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INSTITUTIONAL MANAGEMENT IN INTERNATIONALIZATION OF UKRAINIAN HIGHER EDUCATION

Purpose. To identify the possibilities of institutional management as an effective tool for the internationalization of Ukrainian higher education.

Methodology. The authors used the method of comparative analysis, which allowed them to highlight the general characteristics of institutional management, evaluate their effectiveness in the internationalization of Ukrainian higher education and consider their practical use to achieve maximum results.

Findings. The authors used the capabilities of institutional management to define the idea and mission of the internationalization of Ukrainian higher education. The possibilities of Ukrainian higher education and its institutions were investigated. The results obtained were used as a basis for the development of a strategic plan for the internationalization of Ukrainian higher education.

Originality. For the first time, the possibilities of institutional management have been used to define the idea and mission of the internationalization of Ukrainian higher education and develop a strategic plan for the internationalization of higher education in Ukraine.

Practical value. The authors unified certain rules of institutional management for their more effective use in the internalization of Ukrainian higher education. This has increased their practical value. The possibilities of higher education in Ukraine were studied and eight key areas were identified, the development of which can ensure the quality of the internationalization of Ukrainian higher education.

Keywords: *institutional management, higher education, internationalization, Ukraine*

Introduction. The concept of the internationalization of higher education takes an important place in the modern reform of university management. Leading international, regional and national organizations such as the Organization for Economic Co-operation and Development (OECD), UNESCO, the World Bank, the European Commission, national governments, the International Association of Universities (IAU), the European Association of Universities (EUA) and others, are promoting internationalization as a leading quality indicator of university education.

The internationalization of higher education is the subject of research in numerous publications. The book by Marianne A. Larsen *Internationalization of Higher Education* can be singled out, which summed up the intermediate results of the research in this area and outlined the prospects for the development of internationalization [1]. Larsen understood the complex, multicenter and contradictory processes of internationalization and established four main directions of the research [1]:

1. Research on the transnational mobility of students, scientists, knowledge, programs and providers.
2. Research on production of mobile products, knowledge and identities.
3. Research of the significance of the territory (region) in the internationalization of higher education.
4. Research on the determining and decisive role of global university rankings, whose indicators determine changes in the spatial landscape of higher education.

A respected expert in the internationalization of higher education is Hans de Wit, Director of the Center for International Higher Education (CIHE) at Boston College, USA. The Center finances the magazine *International Higher Education* (IHE), which is published in six languages (English, Chinese, Russian, Spanish, Portuguese and Vietnamese),

which promotes and approves new ideas for the internationalization of higher education.

In the article "Internationalization of Higher Education", H. de Wit promotes an ethical approach to understanding and approving internationalization [2]. According to de Wit, the mobility of students, academics and programs; reputation and branding (based on the results of global and regional university rankings); and the paradigm shift from collaboration to competition, have become major manifestations of the internationalization in higher education over the past 30 years. According to de Wit, international education has become an industry, a source of income and a vehicle for enhancing reputation. Traditional values that in the past stimulated international activities in the field of higher education, such as exchange and cooperation, peace and understanding, human capital development and solidarity, have given way to new concepts and challenges: "competition", "income", "soft power", "reputation". This fact that has taken place must be accepted and comprehended in order to prevent the final loss of connection with the origins – care for a person and their perfection [2].

In the article "Internationalization of Higher Education", de Wit, co-authored with P.G. Altbach, highlighted global trends in the process of the internationalization and formulated recommendations for the future. The authors noted that quantitative data on the number of international students seeking degrees, international talents and academics; students receiving loans abroad; on agreements and memorandums of understanding; as well as international publications in co-authorship in influential academic journals, have become not only the key manifestations of the internationalization of higher education, but also the factors determining the internationalization [3]. The factors that previously accompanied internationalization have become its driving force. As a consequence, internationalization has led to a growing dominance of the English language in research and, in some countries, in teaching; to the digitization of information, knowledge, teach-

ing and scientific work; formalization of creativity and leadership. A new industry was established, built on the internationalization, that transformed higher education. The industry has turned the process of internationalization into a business project that dictates its goals, objectives and values.

The following example can be given. In 2004, two editors from The Chronicle of Higher Education, the United States' premier academic news agency, raised an investment fund and created a new business venture, Inside Higher Ed. At present, Inside Higher Ed is a media company and online publication with a monthly circulation of 3.67 million. This is an entire industry that develops the internationalization in higher education and earns on its development [4]. Inside Higher Ed promotes the idea of internationalizing higher education as a process of commercializing research and higher education. Internationalization appears in its new image – an international competition for the recruitment of foreign students from rich and privileged countries in order to generate income, ensure national security and promote national interests at the international level [4].

A new understanding of the process of the internationalization of higher education and the rules of the industry created on its basis are forcing national governments to reform management models and stimulate the internationalization of higher education institutions. Modern world university rankings are determined by the key factors of internationalization:

- a) the number of foreign students;
- b) presence of international affiliates;
- c) participation of universities in exchange programs for students, staff and researchers;
- d) internationalization of curricula and courses, including the use of new methods; ways and tools of influence;
- e) partnerships in various fields of research and education between higher education institutions at the regional and international levels.

The purpose of the present article is to study the possibilities of institutional management as an effective tool for the internationalization of Ukrainian higher education.

Results. Institutional management is understood by the authors as a process of developing plans and organizing available production resources for effective activities to achieve a set goal and a stated mission. Institutional management in the internationalization of higher education is the organization of effective activities at four levels: international, regional, national and university. In fact, this is strategic financial management, which provides for:

1. Defining the current situation.
2. Defining the desired situation.
3. Determining the sequence of actions necessary to achieve the desired situation.

Institutional management in the higher education system should at least ensure:

- a) linking educational and research programs with practical activities;
- b) cooperation between universities in joint research programs, creation of a network of universities;
- c) attracting highly qualified specialists from various fields of activity and fields of study to higher education;
- d) interdisciplinarity and multidisciplinary of the research carried out in higher education institutions;
- e) relationship with the public and the media;
- f) fostering social responsibility among students and teaching staff and their involvement in public life.

The modern possibilities of institutional management as a tool for the internationalization of higher education are described, for example, in the article by A. A. Firsova [5]. When we talk about the possibilities of institutional management, we, first of all, understand the relevant indicators and effective tools for modeling the impact on innovative systems for their balanced development. A. A. Firsova, et al. studied the possibilities of institutional management in ensuring balanced, sustainable development of regional innovation systems, taking

into account the region's related factors and needs [5]. The use of the cognitive modeling methodology and scenario impulse modeling helped the authors establish the relationship between the regional innovation system and higher education institutions and develop tools for diagnosing inconsistency problems and improving the development of institutional management in regional innovation policy [5].

Institutional management begins with the formulation of the idea and mission of the organization. In fact, it defines the core values and functions of the internationalization process, including the ethical principles on which the internationalization of higher education is based. We formulate the idea of the internationalization of Ukrainian higher education. The idea of the internationalization of Ukrainian higher education is to transform the higher education system of Ukraine in accordance with the European educational tradition [6] with the aim of further integrating Ukrainian society into European culture [7].

The mission of internationalization is to integrate Ukrainian higher education into the global industry of internationalization in order to reorganize the management model of Ukrainian universities in accordance with the new instrumental paradigm of university education [8].

The key role in institutional management is played by strategic planning. The stated idea and mission focus the process of the internationalization of higher education in Ukraine, while strategic planning determines and approves the sequence of actions. In our case, strategic planning of the internationalization provides for an analysis of the possibilities of Ukrainian higher education and its institutions in order to develop specific steps to achieve maximum results.

Strategic planning for the internationalization of Ukrainian higher education should ensure:

- a) achieving high-quality educational services for domestic and foreign students;
- b) improving the professional training of students;
- c) forming targeted interaction between producers and consumers of international educational services;
- d) strengthening international cooperation and competitiveness of Ukrainian higher education institutions;
- e) conducting highly qualified research on the issues relevant to the Ukrainian society and implementing the results.

Analysis of the possibilities of Ukrainian higher education and its institutions includes:

1. Assessment of the legal framework and its compliance with the modern internationalization industry.
2. Assessment of the financial resources that Ukraine is able to invest in or attract to the development of the internationalization of higher education.
3. Assessment of human resources.
4. Assessment of Ukrainian and international experience in the industry of internationalization of higher education.

We explore the possibilities of Ukrainian higher education and its institutions in order to propose a strategic plan for the internationalization of Ukrainian higher education based on the results.

Assessment of the legal framework of Ukraine in order to determine its compliance with the modern industry of the internationalization of higher education. The main document that currently defines and regulates the declared idea and mission of the internationalization of Ukrainian higher education is The Communiqué, adopted at the Ministerial Conference, which was held in Paris on May 24–25, 2018 [9]. The Conference of Ministers of Education is a dialogue between delegations from the member states of the European Higher Education Area (EHEA) and delegations from the countries outside the EHEA. The Paris Communiqué stresses the need to improve the implementation of the fundamental values of democracy. It approves the standards of higher education that should convey the concepts of peace and freedom.

The main emphasis of the Paris Communiqué was made on two aspects [9]:

1. Formation of the values that form the basis of the European Higher Education Area, namely, academic freedom, virtues, institutional autonomy, and the participation of students and academic staff in self-government.

2. Social responsibility of universities for the development of a cohesive and inclusive society. This implies: a) improving intercultural understanding; b) involving the public in the higher education management model; c) developing moral consciousness; d) promoting access to higher education for people from all walks of life.

Ukraine has committed itself to reforming the higher education system and providing a legal basis for [9]:

1. Implementation of ESG-principles (Environmental, Social, and Corporate Governance) in national and institutional practices.

2. Approval of the “European Approach for QA of Joint Programmes”. Joint programs are a hallmark of the European Higher Education Area (EHEA). They are designed to enhance student and staff mobility, promote peer learning and collaboration, and transfer excellence.

3. Participation in the Database of External QA Results, DEQAR. The base provides access to reports and decisions on higher education institutions/programs that have been externally reviewed for compliance with the European Standards and Guidelines (ESG). The database contributes to the transparency of external quality assurance in the European Higher Education Area.

4. Implementation of the Lisbon Convention on the Recognition of Qualifications. The problem of refugees and displaced persons is urgent for Ukraine [10].

In general, assessment of the legal framework of Ukraine testifies to a clear strategic course of Ukraine towards integration with the European Union. This strategy is enshrined in the Constitution of Ukraine. Currently, the legal framework of Ukraine is being regulated in accordance with the legislation of the European Union, including laws and regulations on higher education. This is evidenced by continuous changes in the Law of Ukraine “On Higher Education”. The latest changes were adopted by the Verkhovna Rada of Ukraine on April 23, 2021, and are aimed at the internationalization of Ukrainian higher education [11].

Assessment of financial resources that Ukraine is able to invest in and/or attract to the development of the internationalization of higher education. In 2020, the Ministry of Education and Science of Ukraine spent UAH 16.26 billion (about \$670 million) to finance 136 higher education institutions and 12 their affiliates. Funding for five universities included in the QS World University Rankings, The Times Higher Education World University Rankings and Academic Ranking of World Universities, has increased by several million hryvnia [12]. By comparison, the University of Oxford’s budget for this period was £2.145 billion (about \$3.035 billion). In fact, the budget of one university exceeds the funding of Ukrainian higher education institutions by 4.5 times.

The difference in funding for research projects looks even more catastrophic. For instance, in 2017, funding for research projects (in dollar terms) amounted to the USA – \$543 billion; Germany – \$127 billion; Ukraine – \$1,7 billion [13].

Since January 1, 2020, the higher education institutions of Ukraine have received greater autonomy. For the first time, two criteria were used in the management model of higher education institutions, which, according to the authors, will contribute to the development of the competitiveness of Ukrainian higher education. These are [12]:

a) university administration has become directly responsible for the results of university activities. This responsibility has now been digitized, formalized and recorded in contracts signed by the Ministry of Education and Science of Ukraine with the heads of higher education institutions;

b) universities with better performance will receive more funding than last year’s budget.

The new changes are intended to increase competition among Ukrainian universities and the responsibility of the university administration for their work.

In general, assessment of financial resources that Ukraine is able to invest in and/or attract to the development of the internationalization of higher education proves Ukraine’s inability to compete in the internationalization industry. At present, the conditions are being created to change the current situation. However, in fact, funding for higher education in Ukraine is significantly inferior to funding for higher education in any other European country [13].

Assessment of human resources. When assessing the human resources involved in the higher education system in Ukraine, different methods are used. The authors used the method of integral assessment of the quality of an integrated human resource based on assessments of its components and requirements for the result. This methodology was proposed by S. R. Koev, et al. [14]. According to this methodology, the requirements for the quality of the human resources are determined by the quality of the result. Under this condition, the higher the quality of the personnel component of the higher education system is, the easier it is to meet the requirements for the result. If the quality of one of the human resource components of the system is lower than the predicted value, then it is impossible to satisfy the requirements, and in this case, the task of achieving a specific goal cannot be solved [14].

Modern conditions for the development of economic relations, including the internationalization industry, are characterized by the growing influence of globalization processes in all spheres of activity, the growing role of social responsibility of management and constant renewal of management approaches. In the current conditions, the issues of complex development of personnel (personnel strategy) and human resources are of particular importance.

An effective personnel policy creates sustainable competitive advantages, authority in the service market, long-term management efficiency, as well as the implementation of management initiatives in practice. Modern institutional management relies on personnel who:

- a) have developed intuition for changes in the service market;
- b) have dedication to the idea and mission of the organization, team loyalty;
- c) have the ability to obey the leader and maintain discipline;
- d) have the ability to organize a flexible management vertical;
- e) have the ability to use modern information and communication technology;
- f) are knowledgeable about the market specifics of services and customer needs;
- g) are able to take responsibility for results and actions.

Human resource management is the backbone of institutional management. S. R. Koev, et al. proved that the effectiveness of institutional management does not depend on the use of advanced technologies and diversification of their funding sources. Institutional management in the internationalization of Ukrainian higher education is, first of all, effective managers who interact with each other to achieve the set goals and objectives [14].

Assessment of human resources by the chosen methodology points to the existing problems in the Ukrainian system of higher education. On the one hand, the modern organization of higher education in Ukraine is capable of training highly qualified personnel. It is proved by the fact that, for example, as of 2019, 650 educators had teaching experience abroad and 122 Ukrainians were conferred honorary doctoral degrees of foreign universities [13]. However, on the other hand, modern organization of higher education in Ukraine is not able to retain highly qualified staff. Insufficient funding and an imperfect model of higher education management lead to an outflow of highly qualified staff abroad and to unemployment. For example, CEDOS (Center for Society Research), recorded that in 2017, 77 424 students with Ukrainian citizenship studied at foreign universities (of which 33 370 studied at Polish universi-

ties) [15]. At the same time, there are no statistics in Ukraine indicating the number of students who returned to Ukraine and got jobs in their fields. CEDOS (Center for Society Research) assumes that the overwhelming majority of students studying abroad do not return to Ukraine [15].

The second example, according to the data published by Anna Novosad, Minister of Education and Science of Ukraine (December 26, 2019), is that among the officially registered unemployed, almost 50 % were people with higher education [13].

Assessment of domestic and international experience in the industry of the internationalization of higher education. According to the Annual Report of the National Agency for Quality Assurance in Higher Education, in 2019, 75,605 foreign students from 154 countries studied at Ukrainian higher education institutions. However, the overwhelming majority of students were from India (14 958), Morocco (7 390), Azerbaijan (6 228) and other countries of Asia and Africa, while students from European countries accounted for no more than 2 % [13].

The largest percentage of foreign students and educators in Ukrainian universities, i. e., the indicator of their internationalization, ranges from 7.09 to 2.57 % [13]. For comparison, similar indicators of the world's leading universities (according to World University Rankings) hover around 31 %.

Internationalization of higher education is viewed in national and national security strategies as "soft power" that can attract and cooperate rather than coerce. Internationalization as "soft power" shapes the preferences of others through attractiveness and interest in national culture, national idea and national identity. In the period of the 2018–2019 academic year, the effectiveness of the internationalization of Ukrainian higher education can be assessed by the following indicators [13]:

a) 7 561 students from 183 higher education institutions took part in academic exchange programs;

b) 526 dual degree programs at 186 higher education institutions have promoted mobility and recognition of qualifications;

c) four reputable organizations have become strategic partners in ensuring the quality of higher education in Ukraine: Strengthening Academic Integrity in Ukraine Project (SAI-UP), promoted by the US Embassy; United States Agency for International Development (USAID); British Council); and OSCE Project Coordinator in Ukraine.

The book *European Higher Education Area: Challenges for a New Decade* draws attention to the fact that often the senior management of higher education institutions develops the strategy of internationalization and the strategy of institutional management as two different strategies [16]. In this case, the process of the internationalization is perceived as a set of disparate and unrelated actions. The authors propose a strategic plan for the internationalization of Ukrainian higher education as a defining strategy for institutional management. The possibilities of Ukrainian higher education and its institutions discussed above, as well as the study of international experience, allow us to identify eight key areas, the consistent development of which will ensure the quality of the internationalization of Ukrainian higher education.

First, to increase inbound and outbound mobility of students, academic and administrative staff. The increase in mobility is planned to be carried out within the strict framework of the Paris Communiqué and the corresponding programs of the European Union, the United States and other democracies.

Second, to contribute to the internationalization of the higher education system and its institutions. The sequence of actions in this direction should include:

a) internationalization of curricula and an increase in the number of programs taught in foreign languages, especially in English;

b) improving the language skills (mainly English) of academic, assistance and administrative staff;

c) creating an international and friendly atmosphere through extracurricular activities and attracting speakers/educators from other countries;

d) including international competencies in curricula, for example, intercultural communication competencies, language skills for educators and students, and others.

Third, to pay attention to all institutions of Ukrainian higher education focusing on marketing and promotion. The senior management of higher education institutions should contribute to increasing the international visibility of their institutions and develop a special marketing strategy aimed at their "recognition" in the world and at increasing their rankings in specialized rating agencies such as QS World University Rankings, Times Higher Education, Academic Ranking of World Universities, and Shanghai Ranking (ARWU).

Fourth, to develop partnerships with universities from other countries, as well as strategic partnerships with international networks consisting of academic, research and industrial institutions. Pay special attention not to the number of partners, but to the creation of a partner network that ensures a close connection between training, research and production. The partner network is a bridge from university education to the innovative economy of the state.

Fifth, to pay special attention to the development of international research projects. International research projects should be seen as the basis for academic research in order to create a competitive academic and research environment. The development of interdisciplinary research programs focusing on current international issues will ensure the attraction of public and private funding to universities, and along with it highly qualified international researchers.

Sixth, to improve the quality of services for international students and servicing of international staff.

Seventh, to solve internal organizational issues related, first of all, to the digitization of the activities of a higher education institution and provision of universities with modern communication tools.

Eighth, to improve the quality of educational services provided, namely:

a) the level of internationalization of the curricula, which provides for adaptation to modern trends in science and technology;

b) quality of the institutional framework, consistent with international programs and ensuring the development of practical skills.

Conclusions. In the course of the research, we came to the conclusion that institutional management is an effective tool for the internationalization of Ukrainian higher education. However, it needs to be improved. The authors studied the possibilities of higher education in Ukraine and identified eight key areas, the development of which can ensure the quality of the internationalization of Ukrainian higher education.

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Інституційний менеджмент в інтернаціоналізації української вищої освіти

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Мета. Встановлення можливостей інституційного менеджменту як ефективного інструменту інтернаціоналізації української вищої освіти.

Методика. Автори використали метод порівняльного аналізу, що дозволив їм виділити загальні характеристики інституційного менеджменту, оцінити їх ефективність в інтернаціоналізації української вищої освіти й розглянути їх практичне використання для досягнення максимальних результатів.

Результати. Автори використали можливості інституційного менеджменту, щоб визначити ідею та місію інтернаціоналізації української вищої освіти. Були досліджені можливості української вищої освіти та її інституцій. Отримані результати були використані в якості основи для розробки стратегічного плану інтернаціоналізації української вищої освіти.

Наукова новизна. Уперше можливості інституційного менеджменту використані для визначення ідеї та місії інтернаціоналізації української вищої освіти, а також для розробки стратегічного плану інтернаціоналізації вищої освіти в Україні.

Практична значимість. Автори уніфікували певні правила інституційного менеджменту для їх більш ефективного використання в інтернаціоналізації української вищої освіти. Це підвищило їх практичну цінність. Були досліджені можливості вищої освіти України й виділені вісім ключових напрямів, розвиток яких здатен забезпечити якість інтернаціоналізації української вищої освіти.

Ключові слова: *інституційний менеджмент, вища освіта, інтернаціоналізація, Україна*

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