



Teaching Gap Analysis

at Ukrainian HEIs

Author:

Bartosz Hordecki, AMU

Contributors:

Magdalena Bogucewicz, AMU

Anna Potyrała, AMU

Jędrzej Skrzypczak, AMU

Promoting Academic Freedom in Ukraine
Project number: 2023-1-AT01-KA220-HED-000164930

This document may be copied, reproduced or modified according to the above rules. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

Date: 18/04/2025



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Commission. Neither the European Union nor the European Commission can be held responsible for them.

Deliverable type	Teaching Gap Analysis
Work Package	3
Dissemination level	Internal
Month of Submission	February 2025
Date of Submission	25.02.2025
Lead Partner	AMU

Partners

KMOP EIH – Education and Innovation Hub, Greece

Universitaet Graz, Austria (coordinators)

World University Service, Austria

International Humanitarian University, Ukraine

Sumy State University, Ukraine

Taras Shevchenko National University of Kyiv, Ukraine

CESIE, Italy

Adam Mickiewicz University, Poland



Author

Bartosz Hordecki, AMU, Poland

Contributor

Name	Organisation
Magdalena Bogucewicz	AMU
Jędrzej Skrzypczak	AMU
Anna Potyrała	AMU

Revision History

Version	Date	Partner	Modifications
alfa	22.04.2025	AMU	Draft version

Table of Abbreviations and Acronyms

Abbreviation	Meaning
IHU	International Humanitarian University, Ukraine
SSU	Sumy State University, Ukraine
TSNUK	Taras Shevchenko National University of Kyiv, Ukraine

Table of contents

Abstract	6
University general characteristics and structure	7
University infrastructure	14
Staff	18
Teaching	29
Research activities	34
Curricula	36
International cooperation	38
University third mission and its contribution to society	42
Conclusions	45
Recommendations	46

1. Abstract

The survey has been conducted from spring to autumn 2024 at three Ukrainian universities performing as partners within the consortium implementing the project “Promoting Academic Freedom in Ukraine.”

The data has been delivered by administration staff at:

- 1) IHU
- 2) SSU
- 3) TSNUK.

The survey consists of 67 questions divided into 8 categories which are:

- 1) University general characteristics and structure
- 2) University infrastructure
- 3) Staff
- 4) Teaching gaps
- 5) Research activities
- 6) Curricula
- 7) International cooperation
- 8) University third mission and its contribution to society.

The respondents delivered their answers in September, October, and November, 2024.

Table 1. Timestamps

Timestamp	University name
9.27.2024 15:15:10	SSU
10.24.2024 11:39:39	IHU
11.9.2024 23:14:45	TSNUK

2. University general characteristics and structure

In Part 1 on “University general characteristics and structure” SSU, IHU, TSNUK representatives addressed 8 questions. Their responses are as follows:

A. Universities – general profiles

Table 2. SSU, IHU, TSNUK – general profiles

SSU	IHU	TSNUK
Sumy State University is a middle size on the national level and big size on the regional level classic university, which covers all grades of education and research activities in social, technical, humanitarian, medical, and natural sciences	The International Humanitarian University (IHU) was established as a private higher education institution with a collective form of ownership in 2002. In 2010, the IHU received the fourth highest level of accreditation in Ukraine. Today, the IHU is a classical institution of higher education, in the structure of which there are 8 faculties and a Professional College. The University follows innovative trends. A new faculty of cybersecurity, software engineering and computer science was opened. Modern material base and cooperation with leading IT companies provide training of the required specialists. The Faculty of Management, Hotel and Restaurant Business and Tourism topped the popularity ratings; the	Taras Shevchenko National University of Kyiv was founded in 1834 and is one of the national and regional leaders in the field. It provides undergraduate, graduate, postgraduate and doctoral education in the majority of fields, and encompasses 13 faculties, 7 educational and scientific institutes, 3 educational institutes, 1 educational and scientific center, 2 colleges, 1 lyceum, museums, scientific library, computer center, astronomic observatory, university’s publishing center, and preparatory departments. It has a special status of autonomous research national higher educational institution. The University is famous throughout the national and international arena for teaching and research

	faculty closely cooperates with well-known restaurants, travel agencies and hotel complexes. The Faculty of Law and Economics prepares experts in the economic and law spheres. Graduates build successful careers in the National Police of Ukraine, the Prosecutor's Office, the Ministry of Justice, customs, border services, and banking institutions. The Faculty of Linguistics and Translation is an opportunity to master foreign languages (English, German, French, Chinese). Medical specialities are developing rapidly. Two dental clinics were opened in 2017-2019. In the spring of 2020, when the world was faced with a serious challenge - the COVID-19 pandemic, on the basis of the University Clinic, the Center for the fight against epidemics, the fight against the coronavirus and protection against the COVID-19 pandemic was opened. The students of the Faculty of Dentistry and Pharmacy, as well as the Faculty of Medicine and Public Health, have their own clinical bases, the best private clinics and city medical institutions, pharmacy chains at their disposal. The College is the youngest and one of the most promising structural subdivisions of the International Humanitarian University. A wide variety of	excellence. There are students – more than 30000, academic staff - 2880, non-academic staff - 4257. TSNUK occupies leading positions in international rankings among higher education institutions in Ukraine and is among the TOP 50 universities in Eastern Europe. Taras Shevchenko National University of Kyiv is committed to research and cooperation that invests in the economic and social well-being of the country and works collaboratively with business, government, and non-government partners from Ukraine and abroad. TSNUK contributes to ensuring an inclusive, open, sustainable, and democratic environment for training, learning, and research. Furthermore, Taras Shevchenko National University of Kyiv is flexible in its collaboration with international partners to deliver various projects which aim at institutional, professional, social development, and well-being. Today the University has bilateral partnership agreements with 322 foreign educational and scientific institutions from 62 countries. TSNUK also is a participant to a large number of scientific and educational projects funded by DAAD, ERASMUS+, NATO, HORIZON 2020 and others. The University took part in the project implementation within the
--	--	---

	specialities - law, economics, medicine, design, computer engineering, linguistics and translation - here everyone has the opportunity to choose the profession of their dreams. The material and technical base is expanding and improving. A sports complex was built on the shore of the Black Sea, on the basis of which championships of the All-Ukrainian and international levels are held. The university has a cultural center and a film club. The university serves an important social mission. On the initiative of the IHU, an important social project aimed at helping inhabitants of Odesa was implemented - free computer courses for seniors, which were attended by thousands of citizens. The IHU makes every effort to ensure the safety of the educational process in wartime conditions. The University takes an active part in helping the Armed Forces of Ukraine, closely cooperates with the State Border Service of Ukraine. University teachers are engaged in volunteering.	TEMPUS and Erasmus Mundus (BMU-MID, MID, EMP-AIM, ELECTRA, HUMERIA), Jean Monnet and Marie Curie, etc. Erasmus+ ICM projects TSNUK agreed to cooperate with almost 90 European universities.
--	---	---

The general characteristics of SSU, IHU, and TSNUK highlight a significant diversity among these institutions.

Firstly, SSU and TSNUK are state-owned entities, while IHU is a private initiative.

Secondly, TSNUK is one of the biggest HEIs in Ukraine, whereas SSU and IHU enroll between 5,000 and 10,000 students.

Thirdly, especially SSU, but IHU either, are located close to the front lines, whereas TSNUK is situated in the capital.

Additionally, IHU emphasizes vocational training, while TSNUK has a strong focus on internationalization, with bilateral partnership agreements in place with 322 foreign educational and scientific institutions across 62 countries.

The specificities of the partners involved indicate that their challenges resulting from the Russian war in Ukraine may be only partially similar. Therefore, the insights shared by representatives of SSU, IHU, and TSNUK provide a diversified understanding of some general as well as specific contexts contributing to the teaching gaps in various types of Ukrainian universities.

B. Total number of students (before 24.02.2022 and currently)

Table 3. SSU, IHU, TSNUK – total number of students

	Total number of students (before 24.02.2022)	Total number of students (currently)
SSU	9689	7625
IHU	5660	6852
TSNUK	Over 32000	Over 30000

An analysis of student enrollment numbers before and after February 24, 2022, reveals notable differences among SSU, IHU, and TSNUK.

SSU experienced the most significant decline, with student enrollment dropping by more than 2,000, representing a decrease of over 21%. In contrast, TSNUK saw a smaller decrease of around 6%.

Interestingly, during the ongoing war, IHU's student enrollment actually increased by over 1,000, which is a rise of more than 21%.

These findings indicate that all three universities are managing to navigate the challenges posed by the full-scale invasion, highlighting the resilience of Ukrainian academic institutions. However, their ability to withstand the prolonged conflict varies, likely influenced by the geographical location of each university. The increase in IHU's student enrollment suggests that it is possible for higher education institutions to expand their operations even in wartime. The reasons behind this growth warrant further investigation.

C. Total number of international students (before 24.02.2022 and currently)

Table 4. SSU, IHU, TSNUK – total number of international students

	Total number of international students (before 24.02.2022)	Total number of international students (currently)
SSU	2058	288
IHU	670	534
TSNUK	1545	709

An analysis of foreign student enrollment reveals a significant decline across all three universities following February 24, 2022. This decline is likely a result of heightened insecurity in a country experiencing full-scale aggression from Russia.

There are notable differences in the extent of this decline: the number of foreign students at SSU has decreased by more than 86%, at TSNUK by over 54%, and at IHU by more than 20%.

Despite these variations, it is evident that all three universities are experiencing a downturn in the internationalization of their student bodies during the war. This poses a considerable challenge, as it limits the diversity of the academic environment for students at SSU, IHU, and TSNUK. Addressing this issue calls for initiatives aimed at enhancing opportunities for Ukrainian students to connect and collaborate with partners from other countries, both in-person and online.

D. Number of academic staff (before 24.02.2022 and currently)

Table 5. SSU, IHU, TSNUK – number of academic staff

	Total number of academic staff (before 24.02.20220)	Total number of academic staff (currently)
SSU	815	645
IHU	289	347
TSNUK	Over 3000	Over 3000

After February 24, 2022, both SSU and IHU experienced significant changes in their staff sizes. At SSU, there was a notable decrease in the number of staff, exceeding 20%. In contrast, IHU saw a substantial increase in staff, also more than 20%, following the onset of the full-scale invasion. Meanwhile, the employment situation at TSNUK remained relatively stable and did not change significantly.

The differing employment dynamics at SSU, IHU, and TSNUK after February 24, 2022, highlight the variations among these universities. This issue warrants further research, as it could help tailor approaches to collaboration with individual Ukrainian universities during and after the ongoing Russian aggression. Such efforts could enhance the effectiveness of support provided

to higher education institutions (HEIs) in Ukraine, particularly in strengthening academic freedom.

E. Number of international academic staff (before 24.02.2022 and currently)

Table 6. SSU, IHU, TSNUK – number of international academic staff

	Total number of international academic staff (before 24.02.2022)	Total number of international academic staff (currently)
SSU	11	9
IHU	0	0
TSNUK	39	40

The employment of foreign staff at SSU, IHU, and TSNUK has not changed significantly since February 24, 2022.

The number of foreign employees at these universities remains low. However, the challenges associated with the internationalization of higher education in the third decade of the 21st century highlight the need to diversify staff by hiring or hosting academics from outside Ukraine, whether on a permanent or temporary basis. Unfortunately, the ongoing war has severely limited opportunities for this diversification. As a result, there is a growing need to maintain connections between Ukrainian academic representatives and their foreign partners outside of Ukraine.

3. University infrastructure

In Part 2 on “University infrastructure” SSU, IHU, TSNUK representatives addressed 2 questions. Their responses are as follows:

A. Main infrastructural investments plans (before 24.02.2022 and currently)

Table 7. Main infrastructural investments plans (before 24.02.2022 and currently)

	What were the main infrastructural investments planned before 24.02.2022 by the University and what has happened to them after 24.02.2022?
SSU	Reconstruction and renovation of 4 buildings on the main campus were planned but then postponed. In 2024, the renovation of the Library building and one of the educational buildings was initiated.
IHU	Construction of a student cafe. Postponed.
TSNUK	Three Centers for Collective Use of Scientific Equipment have been created within the structure of the scientific and research part of Taras Shevchenko National University of Kyiv. Reconstruction of existing non-residential buildings for the arrangement of the University’s educational and research complex. Construction of a University dormitory. Work on energy saving. Ensuring the improvement and maintenance of the territory. Ensuring the functioning of life support systems. Development of the University’s digital infrastructure

The war has significantly disrupted renovation work on university infrastructure for SSU and IHU. However, despite the ongoing hostilities, SSU has managed to renovate its library building and one of its educational facilities.

Meanwhile, TSNUK has reported a number of investments made during this challenging time. These investments reflect the resilience of Ukrainian higher education institutions (HEIs) and their commitment to progress despite or against extreme difficulties. This phenomenon deserves recognition and offers a positive outlook for the future.

It is important to acknowledge the remarkable determination of Ukrainian academic communities, which a) remain united around a well-recognized mission as HEIs and b) are dedicated to improving their educational offerings by enhancing not only the quality of teaching but also the material conditions of their institutions.

B. Losses in universities infrastructure from military activity after 24.02.2022

Table 8. Losses in universities infrastructure from military activity after 24.02.2022

	Has the University infrastructure suffered from military activities after 24.02.2024? If yes, what are the main infrastructural losses of the University (e.g., destroyed or damaged buildings, research apparatus, technology, library collections, data sets)?
SSU	Yes, in September 2024 one of the educational buildings was destroyed by russian bomb.
IHU	As a result of the bombing, the buildings of the college were damaged.
TSNUK	Yes, the University's infrastructure was damaged. On October 10, 2022, as a result of a Russian missile strike, the buildings of the main (Red) academic building, the National Institute of Philology (Yellow Building), the M. Maksimovich Scientific Library, the Faculty of Chemistry, as well as the greenhouse of the O. Fomin Botanical Garden were damaged. The central building of the University's Scientific Library suffered significant damage. The rooms of the fund of old printed, rare and valuable book collections, which are included in the State Register of Scientific Objects that constitute the national heritage of Ukraine, were most damaged. During October - November 2022, the staff of the University's Scientific Library carried out titanic work to eliminate the

	consequences - about 17 thousand storage units of the fund of the Department of Rare Books and Manuscripts were moved to the undamaged premises of the library, video recording of the consequences and an information campaign to raise funds for reconstruction were organized. As a result of russian rocket fire on December 31, 2022, the buildings of one of the campuses of Taras Shevchenko National University of Kyiv suffered significant damage. In particular, the buildings of: Educational and Scientific Center "Institute of Biology and Medicine"; Faculty of Geography; Institute of High Technologies; Faculty of Psychology; Faculty of Sociology; Faculty of Computer Science and Cybernetics; Faculty of Radio Physics, Electronics and Computer Systems; Faculty of Mechanics and Mathematics; Department of Nuclear Physics, Cryogenic Complex of the Faculty of Physics; Sports Complex; Ukrainian Physics and Mathematics Lyceum of Taras Shevchenko National University of Kyiv; some dormitories of the Taras Shevchenko National University of Kyiv Campus suffered significant damage. The University noted that these damages caused by the missile fall are many times greater than those suffered by TSNUK during the massive rocket attack on the center of Kyiv on October 10, 2022. November 3, 2023 Educational and Scientific Institute of Journalism, Educational and Scientific Institute of International Relations, student dormitory buildings were damaged cause of the russian drones attack on Kyiv. All University staff and students have joined their efforts to help clean up.
--	--

The infrastructure of all three universities has suffered significant damage due to Russian attacks following February 24, 2022. This evidence suggests that Russia, as the state-aggressor, systematically targets higher education facilities. Furthermore, the high frequency

of shelling directed at academic buildings indicates a deliberate effort to destroy educational infrastructure in Ukraine.

Thus, the Russian invasion of Ukraine can be identified as an intentional assault on the foundations of academic freedom in Ukraine. In this context, support for the reconstruction of Ukraine's infrastructure should be regarded as a) restoring suitable working and learning conditions for the academic communities in Ukraine and b) opposing morally blatant violations of academic freedom by Russians focused on conducting their neo-imperial war.

4. Staff

In Part 3 on “Staff” the SSU, IHU, TSNUK representatives addressed 35 questions. Their responses are as follows:

A. Professors and associate professors, other educators, administrative and technical staff – mobilization

Table 9. Professors and associate professors – mobilization

	(If possible please determine or assess approximately) how many professors and associate professors working at the University have been mobilized and have been serving in the army after 24.02.2022?	How many professors and associate professors are still mobilized (if the data is available)?	How many professors and associate professors came back to work at the University (if the data is available)?	How many professors and associate professors are not able to come back to work at the University (if the data is available)?
SSU	6	6	0	6
IHU	4	4	---	4
TSNUK	120 employees from all University departments	---	---	---

Table 10. Other educators – mobilization

	How many other educators (than professors and associate professors) working at the University are still mobilized (if the data is available)?	How many other educators (than professors and associate professors) working at the University are still mobilized (if the data is available)?	How many other educators (than professors and associate professors) came back to work at the University (if the data is available)?	How many educators (other than professors and associate professors) are not able to come back to work at the University (if the data is available)?
SSU	9	9	0	9
IHU	2	2	0	12
TSNUK	---	---	---	---

Table 11. Administrative and technical staff – mobilization

	(If possible please determine or assess approximately) how many administrative and technical staff working at the University have been mobilized and have been serving in the army after 24.02.2022?	How many administrative and technical staff working at the University are still mobilized (if the data is available)?	How many administrative and technical staff came back to work at the University (if the data is available)?	How many administrative and technical staff are not able to come back to work at the University (if the data is available)?
SSU	30	30	0	30
IHU	0	0	0	0
TSNUK	---	---	---	---

In the cases of SSU and IHU, there was not a large-scale mobilization of professors, associate professors, other educators, or administrative and technical staff. The most significant attrition reported has been the mobilization of 30 administrative and technical staff members at SSU. Notably, those mobilized are still unable to return to their positions at the university.

At TSNUK, 120 professors and associate professors have been mobilized, which constitutes a considerable number. However, detailed information from TSNUK has not been provided due to the university's large size and the challenges in monitoring the situation comprehensively. Currently, SSU, IHU, and TSNUK do not face the immediate issue of reintegrating staff who return from military service. Nevertheless, this challenge is expected to emerge in the future. Therefore, universities must take proactive steps now to prepare for reintegration responsibilities. This issue includes delivering psychological support and finding ways to utilize the experience of veterans in research, teaching, and managing HEIs as well as their infrastructure.

B. University support for veterans

Table 12. University support for veterans

	Are there any activities that the University has introduced to support its veterans (especially to help them come back to their previous work)? If yes, please indicate up to three of them.
SSU	We opened The Centre for Veterans Support which provides psychological, legislative, organizational, and other kinds of support to any veteran who needs help. There is also the Centre for Physical Rehabilitation where veterans can get free service.
IHU	Workplaces were saved and the salary.
TSNUK	Yes. Project of psychological support for veterans and their families. A mock-up of a pilot project of psychological support for veterans and their families was created in September–December 2023. An announcement of the project was prepared and launched, a package of posts on the perception of the psychology of the russian-Ukrainian war. The psychological service prepared and published on social media the film "Another War - Other People", dedicated to post-traumatic syndrome. A package of video materials on the personal post-traumatic growth of veterans was prepared for publication. The project was presented on October 10, 2023 at an event dedicated to "Mental Health Day". Within the project, cooperation was started with Veteran Hub – a support network for soldiers and their loved ones, and cooperation was established with the University's Veterans Council.

Representatives from all three universities acknowledge the importance of supporting staff involved in the defense against Russia.

However, the approaches of SSU and TSNUK are more comprehensive. Their efforts extend beyond protecting work places, wages, and providing material assistance to the families of mobilized workers. SSU and TSNUK also emphasize active support, facilitating a multifaceted

reintegration of veterans. This includes offering psychological help, developing narratives that promote reintegration, or providing legal advice.

C. Constraints/threats to the academic freedom of the University employees mobilized after 24.02.2024

Table 13. Constraints/threats for employees mobilized

	Do you recognize constraints/threats to the academic freedom of the University employees mobilized after 24.02.2022? If yes, please indicate up to three of them?
SSU	No
IHU	No
TSNUK	---

Respondents did not identify any threats to the academic freedom of mobilized workers at their universities. Their responses may indicate that issues related to veterans' academic freedom—especially after returning to work—require deeper examination.

The challenge of supporting mobilized university workers remains complex. It will undoubtedly require multifaceted cooperation between Ukrainian and non-Ukrainian universities in the medium and long term. Effective efforts in this area will be crucial for developing a comprehensive approach to protecting academic freedom in Ukraine. Academic freedom, like any other form of freedom, cannot exist without considering the diversity of its agents.

The mobilization of university employees affects their standing in the academic world. A mobilized employee, for instance, may find it difficult to advance their professional career compared to those who are not temporarily suspended or restricted from participating in university activities. Therefore, the return of veterans necessitates adjustments, which in turn require thoughtful and coherent reintegration plans. However, formulating these plans remains a significant future challenge.

D. Professors and associate professors, other educators, administrative and technical staff – refugees after 24.02.2022

Table 14. Professors and associate professors – refugees after 24.02.2022

	If possible please determine or assess approximately) how many professors and associate professors at your University have left Ukraine after 24.02.2022?	How many professors and associate professors who have left Ukraine after 24.02.2022 are still employed by the University (if the data are available)?	How many professors and associate professors who have left Ukraine after 24.02.2022 work for the University and another institution abroad (if the data is available)?	How many professors and associate professors who have left Ukraine after 24.02.2022 are still living abroad (if the data is available)?	How many professors and associate professors who have left Ukraine after 24.02.2022 are still conducting research for the University (if the data is available)?	How many professors and associate professors who have left Ukraine after 24.02.2022 are still teaching students at the University?
SSU	71	65	35	65	65	65
IHU	12	3	2	12	3	2
TSNUK	---	---	---	---	---	---

Table 15. Other educators – refugees after 24.02.2022

	(If possible please determine or assess approximately) how many educators (other than professors and associate professors) at your University have left Ukraine after 24.02.2022?	How many educators (other than professors and associate professors) who have left Ukraine after 24.02.2022 are still employed by the University (if the data are available)?	How many educators (other than professors and associate professors) who have left Ukraine after 24.02.2022 work for the University and another institution abroad (if the data is available)?	How many educators (other than professors and associate professors) who have left Ukraine after 24.02.2022 are still living abroad (if the data is available)?	How many educators (other than professors and associate professors) who have left Ukraine after 24.02.2022 are still teaching students at the University?	(If possible please determine or assess approximately) how many administrative and technical staff at your University have left Ukraine after 24.02.2022?
SSU	32	25	---	25	25	15
IHU	0	0	0	0	0	0
TSNUK	---	---	---	---	---	---

Table 16. Administrative and technical staff – refugees after 24.02.2022

	How many administrative and technical staff who have left Ukraine after 24.02.2022 are still employed by the University (if the data are available)?	How many administrative and technical staff who have left Ukraine after 24.02.2022 work for the University and another institution abroad (if the data is available)?	How many administrative and technical staff who have left Ukraine after 24.02.2022 are still living abroad (if the data is available)?
SSU	0	---	15
IHU	0	0	0
TSNUK	---	---	---

Table 17. Involving academic staff staying abroad after 24.02.2022

	What are the main forms of involving academic employees who stay abroad after 24.02.2022 in the University research work (please indicate three)?	What are the main forms of involving academic employees who stay abroad after 24.02.2022 in the University educational work (please indicate three)?	What are the main challenges of organizing work for the University employees who stay abroad after 24.02.2022 (please indicate three)?
SSU	1. Current research projects (they can work in distance mode) 2. Involving in academic mobility programs 3. Starting new international research projects with international partners	1. Providing their regular courses via Zoom or other platform. 2. Creating new courses on our system for distance learning - MIX. 3. Involving in academic mobility programs	1. Quality control 2. Communication problems 3. Priorities order (especially when they work for another institution)
IHU	participation in conferences publication of articles participation in special councils for dissertation defense	lectures, seminars, career guidance activities	-Conducting classes online - Direct communication with students and colleagues - Reducing the load
TSNUK	---	---	---

Table 18. Staff's migration from Ukraine – unexpected advantages

	Can you see unexpected advantages stemming from the fact that the part of University staff has been living abroad after 24.02.2022? If yes, please indicate up to three of them.
SSU	1. Creating new collaborations with foreign researchers. 2. Getting access to new labs. 3. Widening the network of a potential partner institutions for international projects applications
IHU	Expansion of cooperation with foreign colleagues
TSNUK	---

The migration of academic staff following February 24, 2022, has posed a significant challenge for SSU in particular.

This issue is also evident at IHU.

Unfortunately, the lack of data from TSNUK prevents us from fully addressing the situation at that university.

At SSU, the mobility of academic staff has been notably high since the start of the full-scale Russian invasion. Over 100 university members, including professors, associate professors, and other educators, have left the country. Among those who left Ukraine, 90 professors and educators are still officially employed by SSU. They are engaged in research and teaching through online formats, which presents significant institutional, technical, and logistical challenges.

At IHU, the situation involves the departure of about a dozen professors and associate professors. Of these, 3 continue to be employees of IHU, while 2 have taken positions at other universities. The remaining staff members abroad actively participate in IHU's academic life, contributing to teaching, research projects, scientific conferences, and joint publications.

E. Staff migration from Ukraine – constraints/threats to their academic freedom

Table 19. Staff migration from Ukraine – constraints/threats to their academic freedom

	Do you recognize constraints/threats to the academic freedom of the University employees who stay abroad after 24.02.2022? If yes, please indicate up to three of them.
SSU	1. Work for another institution change priority order for such employees, and they can do their job in Ukraine less effective 2. Sometimes Ukrainian university becomes just a place for Ukrainian affiliation to get some benefits from European authorities
IHU	No
TSNUK	---

Respondents from SSU indicated that the migration of staff from Ukraine could pose a threat to the realization of academic freedom. Interestingly, they seem to define academic freedom as the collective rather than individual freedom. The survey suggested that migration may reduce the overall efficiency of SSU's operations and highlighted that, at times, affiliations with Ukrainian universities are used instrumentally, thereby disrupting equitable access to science and education resources.

IHU does not perceive any restrictions or threats to the academic freedom of its staff abroad. There is no available data from TSNUK.

The relationship between migration from Ukraine and the protection of academic freedom warrants further attention. It is likely to be one of the key issues in the context of renovating and transforming the higher education system in Ukraine. In this regard, it is especially important to adopt a balanced approach to the academic freedom of staff, students, and universities as communities that generate, disseminate, and implement knowledge.

F. Change of workload distribution for academic staff after 24.02.2022

Table 20. Change of workload distribution

	What is the change of workload distribution for academic staff at your University, caused by the invasion? (for each faculty if the data is available)
SSU	academic staff is overloaded
IHU	academic staff's workload is balanced well
TSNUK	academic staff is overloaded

Respondents from SSU and TSNUK believe that the full-scale invasion has led to an overload of academic staff. However, the IHU does not recognize this issue.

The differing assessments between SSU, TSNUK, and IHU present a valuable opportunity for comparative research. Specifically, it would be beneficial to gather information on the

strategies used for allocating staff responsibilities at all three universities. This effort may uncover effective practices that could be applied in various academic settings.

5. Teaching

In Part 4 on “Teaching” SSU, IHU, TSNUK representatives addressed 4 questions. Their answers are as follows:

A. The most needed courses – staff and teaching staff

Table 21. The most needed courses – staff

	Please deliver the list of ten most needed trainings which your University wish to have for its staff.	Please justify your choice shortly.
SSU	1. AI tools and the potential of their use in research and educational activities. 2. AI tools for management decisions in higher education 3. Strategic management in higher education 4. Entrepreneurship in universities 5. Innovation management and innovative development in HEIs 6. Communication strategies for HEIs 7. Building effective collaborative networks with universities stakeholders 8. Building inclusive community in HEIs: policies, activities, communication strategies	1. We feel a big need for more specialists in new features like AI. This tool is very powerful and influences strongly the quality of education (unfortunately in a bad way). 2. After the invasion Ukrainian universities faced the problem of total changes in the external and internal environment, so their strategies should be revised. This should be done according to the European Higher Education Development Strategy.
IHU	1. Teaching Methodologies in European Universities 2. Digital Literacy Skills for Academic Professionals 3. Providing Psychological Support in Conflict Zones 4. Fundraising Strategies for University Faculty 5. Innovative Educational	Increased interest in these topics in war conditions.

	Technologies in the Learning Process 6. Grant Application and Submission Best Practices 7. Engaging International Experts in Higher Education 8. Personal Development in Collaborative Academic Environments 9. Addressing Plagiarism: Ethical Standards in Research and Teaching 10. Mentorship Programs: Enhancing Faculty-Student Engagement	
TSNUK	The use of artificial intelligence in journalism. The use of artificial intelligence in the work of a university teaching staff. Strategic communications. Gamification in higher education. How russian disinformation works in the world. russian propaganda in the higher education environment in the world. Creative thinking. Academic integrity. Open educational and scientific resources and copyright protection culture. Online/Distance higher education.	These are currently relevant topics, so it is important to study international experience on these issues.

Table 22. The most needed courses – teaching staff

	Please deliver the list of ten most needed courses which your University wish to have better teaching staff for.	Please justify your choice shortly.
SSU	1. International trade 2. Project management 3. Risk management (finance and banking) 4. International business 5. International standards of financial reporting 6. Non-financial reporting 7. Fin-tech markets 8. Modern research methodology 9. Data analysis 10. Social programming	These courses are the most demanded where we do not have enough qualified teachers.
IHU	1. International Maritime Law 2. International Family Law 3. International Humanitarian Law 4. Currency-Financial and Representative Relations 5. International Commercial Arbitration 6. Economic Procedure 7. Conflict Studies and Negotiation Theory 8. International Relations and World Politics 9. Environmental Law and Global Sustainability 10. Cybersecurity in International Law and Policy	Lack of specialists in the declared fields.
TSNUK	The use of artificial intelligence in journalism. The use of artificial intelligence in the work of a university teaching staff. Strategic communications. Gamification in higher education. How russian disinformation works in the world. russian propaganda in the higher	These are currently relevant topics, so it is important to study international experience on these issues.

	education environment in the world. Creative thinking. Academic integrity. Open educational and scientific resources and copyright protection culture. Online/Distance higher education.	
--	---	--

SSU, IHU, and TSNUK all demonstrate similar needs for the development of university staff. Each of these institutions has identified a need for courses that help adapt research to the challenges of the 21st century. Notably, there is a strong interest in courses focused on the use of artificial intelligence.

Additionally, both IHU and TSNUK have highlighted the necessity for training that enhances skills relevant to a wartime environment.

In contrast, there is significant diversity in the types of courses needed to address gaps in the curricula at SSU, IHU, and TSNUK. This variation is largely attributed to the distinct profiles of the three universities. Such differences suggest that a specialized approach is required to bridge the educational gaps that have emerged in the academic contexts of SSU, IHU, and TSNUK due to the war.

6. Research activities

In Part 5 on “Research activities” SSU, IHU, TSNUK representatives addressed 3 questions. Their answers are as follows:

A. Fields of particular importance, fields reduced, raised or initiated after 24.02.2022

Table 23. Field of research

	Which fields of research were of particular importance (were identified as islands of scientific excellence) for the University before 24.02.2022? Please indicate up to five of them.	Which fields of research have been reduced or postponed after 24.02.2022?	Which fields of research have been raised or initiated after 24.02.2022?
SSU	1. Creation and research of the effectiveness of biomaterials for medicine 2. Electrophysical, magnetoresistive, and magneto-optical properties of multilayer and multicomponent film materials for microelectronics, spintronics, and flexible electronics 3. Social and economic reforms, ensuring macro stability 4. Research and development of new generation hydrodynamic pumps and drives 5. Conceptual and	Electrophysical, magnetoresistive, and magneto-optical properties of multilayer and multicomponent film materials for microelectronics, spintronics, and flexible electronics	1. Development of remotely driven vehicles and platforms 2. Use of artificial intelligent for unmanned units (drones) management

	axiological dimensions of social sustainability		
IHU	- Hotel and restaurant business - Dentistry - International human rights law	There was no.	Several medical areas.
TSNUK	---	---	---

The research activities conducted by SSU and IHU highlight a clear differentiation in the profiles of these two universities.

Furthermore, both institutions have shown a strong ability to adapt their research plans following February 24, 2024. Notably, the new research focus areas are either directly or indirectly connected to defense issues and support for war victims.

Additionally, SSU has reported that it has suspended certain research areas in response to the Russian invasion.

There is no available data on this topic for TSNUK.

7. Curricula

In Part 6 on “Curricula” SSU, IHU, TSNUK representatives addressed 5 questions. Their answers are as follows:

A. Special needs and new curricula after 24.02.2022

Table 24. New curricula

	Has the University introduced new curricula to address special needs generated by the fully-fledged Russian invasion of Ukraine (training specialists in new professions, conducting courses improving the military activities of the Ukrainian army, etc.)? If yes, please give up to three examples.
SSU	No
IHU	Psychology Management in health care Ergotherapy
TSNUK	Yes

Table 25. English language among academic staff and students

	(If possible please determine or assess approximately) what percentage of academic teachers are able to conduct courses in English?	(If possible please determine or assess approximately) what percentage of students speak English at least on B1 level?	Is it compulsory to certificate fluency in foreign language/languages for students who graduate the university
SSU	65%	30% (but it varies on faculties)	No
IHU	90%	70%	No
TSNUK	---	---	Partially yes, partially no.

Table 26. Main formal/legal obstacles in reshaping curricula in accordance with students' needs/expectations

	Could you describe main formal/legal obstacles in reshaping curricula in accordance with students' needs/expectations? (up to three of them)
SSU	Our students have no formal/legal obstacles to take part in reshaping curricula
IHU	There is no.
TSNUK	---

Both IHU and TSNUK introduced new curricula after February 24, 2022, which indicates the vitality of these universities.

English is widely spoken among academic teachers at both SSU and IHU. However, the proficiency in English is noticeably higher at IHU, where 90% of academic teachers are proficient, compared to 65% at SSU.

There are also significant differences in English proficiency among students at SSU and IHU, with 30% of SSU students proficient in English versus 70% of IHU students.

TSNUK did not provide data regarding English proficiency among its staff and students. Nevertheless, since it is one of the largest universities in Ukraine, located in Kyiv, it can be assumed that both academic teachers and students possess a high level of English proficiency. All three universities are interested in developing dual diploma programs in collaboration with foreign institutions. These programs are viewed as a compelling solution that can effectively address numerous challenges posed by the war. Implementing dual diploma programs can reduce costs while maintaining high educational quality. Additionally, these programs significantly broaden the range of professional opportunities available to students. Graduates of such programs typically adapt well to changing labor market conditions and are often characterized by strong competencies in navigating various cultural contexts and mediating between them.

8. International cooperation

In Part 7 on “International cooperation” SSU, IHU, TSNUK representatives addressed 8 questions. Their answers are as follows:

Table 27. Erasmus student/staff exchange agreements

	How many valid Erasmus student/staff exchange agreements has your University signed currently?
SSU	29
IHU	0
TSNUK	61 European universities from 23 EU countries

Table 28. Student’s interships

	How many students from your University participated in abroad internships before 24.02.2022?	How many students from your University are participating in abroad internships currently?	How many foreign students participated in internships at your University before 24.02.2022?	How many foreign students are participating in internships at your University currently?
SSU	63 during 2021 (excluding online activities)	102 during 2024 (excluding online activities)	321 during 2021 (only online activities)	259 during 2024 (only online activities)
IHU	No data available	About 200 (online)	No data available	About 70 (online)
TSNUK	In 2021 - 255 students, 16 postgraduate students, 145 teaching and administrative staff of the University (total 416 people).	In 2023 - 23 postgraduates students, 116 students, 71 staff.	38 foreign students from 15 countries in 2021	---

Table 29. International summer/winter schools

	Does your University practice summer/winter schools in collaboration with universities abroad? If yes, could you give an example?
SSU	Yes 1 (Virtual Mobility) «DSMIE Summer School 2024» between Sumy State University, Ukraine, University of West Bohemia, Czech Republic, Poznan University of Technology, Poland, Technical University of Košice, Slovak Republic, and International Association for Technological Development and Innovations, Ukraine
IHU	No.
TSNUK	Yes. Within the framework of The UK-Ukraine Twinning Initiative, together with The University of Edinburgh, the coordinating center for the issue of the "Bulletin of Taras Shevchenko National University of Kyiv" series, a Ukrainian-British summer school "Academic writing, scholarly publishing, and science communication" was held. Participants were provided with a unique opportunity for interdisciplinary cooperation, research in the field of scientific communication, support for publications and grant writing. In 2023, Taras Shevchenko National University of Kyiv for the first time implemented the NICE (Network for Intercultural Competence to facilitate Entrepreneurship) virtual exchange programme. This unique experience was made possible precisely thanks to the cooperation between the Universities of Kyiv and Edinburgh. Over the course of five months, 30 TSNUK students, who were selected by a special commission on a competitive basis from among 60 applications, were able to take part in the program that combines innovative teaching methods, teamwork, and sustainable development values in the field of entrepreneurship. The first stage of the NICE program was online modules, which lasted from March 15 to June 30. TSNUK students actively collaborated with students from the University of Edinburgh, the University of Amsterdam, the University of Padua, and University College Dublin. Through joint efforts, the youth

	developed team-based innovative business ideas aimed at overcoming the problems of the globalized world and achieving the UN Sustainable Development Goals. The second stage was a summer school at the University of Padua in July. The 15 most active students, who proved themselves as best as possible during the online modules, represented the University abroad. The summer school programme covered the issues of intercultural cooperation and social entrepreneurship in order to improve the global situation in the world, as well as solving the problems of sustainable development in communities. The students not only participated in interactive classes and trainings on the development of entrepreneurial skills, but also developed and presented their unique projects. With the support of the University, Ukrainian youth once again managed to demonstrate their competence and talent at the international level.
--	--

Table 30. Dual diploma programs – interest

	Is your University interested in developing dual diploma programs with foreign universities? If yes, in which three fields the most?
SSU	Yes Management (bachelor, master, PhD) Business administration (bachelor) Marketing (master)
IHU	Yes, - International law - Economy - Computer technologies and cyber security
TSNUK	Yes.

Table 31. International online educational collaboration

	Does your University develop online educational collaboration with universities abroad?
SSU	Yes, we conduct online conferences, Yes, we conduct online seminars, Yes, we practice online courses, Yes, we practice online trainings, Yes, we apply other forms of online cooperation
IHU	Yes, we conduct online conferences, Yes, we conduct online seminars, Yes, we practice online trainings, Yes, we apply other forms of online cooperation
TSNUK	Yes, we conduct online conferences, Yes, we conduct online seminars, Yes, we practice online courses, Yes, we practice online trainings, Yes, we apply other forms of online cooperation

The data reveal significant differences in the internationalization efforts of SSU, TSNUK, and IHU, which are probably strongly influenced by the universities' development strategies.

Both SSU and TSNUK are actively pursuing foreign cooperation, as evidenced by their agreements with international partners and the organization of international summer and winter schools.

Regarding student exchanges, SSU demonstrates the highest level of activity. TSNUK is also very active, with the number of exchanges conducted both before and after February 24, 2024, exceeding that of SSU. However, it is important to consider the differing sizes of these two universities when making comparisons. This raises the question of why the smaller SSU is able to achieve and maintain results that are similar to those of the much larger TSNUK.

The data on student exchanges provided by IHU is incomplete. However, the available information suggests that IHU's internationalization efforts largely focus on online education. It is worth reflecting on the reasons behind this trend.

Additionally, it is important to consider what measures could be taken to a) increase the international mobility of IHU students and b) generate greater interest among foreign students in attending IHU when the Russian invasion is finished.

9. University third mission and its contribution to society

In Part 8 on “University third mission and its contribution to society” SSU, IHU, TSNUK representatives addressed 1 questions. Their answers are as follows:

Table 32. Third mission

	What forms of the third mission were/are implemented by your University? (before 24.02.2022 and currently) Please indicate up to three examples.
SSU	1. Sumy State University takes the leading position among Ukrainian universities on the indicators of commercial use of research results. After the invasion, Sumy State University intensified commercial research. Annual income from research projects in 2021 was 1.78 mln EUR (55.29 mln UAH), in 2023 - 2.17 mln EUR (99 mln UAH) 2. There is a startup center at Sumy State University that helps new startups to grow up and find funds for development. 3. Sumy State University is permanently involved in projects of community development, e.g. strategic development plans creation, energy efficiency analysis for local institutions - schools, hospitals, ecological problems solving, etc.
IHU	Before February 24, 2022: 1. Community Support Initiatives: The International Humanitarian University (IHU) launched free computer courses for seniors in Odesa. This program aimed to enhance digital literacy among older citizens, enabling them to better access information and services. 2. Health and Medical Services: IHU established a Center for the Fight Against Epidemics and COVID-19 at its University Clinic. This initiative provided critical health support and education to the local community during the pandemic, promoting public health awareness. 3. Collaboration with Local Businesses:

	The Faculty of Management, Hotel and Restaurant Business, and Tourism partnered with well-known restaurants, travel agencies, and hotel complexes. This collaboration enhanced students' practical training while contributing to the local economy and tourism industry. Currently (after February 24, 2022): 1. Support for the Armed Forces: In response to the ongoing conflict, IHU has actively supported the Armed Forces of Ukraine by collaborating with the State Border Service. Faculty members have participated in volunteer efforts to assist military personnel and provide essential resources. 2. Humanitarian Aid Initiatives: The university has organized humanitarian aid efforts, including collecting and distributing supplies for those affected by the war. This initiative demonstrates IHU's commitment to community support during challenging times. 3. Safety and Educational Adaptations: IHU has implemented measures to ensure the safety of its educational processes amid wartime conditions. The university has adapted its curriculum and delivery methods to continue providing quality education while prioritizing the well-being of students and staff. These initiatives highlight IHU's commitment to its third mission, addressing societal needs through education, health, and community support both before and during the current challenges faced by Ukraine.
TSNUK	Interaction with state IT sector and IT business. Conducting information campaigns together with the Center for Social Development to collect blood donations and donations in support of the Armed Forces of Ukraine, manufacturing trench candles (the Hindenburg light or Hindenburglicht). Supporting close cooperation with the Secretariat of the Commissioner of the Verkhovna Rada of Ukraine for Human Rights on the application of legislation on citizens' appeals and access to public information.

All three universities emphasize the importance of the third mission in their activities. The examples they provided illustrate the strong integration of SSU, IHU, and TSNUK into their social environments. This is a promising indicator for the advancement of academic freedom at these institutions.

Their efforts regarding the third mission reflect a comprehensive understanding of how and why research and higher education in today's world are significant. The value of knowledge and higher education extends beyond simply making discoveries and disseminating information; they are pursued to achieve both social and individual goals, fostering connections with the community and enhancing the well-being of its members.

10. Conclusions

The data collected indicates that the Russian full-scale invasion of Ukraine limits the development capabilities of SSU, IHU, and TSNUK in various areas of their activity.

SSU, IHU, and TSNUK have consistently shown that they are stable higher education institutions (HEIs) capable of effectively countering these threats.

However, SSU, IHU, and TSNUK require continuous external support to not only mitigate the losses caused by Russian attacks but also to respond effectively to the global challenges of our times.

SSU, IHU, and TSNUK represent educational potential that can and should be integrated into the European educational area.

These institutions possess a unique experience in implementing their university missions under wartime conditions, which should be of significant interest to European universities.

While educational gaps present a major challenge, they are not the only obstacle to realizing academic freedom at SSU, IHU, and TSNUK.

War generates multifaceted threats to academic freedom, affecting both university communities and the freedoms of their staff and students.

The educational gaps faced by SSU, IHU, and TSNUK need to be systematically addressed, taking into account the specific institutional and structural characteristics of each university.

The internationalization of education at SSU, IHU, and TSNUK is a key factor in enhancing the security and capacity of these universities regarding academic freedom.

11. Recommendations

A. Staying within the scope of the FreeAc Project

The collected data highlight the general challenges faced by diverse Ukrainian higher education institutions (HEIs) in realizing academic freedom amidst wartime conditions.

The research conducted could be expanded through in-depth interviews with the management staff of the HEIs being studied.

The knowledge gained from these interviews could be conceptualized and presented in the form of a scientific article prepared by interested consortium partners.

B. Expanding beyond the scope of the FreeAc Project

Further research could also include data collected from additional HEIs.

A broad roundtable discussing the diversity of Ukrainian HEIs and the challenges they face in implementing academic freedom during wartime conditions would be a valuable initiative.



www.projectwebsite.eu

Promoting Academic Freedom in Ukraine

Project number: 2023-1-AT01-KA220-HED-000164930

