequate.

62.2 The plan should be realistic with a gradual phased approach, which is likely to include:

- market research to establish likely partners in industry and the public services and their needs;
- a prospectus of research interests across the university which are likely to have applications in the user/stakeholder community;
- creation of incentive mechanisms to encourage departments and institutes (sharing of income) and individuals (sharing of income; promotion criteria);
- a well-articulated intellectual property policy to protect the University's interests;
- a well-staffed R&D/consultancy office to pursue market possibilities and handle the business arrangements;
- a mechanism for retaining and using income from applied research and consultancy which safeguards the University, i.e. a university company; the Foundation;
- training for academic staff;
- a feasibility study on a possible incubator for SME's;
- inter-institutional collaboration – national and international;
- realistic income targets;
- responsible staff in each Faculty to act as champions; and
- support for staff already active in the field as growth foci.

63. We have taken notice of the fact that the funding mechanisms of the state make it difficult for the University to be more pro-active in fundraising from fees and applied research. The activities of the University's Foundation and Endowment Fund are important sources of additional income for the University, primarily coming from Ukrainian communities in North America. We strongly commend the prioritized



projects for partnership support. We understand that the targets set for this Endowment are under constraint as a result of the financial and economic crisis. NaUKMA is for that reason interested in opportunities to receive more national and international grants for its research, education and infrastructural development, as it cannot depend on support from the government and the Foundation only, in particular in the present economic and political state of the country. We recommend:

- 63.1 **Continuation of the focused and prioritized use of the Endowment with realistic ambitions as a basis for exploration of new funding opportunities.**
- 63.2 **Further enhancement of the Fundraising Department and the President Assistant on Grant Affairs that work on grant applications, nationally and internationally (for instance, European research grants) in combination with strong national and international private partners and universities and the use of seed money from the Foundation.**
- 63.3 **The deans should be more involved in this process. We observed criticism of inertia in this area by the central level and criticism of a lack of involvement and support by the deans, issues that both have to be clarified and overcome to be effective in fundraising.**
- 63.4 **A clear policy for distribution of the overhead between the central level, the academic units and the research groups should be developed.**
- 63.5 **A closer link between the Fundraising Department, the President Assistant for Grant Affairs, the Research Department and the Foundation, so as to avoid fragmentation and to create a more coherent approach between research, fundraising and the grant policies.**
- 63.6 **More specifically, it is crucial that articulation between the Foundation and the University be enhanced to ensure that the Foundation is directly serving the best interests of the University. Toward this end, we recommend that the President of the University propose to the President of the Foundation that an agreement be formalized between the University and the Foundation which stipulates that the Foundation will not consider funding requests from anywhere in the University that have not been pre-authorized by the University's Finance Office, and that grants by the Foundation to anywhere in the University will be transferred through the University's Finance Office.**
- 64. The Job Career Centre of NaUKMA is seen as a well organized unit, which is an important liaison to the public and private sectors. Information, seminars, training and a database of relevant companies are instruments. We recommend:
  - 64.1 **an active policy to stimulate the provision of more internship placements for students as such internships are an important basis of professional experience for them and also improve the relationship of the institution with participating companies.**
- 65. NaUKMA is developing an adequate alumni policy. Apart from the involvement of alumni in the Board of Trustees, we see in other ways that the University invests in good relationships with alumni. It is seen as positive that NaUKMA is not primarily focused on income generation by fundraising with its alumni, but that the institution considers the alumni as an integral part of its community by letting them participate in

its activities, being in regular communication with them and having them be part of discussions about its mission and vision. Such a policy is more effective than one primarily or exclusively related to fundraising, and should be continued and where possible extended. It is recommended that:

- 65.1 **alumni activities be organized not only in Kyiv and at NaUKMA but also in other parts of the country and abroad where concentrations of NaUKMA alumni live, and**
  - 65.2 **different academic units of NaUKMA have their own active subdivisions of alumni within the overall Alumni Association of the University, as this will strengthen the relationship between them and society in their specific fields.**
66. The Board of Trustees is a major expression of the strong link of NaUKMA with society (see also paragraph 23). The current Board includes four alumni of the University who are managers of leading business companies in the country, primarily Kyiv. This link with alumni is welcomed but it is recommended that within the Board of Trustees and in other endeavors NaUKMA also strengthen its links with leaders from other companies and key players in Ukrainian business and society, as there is the danger that NaUKMA will be seen too much as a closed community.
67. We very much appreciate the progress made by the University in this field, which is a difficult area. We are greatly encouraged that the University perceives the need to create building blocks for its future development, but we would urge the progressive systematization of processes and wish the university well in its quest for greater operational autonomy which will considerably facilitate the above.

## **TRANSFORMATION**

68. The above recommendations outlined in the various chapters constitute a significant set of propositions for the University to consider and it is hoped that, at an early stage, they will be:
- 68.1 thoroughly analyzed in terms of feasibility and relevance – and items rejected, if they do not rate on these criteria;
  - 68.2 ranked in order of priority, both in relation to importance and timing; and
  - 68.3 incorporated, as appropriate, into the update of the strategy and into the personal responsibilities of key committees and colleagues.
- The team is confident of the ability of the University to manage this process very effectively.
69. There are also some overarching conditions for effective transformation, which the team feels are important, namely:
- 69.1 The greater capacity of the University for self-determination for reasons indicated above. This implies greater operational freedom from governmental regulation, i.e. a readjustment of the accountability – autonomy balance. This would include the domains of:

- Finance – less detailed operational control of budgets; incentives to earn additional income and deploy any surpluses generated.
- Human resources – determination of staffing structure within agreed financial limits and determination of flexible staffing contracts to suit differing needs.
- Organization – determination of what organizational structures are needed for the emerging multiple obligations of the University.
- Institutional legal status – a non-civil service status, which would embody more operational freedom.

It is emphasized that this is consistent with the University's philosophy of westernization and would need to be accompanied by appropriate means of performance-based accountability and planning agreements with government. It is appreciated that a long dialogue with government is necessary to achieve this and it is hoped this Report will assist in this respect.

69.2 An attention to systematization. The University's development may be viewed along two dimensions:

- Increased growth, scale and complexity caused by enhanced service to the nation and diversified objectives and income sources.
- Movement from ad hoc responses to new challenges to a growing systematization and routinization of processes across the University to ensure consistency and efficiency.

The team would advocate attention to the latter, especially in relation to areas like R&D, flexible learning, part-time and lifelong learning, joint double degree courses etc. This will save considerable trouble down the road.

69.3 The evolution of the University's strategic planning process. The University is to be commended on its efforts to date to establish a stable planning framework in turbulent times, and its priority objectives. However, in keeping with 69.2 above, it is worth now considering the next stage of its development. The following are advanced as possibilities:

- The design of a structure of the plan which might encompass:
  - Part 1: Mission, environmental challenge
  - Part 2: Strategic development in education; research; R&D; lifelong learning; regional development; internationalization
  - Part 3: Support strategies in finance; human resource; IT; QA; organizational reform.
- Examples can be provided:
  - consideration of an optimum planning period (e.g. 4 – 5 years), broken down into annual action plans, rather than a general wish-list;
  - key performance Indicators for principal priorities;
  - indicative strategic plans at Faculty/Department level;
  - an annual review cycle; and
  - engagement with external stakeholders at various levels.

69.4 The importance of stable institutional partnerships as means of adding missing expertise and perspectives; exceeding the University's capacity and adding to its competitive strength, nationally and internationally. Thus, partnerships might include

- national alliances with other HEI for education, research, R&D and services;
- national alliances with economic and public stakeholders for R&D and lifelong learning; and
- international partnerships with other HEI for joint programs, R&D, student mobility, staffing etc.

Criteria and processes for selecting strategic alliances are thus important decisions, i.e. systematization rather than ad hoc devices.

69.5 The significance of an effective Quality Assurance process to underpin the range of academic and administrative activities. This is different from Accreditation per se, and is concerned with the cycle of objective-setting, implementation, feedback, review and re-setting priorities. It is also closely related to strategic planning. The University has made good progress, but the next jump is now needed, to enhance the University's competitiveness, relevance and systematization.

70. The team wishes the University well in its endeavors and looks forward to its emergence as a significant international player in the decade ahead.

## **THE UNIVERSITIES PROJECT OF THE SALZBURG GLOBAL SEMINAR**

Universities throughout the world are undergoing systemic changes in their governance, academic design, structure, and mission. From 1996 to 2003, the Salzburg Seminar's Universities Project focused on higher education reform in Central and East Europe, Russia, and the Commonwealth of Independent States (CIS) as universities in these regions redefined their relationships with governments and try to become more integrated into the global intellectual community.

The Universities Project was a multi-year series of conferences and symposia convening senior representatives of higher education from the designated regions with their counterparts from North America and West Europe. Discussion in the Project's programs focused on the following themes:

- University Administration and Finance
- Academic Structure and Governance within the University
- Meeting Students' Needs, and the Role of Students in Institutional Affairs
- Technology in Higher Education
- The University and Civil Society

## **THE VISITING ADVISORS PROGRAM (VAP)**

The Salzburg Global Seminar launched this enhanced aspect of the Universities Project in the autumn of 1998. Under the VAP, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional self-assessment and change. To date, eighty-four visits have been held at universities in Central and East Europe, Russia and CIS countries.

**The Salzburg Global Seminar acknowledges with gratitude The William and Flora Hewlett Foundation, The W.K. Kellogg Foundation, and the Carnegie Corporation of New York, which provided funding for the Universities Project, the Visiting Advisors Program, and the extension of the VAP, respectively.**

## **FOR MORE INFORMATION**

For more information regarding Salzburg Global Seminar programs, please contact one of the Seminar's offices below.

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**VISITING ADVISORS****John Davies** (Team Leader)

John was University Pro Vice-Chancellor for Enterprise and subsequently Dean of the Graduate School at Anglia Ruskin University, and is currently Fractional Professor of Higher Education Management at University of Bath. He has held Visiting Professorships at University of Utah (1978), University of Northern Arizona (1978), State University of Buffalo (1982), Institution of Educational Administration, Melbourne (1983), and he was Pro Vice Chancellor (Quality Assurance and Organizational Development) at La Trobe University, Melbourne, Australia on a fractional secondment from Anglia (1993 – 97). In 1985, he was awarded a Chair in Higher Education Management at Anglia (the first designated professorship in this specific field in Western Europe) and published extensively. He is an experienced international consultant in higher education across some 50 countries and has undertaken strategic reviews of 45 universities world wide.

**Robin Farquhar**

Robin has served as President of The University of Winnipeg and also of Carleton University, where he is now Professor Emeritus of Public Policy and Administration. He earned his Ph.D. at The University of Chicago and he has published numerous books and articles on the management of education, especially at the post-secondary level. For the past dozen years he has been active as a consultant on higher education policy and leadership in many countries, partly through his membership both on the international Advisory Committee for the Salzburg Global Seminar's Universities Project and in the Experts Pool for the Institutional Evaluation Programme of the European University Association. He is also a member of the University of Madeira's General Council. Dr. Farquhar has chaired the Commonwealth Council for Educational Administration and the Canadian Bureau for International Education, and he served as President of the Canadian Society for the Study of Education. He has won several awards and honors and he lives in Ottawa, Canada.

**Hans de Wit**

Hans is Professor (lector) of Internationalisation of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences, since August 2009. He is also a private consultant: *De Wit International Higher Education Consultancy*. He is the Co-Editor of the '*Journal of Studies in International Education*' (Association for Studies in International Education/SAGE publishers). He has (co)written several other books and articles on international education and is actively involved in assessment and consultancy in international education, for organizations like the European Commission, UNESCO, World Bank, IMHE/OECD, Salzburg Global Seminar and ESMU. His latest books are Hans de Wit (2009). (Ed.), *Measuring Success in Internationalisation of Higher Education*, EAIE Occasional Paper, Amsterdam; and Hans de Wit, Pawan Agarwal, Mohsen Elmahdy Said, Molatlhegi Sehoole and Muhammad Sirozi, (Eds.). (2008). *The Dynamics of International Student Circulation in a Global Context*. SensePublishers, Rotterdam, the Netherlands. In 2005-2006 He was a New Century Scholar of the *Fulbright Program* Higher Education in the 21<sup>st</sup> Century, and in 1995 and 2006 a

visiting scholar in the USA (Centre for International Higher Education, Boston College) and in 2002 in Australia.

He has been among others Vice-President for International Affairs and Senior Advisor International at the Universiteit van Amsterdam, in the period 1986-2005, and director of international relations at Tilburg University in 1981-1985. He has a bachelor, master and PhD from the University of Amsterdam. Hans de Wit is founding member and past president of the European Association for International Education (EAIE).

**John Lotherington** (VAP coordinator)

John Lotherington is Vice-President, Program Operations for Salzburg Global Seminar, and prior to that was director of the 21st Century Trust in London. He began his career in history education and maintains an interest in that area. His publications as editor and author include *The Communications Revolution* (Ankara: Medcampus, 1995); *Years of Renewal: European History 1470-1600* (London: Hodder Headline, 2nd ed. 1999); *The Seven Ages of Life* (London: Centre for Reform, 2002); *The Tudor Years* (London: Hodder Headline 2nd ed. 2003); and introductions to *The Florentine Histories* by Niccolò Machiavelli (New York: Barnes & Noble, 2004) and *The Book of the Courtier* by Baldassare Castiglione (New York: Barnes & Noble, 2005). He is a Fellow of Goodenough College, London.

**SCHEDULE:****Monday 7 June**

Arrival of VAP Team.

18.30 Dinner with Larysa Chovnyuk, VP for Foreign Cooperation; and Colin Guard, formerly of Salzburg Global Seminar and now Director, *Bibliomist* (Global Libraries Ukraine)

**Tuesday 8 June**

09.15 – 09.45 Theme I : Strategic Development of University

With President Sergiy Kvit, and VAP team leader John Davies

09.45 – 12.30  
(with breaks)

- presentation by university on current position and main issues
- questions from VAP team
- contribution of perspectives by VAP team
- general open discussion on issues

12.30 – 13.30 *Lunch*

Theme II : Governance, Academic Structure and University Management

With President Sergiy Kvit and VAP team member Robin Farquhar

13.30 – 17.30

- presentation by university on current position and main issues
- questions from VAP team
- contribution of perspectives by VAP team
- general open discussion on issues

Evening Teams meeting to debrief and prepare  
*Dinner*

**Wednesday 9 June**

Theme III : Research

With VP for Research, Volodymyr Morenets; and Director of NaUKMA Doctoral School, Mychailo Wynnysky, and VAP team leader John Davies

09.15 – 12.30  
(with breaks)

(i) Research Strategy and its implementation including positioning, themes, research organization, research policy, research performance and staffing policy re. research

- presentation by university on current position and main issues
- questions from VAP team
- contribution of perspectives by VAP team
- general open discussion on issues

12.30 – 13.30 *Lunch*



- 13.30 – 15.30 (ii) The evolution of the PhD and research degrees
- presentation by university on current position and main issues
  - questions from VAP team
  - contribution of perspectives by VAP team
  - general open discussion on issues
- 15.30 – 15.45 *Refreshments*
- 15.45 – 17.00 Theme IV : The University and the Market
- With VP for Development, Natalya Shumkova, with VAP team members Hans de Wit and Robin Farquhar
- (i) Engagement with region on research, R&D, knowledge transfer
- presentation by university on current position and main issues
  - questions from VAP team
  - contribution of perspectives by VAP team
  - general open discussion on issues
- Evening Team meeting to debrief and prepare interim presentation
- Dinner with President Kvit and Larysa Chovnyuk, VP for Foreign Cooperation*

Thursday 10 June

- 09.15 – 13.30 (with breaks) (ii) Profile of the region, the market and the university's strategy for engagement
- presentation by university on current position and main issues
  - questions from VAP team
  - contribution of perspectives by VAP team
  - general open discussion on issues
- (iii) Meeting with selection of relevant regional/market stakeholders to explore nature of relationships
- presentation by university on current position and main issues
  - questions from VAP team
  - contribution of perspectives by VAP team
  - general open discussion on issues
- (iv) Engagement with market on educational provision, including labor market needs; curriculum relevance; lifelong learning; cooperative education
- presentation by university on current position and main issues
  - questions from VAP team
  - contribution of perspectives by VAP team
  - general open discussion on issues

13.30 – 14.30	<i>Lunch</i>
14.30 – 16.30	Team meeting to debrief and refine interim presentation
16.30 – 18.30	(i) Interim presentation by team to President Kvit and colleagues (ii) Response and discussions
Evening	Team meeting to debrief and prepare <i>Dinner</i>

### Friday 11 June

#### Theme V : Internationalization and the University

VP for Foreign Cooperation, Larysa Chovnyuk, with VAP team member Hans de Wit, VAP coordinator, John Lotherington, and Colin Guard, former VAP coordinator now Director, Bibliomist (Global Libraries Ukraine)

09.15 – 12.30 (with breaks)	<p>(i) The international positioning and strategy of the University, including international partnerships</p> <ul style="list-style-type: none"> <li>• presentation by university on current position and main issues</li> <li>• questions from VAP team</li> <li>• contribution of perspectives by VAP team</li> <li>• general open discussion on issues</li> </ul> <p>ii) International experience for students : mobility and exchange, double and joint degrees</p> <ul style="list-style-type: none"> <li>• presentation by university on current position and main issues</li> <li>• questions from VAP team</li> <li>• contribution of perspectives by VAP team</li> <li>• general open discussion on issues</li> </ul> <p>(iii) Internationalization of the curriculum, languages and intercultural studies</p> <ul style="list-style-type: none"> <li>• presentation by university on current position and main issues</li> <li>• questions from VAP team</li> <li>• contribution of perspectives by VAP team</li> <li>• general open discussion on issues</li> </ul>
12.30 – 13.30	<i>Lunch</i>
13.30 – 15.00	<p>(iv) Internationalization and research staffing issues and opportunities</p> <ul style="list-style-type: none"> <li>• presentation by university on current position and main issues</li> <li>• questions from VAP team</li> </ul>

- contribution of perspectives by VAP team
  - general open discussion on issues
- (v) conclusions and recommendations on Internationalization

15.00	<i>Tea</i>
15.30 – 17.00	Team meeting to debrief
17.00 - 18.00	Conclusions
20.00	Final Dinner, hosted by Colin and Galya Guard



*This visit of the Visiting Advisors Program  
has been made possible by a generous grant  
from the Carnegie Corporation of New York.*