

## **Mykolayiv State Agrarian University, Mykolayiv, Ukraine**

### **Talloires Network Institutional Assessment December, 2007**

#### **1. Mission and History**

Mykolayiv State Agrarian University was established in 1984 as the first branch of the Odesskyi Agricultural Institute in the town of Mykolayiv. The first academic departments were Agronomics and Zoological Engineering. In 1987, the departments of Economics and Agricultural Mechanization were established.

The Institute initially provided training in four specialties: Agricultural Science, Zoological Engineering, Agricultural Mechanization, and Accounting. In 1991, the Department of Organizational Management was established, followed by the creation of the Professional Training Department. In 2002, the Institute began training in Foreign Affairs Management.

In 1999, Mykolayiv State Agricultural Institute acquired the status of Mykolayiv State Agrarian Academy and later University.

As of 2003, the student population totaled eight thousand, with a teaching staff of 418. Today, with its rich traditions in science and education, Mykolayiv State Agrarian University is one of Ukraine's most promising state agricultural institutions of higher education.

The Ukrainian State Accreditation Committee awarded the University with the fourth level of accreditation (the highest level), which gives Mykolayiv State the right to train experts on a daytime and distance basis at the following degrees of education and qualification:

- Bachelor: 4 years
- Expert: 5 years
- Master: 5-6 years

#### **1.1. What relevant objectives are set for the institution in its founding document (charter or equivalent)**

The Constitution of Mykolayiv State Agrarian University includes the following statements:

- (a) The training of highly skilled specialists of different education levels for the agro-industrial complex of Ukraine, as well as other branches of agriculture according to government contracts and agreements
- (b) The training of research and academic staff
- (c) A research effort centered on the agro-industrial complex
- (d) Providing specialization, retraining, post-diploma education, and continuing education
- (e) The training of post-graduate students and researchers working for a doctorate

- (f) Cultural, educational, methodical, publishing, financial, economic and industrial work
- (g) The promotion of international contracts and cooperation

These objectives of the University are pursued within its mission, which includes the following statements:

“Through the internationalization of education, the advancement of knowledge, sciences and technologies, and the empowerment of students, Mykolayiv State Agrarian University seeks to improve the community life in Mykolayiv region and Ukraine on the whole.”

“The graduates of Mykolayiv State Agrarian University will be highly competent in their fields, will be civic-minded people, and will sacrifice their time to act positively on the region and the locality.”

### **1.2. What relevant expectations are held by those who fund your work and support it (including politically)?**

Mykolayiv State Agrarian University is based on the state form of ownership and is subordinated to the Ministry of Agrarian Policy of Ukraine.

The expectations of the Ukrainian government are:

- To provide training for highly skilled specialists of different education levels to meet the required standards of higher education
- To train students for professional occupations
- To prepare and train research and educational personnel
- To create a high level of personnel and material support
- To provide information consultancy on financial, economic, publication and educational activities
- To provide additional training to raise the skill level of personnel
- To carry out government contracts and agreements

Students at Mykolayiv State Agrarian University expect to become competitive experts in their professional fields, with an awareness of social responsibility, human dignity and the common good.

### **1.3. Which external groups are represented *ex officio* and *de facto* on the institution's governance or senior management bodies? How are the relevant individuals chosen and how do they see their roles?**

There are no *ex officio* people or groups involved in the University Senate or Governance. The President of Mykolayiv State Agrarian University and the Senate of the University are responsible to the Ukrainian Ministry of Agrarian Policy for the good governance of the University.

The Head of the University is elected by the University faculty and staff and is approved by the Ukrainian Ministry of Agrarian Policy. The Senate is elected by and from the University faculty and staff.

**1.4. To whom does the institution regard itself as accountable for its civic mission? For example, is there a “stakeholder group” such as a University Court, and if so, how does this work?**

The University is accountable to the Ukrainian government, the regional and local communities, and the students for its mission. The Senate evaluates annually the University’s fulfillment of responsibilities, including those relating to its “civic mission”.

**1.5. Are civic engagement and social responsibility objectives (as defined by answers to question 1.1. above) specified in the institution’s strategic plan? If so, how, and with what indicators of success?**

Civic engagement and social responsibility objectives are specified in the Statutes of Mykolayiv State Agrarian University. The University’s strategic plan is worked out every five years, with specific details worked out each year. The strategic plan for university activities is confirmed by the collective work.

**1.6. Have changes over time in the institution’s composition or status (e.g. mergers, acquisitions, large scale contracts) affected the engagement agenda? If so, in what manner?**

The University has three regional departments – vocational schools in Voznesensk, Mygija and Novobug, as well as an Institute of Post-Diploma Education for Professional Development, Re-training, and College Preparation. As a result, the University has become the biggest scientific and education center with an agrarian focus in the south of Ukraine. However, the University’s constitution has not been changed.

**2. Balance of activities**

**2.1. Give a brief assessment of the brief economic and social needs of your region and/or locality. Include a description of the main sources of this information.**

Mykolayiv is a city of 500,000 inhabitants located in the south of Ukraine, near the Black Sea. The favorable location of the Mykolayiv region has given rise to the formation of powerful diversified industries, factory-farm complexes, extensive transportation networks, significant port-management production, and scientific and social infrastructure.

The economy of the region includes 221 powerful industry enterprises, more than 2,300 small industry enterprises, and 4,300 farms. According to the amount of gross additional per capita value, the Mykolayiv region is ranked 10<sup>th</sup> among 27 administrative territories of Ukraine. The region takes one of the first and leading places in the spheres of shipbuilding, gas turbine production, alumina, power energy, sunflower and grain cultivation.

**2.2. How does the institution’s teaching profile (by subject and level, and including continuous professional development (CPD) and lifelong learning) reflect the needs of the local community and region? To what extent does the curriculum incorporate relevant features of the following:**

- (a) structured and assessed work experience and/or work-based learning;

- (b) “service learning”; and/or
- (c) prior or concurrent informal work experience?

The educational process is arranged by about 470 highly qualified teachers, 75 percent of whom are Doctors of Science, professors, candidates of science, and senior lecturers. The curriculum follows the modular-rating system of education generally accepted in Europe, and the rating-assessment of knowledge. Auditorium teaching is 60% and practical training is 40%.

The University abides by the step system of education, which foresees lifelong learning. This includes the instruction of students who have already graduated from college, students who are getting a second degree, and students hoping to raise their skill level.

The University offers students opportunities to be engaged with community life through:

- volunteer experience
- choosing among those courses which are offered at the University
- community-engagement based on research

### **2.2.1. How can representatives of the local and regional economy and community influence curriculum and other choices?**

The University trains highly qualified specialists for the regional economy. Therefore, organizations and representatives of the regional economy can influence the curriculum and other choices according to their needs.

### **2.3. What proportion of the institution’s research activity is directed towards the needs of the local and regional economy and society?**

The proportion has not been quantified. The University’s research activity is represented by three directions:

- (a) Government contracts for research work
- (b) Contracts for research elaboration by local and regional enterprises and organizations
- (c) Grants

### **2.3.1. How can representatives of the local and regional economy and community influence research priorities?**

The local and regional enterprises are the customers of research products, so they can have a great deal of influence on research priorities

### **2.4. How would the institution describe its service objectives (i.e., its commitments to business and the community)?**

The mission of the University is:

- (a) To be the leading innovation, research and educational center of Ukraine
- (b) To provide the labor market with highly qualified specialists
- (c) To make important contributions to science and education, as well as the development of the agro-industrial complex of Ukraine.

**2.4.1. How can representatives of the local and regional economy and community influence activities in this area?**

Representatives of the local and regional economy can influence these activities by providing financial and organizational support.

**2.5. Using as a proxy an estimate of staff time (academic and support), how far is engagement in each of the areas outlined in this section (teaching, research and service) directed towards:**

- (a) large business and industrial interest (including global and national organizations present in the region)
- (b) small and medium-sized enterprises;
- (c) other public services (e.g. education, health, social services);
- (d) the voluntary sector, community groups and NGOs; and
- (e) cultural and artistic organizations?

Educational work at the University can be arranged in the following way:

- (a) 30%
- (b) 42%
- (c) 11%
- (d) 12%
- (e) 5 %

Scientific-research constituents:

- (a) 28%
- (b) 25%
- (c) 18%
- (d) 28%
- (e) 1%

**2.6. Does the institution have any other policies (e.g. on environmental responsibility, equality of opportunity, recruitment, procurement of goods and services) which can act positively or negatively on the region and the locality?**

Yes. The University has policies on environmental responsibility, job placement of graduates, and various kinds of services. There are several public organizations in the University which are directed to the development of the region and locality.

### **3. Organization**

**3. 1. Does the institution have specialized services to meet civic and related objectives (e.g. web-based resources, business advisory services, help-desks, formal consultancy and related services)?**

**3.1.1. If so, do these operate at a central or a devolved level, and if both how do the levels relate?**

Mykolayiv State Agrarian University has several services including web-based resources to meet civic and related objectives. The University is also developing its system of distance

education and advisory services. These services operate at both the central and the devolved level.

**3.2. Does the institution have either dedicated or shared services which are community-facing (such as libraries, performance or exhibition spaces, and sports facilities)?**

The Institution has libraries, performance spaces, exhibition spaces and sports facilities.

**3.3. On what terms and with what frequency and volume of uptake are the institution's campus or campuses accessible to the community?**

Campus space is provided to local communities for free when they need it.

**3.4. What arrangements are made for the security of the members, guests, and property of the institution?**

The security of the members, guests and property of the University is provided by Public Security Service and Ministry of Internal Affairs of Ukraine.

In case of need, the University invites the local police. Guards check student ID cards and are responsible for the security.

## **4. People**

**4.1. Who takes primary responsibility for the institution's work in civic engagement and social responsibility as defined in response to question 1.5. (above)?**

The head of the University (Rector), as well as the heads of departments and student government take primary responsibility for the University's work in civic engagement and social responsibility.

**4.2. Does the institution's policy for student recruitment have a local or a regional dimension? If so, how is this determined and what impact does it have on the make-up of the institution community?**

Student recruitment has local (in the city of Mykolayiv) and regional (Mykolayiv Region) dimensions. Groups of volunteers (teachers and students) recruit other students through disseminating information in the local media, school visits, and events on campus.

**4.3. To what extent are civic engagement and social responsibility objectives built into contractual terms for:**

- a) senior managers;**
- b) academic staff; and**
- c) support staff (including the specialized staff referred to in question 3.1. above)?**

Civic engagement and social responsibility objectives are built into contractual terms for all above-listed categories equally or they are defined in contracts.

**4.3.1. Can achievement against such objectives positively influence decisions on promotion and re-grading?**

Yes.

**4.4. Reflecting on the answer to question 2.2. (above), how far is the student body engaged in the economic and cultural life of the community through formal requirements?**

The student body is engaged in the economic and cultural life of the community through a system of encouraging activities.

**4.5. What proportion of the student body (for example, postgraduate or post-experience students) is concurrently in full-time local or regionally-based employment?**

The proportion of the student body who is concurrently in full-time local or regionally-based employment is 55% - 75%.

**4.6. What encouragement is there for members of staff to undertake aspects of community service (e.g. service on boards of other organizations, pro bono advice, elected political office)?**

The faculty and staff members are given extra opportunities for professional and career development such as rewards, grants, prizes and thanks.

**4.7. What is the extent of student volunteering in the community, and how is this organized?**

**Does it attract:**

- (a) formal support (e.g. timetable concessions, payment of expenses);
- (b) academic credit?

Membership in all student organizations in the University is free-will; however this does not exclude organizations from receiving formal support.

**5. Monitoring, evaluation and communication**

**5.1. Has the institution undertaken any survey research to test internal and/or external interest in the proposals for the civic engagement and social responsibility agenda? If so, please summarize the results.**

No

**5.2. What steps does the institution take to consult upon and publicise its civic engagement and social responsibility agenda? [It may be helpful to review such publications as Annual Reports, newsletters and alumni communications.]**

The information about community engagement is reflected in the University's Annual Report, website and printings.

**5.3. What do you regard as the level of public confidence held at national, regional and local level in the overall performance of your institution? What steps can be taken either to maintain or improve this level?**

One assessment of public confidence is the annual rating of agrarian institutions undertaken by the Ukrainian Ministry of Agrarian Policy. According to this rating, Mykolayiv State Agrarian University has ranked second place for several years.

To improve the level of public confidence in the field of civic engagement, the University plans to internationalize its experience by developing and carrying out social programs such as programs for orphans and disabled people, and by transforming to All-European Educational System.



**How is Mykolayiv State Agrarian University promoting civic engagement?**

- There are organizations in the University which are directed to the development of the region and locality.
- The Rector, University Administration, and Student Board of Mykolayiv State Agrarian University support the implementation of social programs for orphans, disabled people and Chernobyl veterans.
- The charitable foundation “The University of XXI century” has developed a scholarship for students who take part in cultural life of the community.

Social programs include:

- Volunteering for the charitable foundation “Let’s Help Orphan-Students”
- Participation in charities and welfare-assistance to students
- The Student Trade Union furnishes financial assistance and organizes University-level education activities for the town and region



The students of the University also take part in planting trees and gardens in the town of Mykolayiv, at the urban asylum for the elderly and at the orphanage.





The student body is engaged in the economic and cultural life of the community. The Student Folk Chorus "Kalina" brings pride to the University at the All-Ukrainian Festival of Amateur and Folk Arts.