

Petro Mohyla Black Sea State University, Ukraine

Talloires Network Institutional Assessment February, 2009

1. *Mission and History*

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

The University was established in 1996 as the Mykolayiv Branch of the National University "Kyiv Mohyla Academy", one of the oldest schools in Eastern Europe. In 2002 it acquired the status of an independent State University for the Humanities named after Petro Mohyla. In 2008 it was renamed in Petro Mohyla Black Sea Mykolayiv State University. The Constitution of the University includes the following statements:

...The University is established to preserve and develop the glorious traditions of Kyiv Mohyla Academy in educating Ukrainian elites, the responsible leaders and the active builders of the new independent Ukraine...

...To enhance the democratization of the university management, to support student government and to develop civic society in Ukraine through encouraging faculty, staff and students to contribute to community life

... To become a bridge for bringing to Ukraine international experience in the field of university involvement in community service ...

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

Through internationalization of education, curriculum development, and empowering student government Petro Mohyla Black Sea State University seeks to improve the community life in the Mykolayiv region and Ukraine as a whole ...

Its graduates will compete successfully in all areas of their expertise and will be civic-minded people, who will donate their time and knowledge to developing civic society in Ukraine

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

Petro Mohyla Black Sea State University is a public secular five year urban university, which is funded (about 65 % of the University budget) and accredited by the federal government of Ukraine through its Ministry of Education and Science. The additional source of university income (about 35 %) is the students who pay fees to study its courses. The expectations of the Ukrainian government are the University will contribute to educational reforms and campaign against different forms of corruption in Ukrainian schools through renovating admission procedures, university curricula, methods of teaching, and democratization of university management. The expectations of regional and city communities are the University will pursue its mission through encouraging its faculty, staff and students to create projects for local

communities, schools, orphanages, senior citizens, etc. to improve their everyday life and help them adopt to the transition from communism to free market economy and democratic society. As for the University's students, they expect to become competitive experts in their professional fields with decent level of income and strong moral values, which include sense of responsibility, intellectual integrity, and awareness of social justice, human dignity, solidarity and cooperation.

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 in the Senate. No *ex officio* groups are involved in the University governance either.

The Rector (President) of the University and the Senate of the University is responsible to the Ministry of Education and Science of Ukraine for the good governance of the University. The Rector is elected by the University faculty, staff and students and is approved by the Ministry of Education and Science of Ukraine. The Senate is elected by and from the University faculty, staff and students. It comprises:

- Rector (President), the Head of the University Senate;
- Five Vice-rectors;
- Six deans of the University colleges and schools;
- Thirty professors, heads of departments or outstanding scholars with highest academic degrees elected by and from the academic staff of the University;
- Three students of the University.'

The Senate, the Rector and the Deans are responsible for planning and self-evaluation of all University's activities. A self-evaluation of its operations by the Senate in 2008 indicated that the University's educational policies needed to be more community oriented. The Senate recommended the Rector, Vice-Rector and Deans' Offices to develop a long-term program of cooperation with local communities.

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 responsible to the Ukrainian federal government, regional and local communities and its students for fulfilling its mission. The Senate evaluates annually the discharge of the University's 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?

Yes. The following sections of the Strategic Plan 2008 - 2015 apply:

10.2 Community Engagement

The University finds it of vital importance to develop a system of encouraging faculty, staff and students to participate in community activities that contribute to increasing life and

human standards of the Ukrainian society. Such participation is considered as a key component of the University's educational policies.

The University has introduced an award for faculty, staff and students recognising their excellence in community engagement. The candidate for the award is elected by the faculty, staff and students and is approved the University Senate. The award is presented annually at the University Assembly on January, 17, the day when the university was established.

10.3. Partnerships

Partnerships and joint ventures in terms of expertise exchange to contribute to the community development is the University's priority. The University acknowledges the importance of its partnerships with all kinds of education, community and health sectors, with other higher education institutions nationally and internationally, and with industry and business. Exchange of information and experience with these organisations and institutions in curriculum development, teaching methods, research and community initiatives are essential to fulfil the Mission of the University.

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?

No. Although the University changed the names its Constitution has not been changed. The University has always been persistent in fulfilling its Mission.

1.7 How do governmental policies affect the institution's civic engagement and social responsibility work?

In Ukraine there is no governmental support concerning civic engagement and social responsibility work of universities. The Ministry of Education and Science of Ukraine only provides funds for the faculty and staff wages and students' stipend but it does finance any other type of activities besides learning and teaching. It does not even use such tools as university ranking, which has been conducted for the last two years. The Ukrainian universities are evaluated taking into account the number of professors with highest academic degrees, the quality of facilities, the number and the level of the accredited academic programs, and the international activities, etc. The civic engagement and social responsibility work are not included in the list of criteria for ranking universities. In the field of international cooperation the most important factor is membership in the European university associations such EAU or Magna Charta Universitatum. Memberships in the American and global networks are not considered as an achievement and are not taken into account in the rankings. Petro Mohyla decided to join the Talloires Network because the University faculty, staff, and students are aware of the importance of a social mission of higher education in the society.

2. ***Balance of activities***

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

The University has only one campus and it is located in the city of Mykolaiv. The total student population is about 4500 full time and 500 part time students. The University is located in a working class area but it has become highly attractive for students from families approaching the middle class incomes. The campus consists of 11 buildings with a developed (by the Ukrainian standards) educational infrastructure: it has a good system of Internet, excellent and well-equipped classrooms, gymnasiums, dormitories.

Mykolaiv is a city of 500.000 inhabitants located in the South of Ukraine, near the Black Sea. It is one of the most important centres of shipbuilding and military industry in the former USSR and in Europe. During the Soviet era it was closed for foreigners. The city industry and social infrastructure were totally dependent on funding coming from the centre (it was Moscow, not Kyiv), which accounts for the underdevelopment of the civic society in the region. After 1991, the year of the Ukrainian independence, an economic crisis began which caused huge unemployment, mainly in the shipbuilding sector. Thousands of qualified workers and engineers were fired or had to go abroad looking for jobs.

For the last five-six years the economic situation has been slowly improving. New businesses have been started; the level of income is increasing. However, the region faces great economic and social difficulties. Among the chief economic and social needs are low wages, bad incomes of senior citizens, low level of medical service, poor conditions of orphanages, a high level of drug addiction and other problems of the transition period. The federal and local governments have limited funds to solve the problems of the region. On the other hand, the civic society is still too weak. The people living in the region are just learning how to influence the federal and local administrations. Unfortunately, many are still socially passive and do not have the desire to learn how to use the tools, which are available, to improve their own lives.

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

- volunteer experiences;
- choosing among those courses, which are offered on the optional basis;
- extracurricular activities such as Summer Camps;
- community engagement based on research.

The last four of these opportunities are also available to postgraduate students.

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

By participating in course development and review committees

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. As the process is at the initial stage the proportion of the University's research activities is not considerable.

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

By establishing personal contacts with faculty, staff and students; by giving recommendations to heads of departments, who are responsible of defining priorities of teaching and research activities

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

The University faculty, staff and students work with local communities by developing different kinds of projects (making TV programs, teaching kids at orphanages, doing fundraising for the disabled kids, holding seminars and conferences). The University helps them get institutional support from local administration, provides its premises and facilities for conferences, meetings, trainings, summer camps. The University also functions as a liaison between the international organizations and local communities giving them assistance in getting grants and other kinds of aid. The University supports students from other Mykolayiv universities and schools in their efforts to contribute to improving the social situation in the region.

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

They can influence those 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 organisations 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 organisations?**

| Sector | % Staff Time |
|--------|--------------|
|--------|--------------|

| | |
|--|------------|
| Large Business and Industrial Interest | 10 |
| Small and medium sized enterprises | 5 |
| Other public services | 5 |
| Voluntary sector, community groups, NGOs | 65 |
| Cultural and artistic organisations | 15 |
| Total | 100 |

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 a strong commitment to environmental sustainability.

3. Organisation

3.1 Does the institution have specialised 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?

The University provides legal, business, and psychological advisory services to the local communities. Those services operate at a devolved level as the federal government is not active enough in supporting the universities' initiatives.

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)?

Library services are shared with local communities within the limits of copyright law. The University runs cultural events, which are open to the public. Experienced and young artists exhibit their works at the University's picture gallery. The University holds festivals and contests of amateur singers and dancers. It also provides its auditorium and other premises for veterans of the shipbuilding industry.

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. Frequency of use varies depends on the activities of the local communities.

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

The University invites the local police when it is necessary, which occurs very seldom. In most of the cases the volunteers from students are responsible for the security. The University also holds training seminars for guards working on the permanent basis. Guards check students ID cards.

3.5 How much financial support does your institution allocate to its civic and social responsibility activities? What is the source(s) of these funds?

The main form of encouraging civic initiatives at Petro Mohyla Black Sea State University is creating the atmosphere, which increases the faculty, staff, and students' motivation to work for the community. The staff as a whole is supportive although not all deans and university administrators contribute to developing civic engagement initiatives. Students, as a rule, are much more motivated than faculty and staff. The University students have established a number of NGOs in the field of civic engagements. Most of the projects are done on the volunteer basis. University administrators, professors, and students donate their free time and very often money. Petro Mohyla Black Sea State University supports their initiatives by providing its facilities, rooms, Internet, communication services for free. The University also covers the travels expenses, publishing, and copying hand outs for workshops and seminars. However, it is not possible to calculate the exact amount of money spent by the University on civic engagement and social responsibility activities.

3.6 Does your institution collaborate with other organizations in planning and conducting its civic engagement and social responsibility work (for example: community partner agencies, higher education associations)? With which other organizations and how does it collaborate?

Unfortunately, Petro Mohyla Black Sea State University does not get much support of the Ukrainian external partners. On the other hand, the University gets much support from the international external partners. The International Outreach Coalition, Peace Corps in Ukraine, the Department of Education of the University of Umeå, Sweden, The German Academic Exchange Program DAAD are among the University's main external partners in the field of civic initiatives. They do not only help the University get financial support for different projects but also share the countries' experience in disseminating civic engagement values in the community.

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)?

Deans, Deputy Deans, Student Deans and members of the Student Government share a responsibility in this area, but the Vice-Rector in Academic Affairs is responsible to the Rector for this.

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 (the Mykolayiv Regon) 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 specialised staff referred to in question 3.1 above)?

In Ukraine senior managers and academic staff are not required to include their social responsibilities in their contracts. It is the University's initiative to award those teachers and students who are known for their achievements in the civic engagement.

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

Although the civic engagement is not mandatory in Ukraine, the achievement in this sphere at Petro Mohyla Black Sea State University is always taken into account when staff people are promoted.

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 students are engaged in the economic and cultural life of the community through a system of encouraging activities aimed at donating their talents, skill and time to the local people.

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?

Unknown.

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

The faculty and staff members are given extra opportunities for the professional and career development such as international trips, higher positions in the University, bonus for wages.

4.7 What is the extent of student volunteering in the community, and how is this organised? Does it attract:
(a) formal support (e.g. timetable concessions, payment of expenses); and/or
(b) academic credit?

Practices vary from department to department. Normally it is schedule concessions. Payment discounts are practically never used. Another efficient way of encouraging students is getting them involved in the international projects and programs of international cooperation. Through them they get experience, which they can use for the success in their future careers.

5. Monitoring, evaluation and communication

5.1 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. The local media (TV and newspapers) regularly cover civic engagement events held by Petro Mohyla Black Sea State University.

5.2 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?

The University has gained reputation of a pioneer school which initiated a number of civic-oriented projects aimed at reducing the level of corruption in Ukrainian universities. Since the first day of its existence it has been developing programs of cooperation in the field of civic engagement with Fulbright Academic Exchange Program, Democracy Foundation, Embassies of the USA, Poland, Germany, with Universities of Umea (Sweden) and Saarland (Germany), etc. To improve the level of public confidence in the field of civic engagement the University is planning to internationalize its experience by joining international associations and networks of universities and scholars.

5.3 How successful is the institution's civic engagement and social responsibility work? What are, or have been, its most effective engagement activities?

The main achievement is the radical change of the atmosphere concerning the civic engagement at the University among the staff, faculty and students. The deans of all schools became aware of the importance of stimulating the civic engagement projects among their students.

At the moment there are at least ten groups of students and teachers working on the civic projects independently. The most effective civic engagement project is summer camps on leadership held together with the International Outreach Coalition. For the last three years the summer camps have expanded their geography to other parts of Ukraine. Several camps are held simultaneously in the west, south, and centre of Ukraine.

5.4 What factors have supported and reinforced the institution's engagement activities and how? What factors have limited or obstructed this work, and how?

The main obstacle limiting Petro Mohyla Black Sea State University's civic engagement initiatives is lack of understanding from the federal and local governments. The main challenge in future is a drastic cut of the University budget because of the economic crises but it will not damage the atmosphere, which has been created at the University. However, in spite of the difficulties is going to continue its social responsibility activities.

5.5 What are the institution's future plans with respect to civic engagement and social responsibility?

Petro Mohyla Black Sea State University is planning to develop all civic engagement projects, which are already being realized. This academic year in May, 2009 the University will host the first International conference on Art Therapy. In the nearest future the Social Work School is planning to start two academic programs, which will give a new impulse for developing civic engagements initiatives. The first one is a number of trainings for future social workers who will have to deal with the disabled kids. The other initiative is a pilot project in curriculum development for starting at the University a bachelor's program in Art Therapy.

Top Two Contributions

1. Summer Camps of Civic Leadership. The University in cooperation with the International Outreach Coalition, Peace Corps and FLEX program has hosted a series of summer programs focused on civic leadership. After camps students have implemented more than forty community projects that have affected thousands of people. The program is always open to the Talloires Network Universities.

2. Bridges with Local Secondary Schools. The University has built bridges with local secondary schools. In addition to practical experience foreseen by the curriculum the students are encouraged to share the new methodology of teaching and their creative energy to bring the spirit of innovation to classrooms and to teachers. The examples include theatrical performances, book presentations, debates, song festivals, curriculum development, essay contests, etc. This program is intended to inspire students to enter the teaching profession after graduation.