

Programme
report

Leaders of University Transformation for Ukraine's Reinvention Programme

October 2023 – March 2024



This Programme not only opened new horizons for higher education development in Ukraine, but also played a key role in shaping the future educational landscape of our country. The initiative, which combines the efforts of the British Council Ukraine, the Ministry of Education and Science of Ukraine and the Fund of the President of Ukraine for the Support of Education, Science and Sports, is a vivid example of fruitful cooperation to achieve a common goal – the reinvention and development of the education in Ukraine.

The Leaders of University Transformation for Ukraine's Reinvention programme opens up new opportunities for Ukrainian universities, contributing to the development of leadership potential, strengthening of institutional capacities and the creation of strong links between universities of Ukraine and the UK. The participation of teams from six leading Ukrainian universities in this Programme testifies to the great potential and readiness of our educational community for changes and progress. We are convinced that the acquired knowledge and experience will become a solid foundation for the further development of higher education in Ukraine and will strengthen its position in the international arena.

Olga Budnyk

Advisor to the President of Ukraine on the Fund of the President of Ukraine for Support of Education, Science and Sport



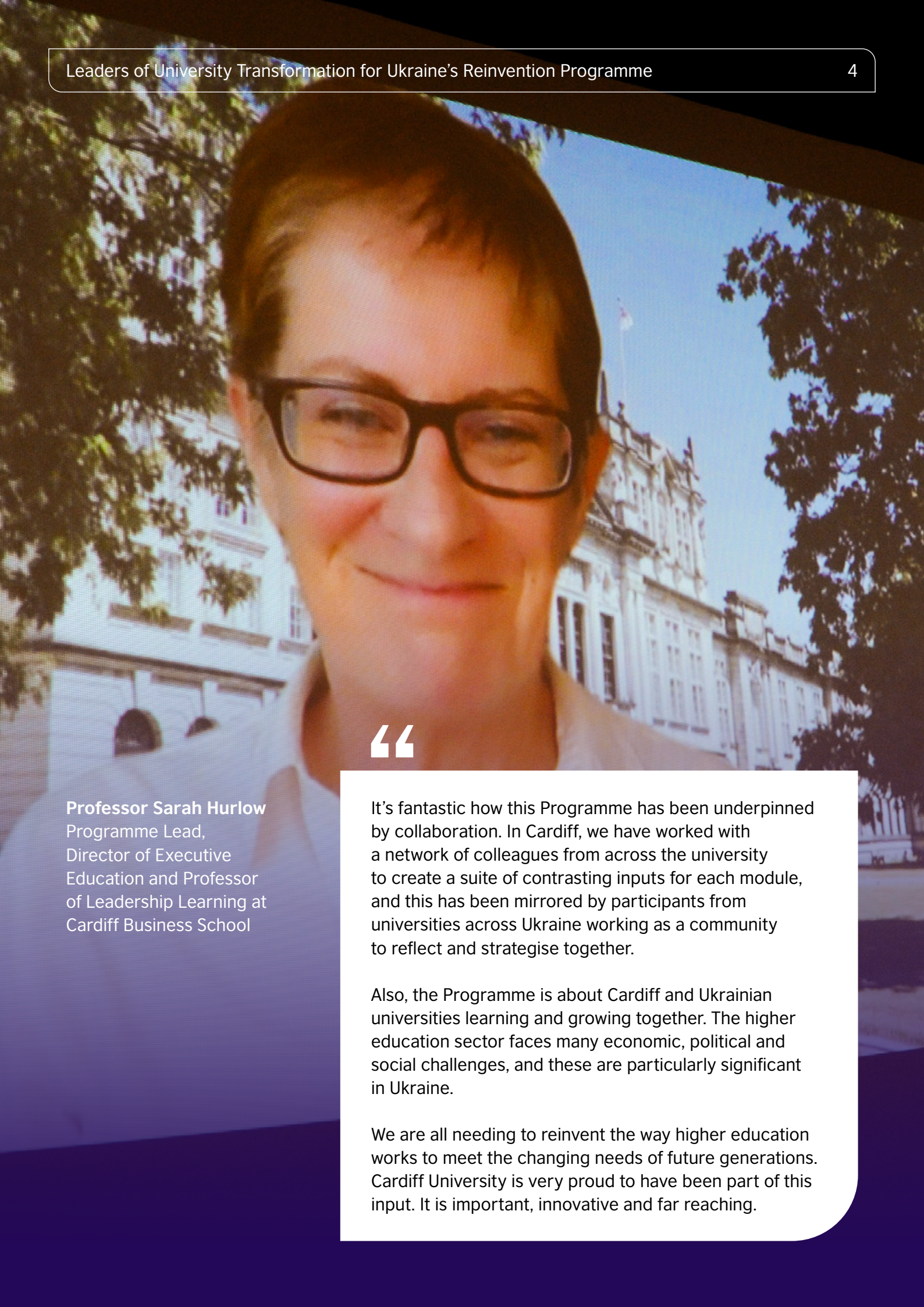


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Mychailo Wynnyckyj
Deputy Minister of Education
and Science of Ukraine

Universities often feature a hierarchical structure, where the personality of the rector plays a significant role. However, this hinders academic community growth.

We are currently cultivating individuals and teams. This Programme's goal is to cultivate academic leadership. This Programme is tailored for those seeking to instigate changes in the academic environment, willing to take responsibility for these changes, and genuinely caring about their universities. This Programme offers tools, inspiration, and networking with colleagues from Ukraine and abroad, reassuring us that we are not alone.



Professor Sarah Hurlow
Programme Lead,
Director of Executive
Education and Professor
of Leadership Learning at
Cardiff Business School

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It's fantastic how this Programme has been underpinned by collaboration. In Cardiff, we have worked with a network of colleagues from across the university to create a suite of contrasting inputs for each module, and this has been mirrored by participants from universities across Ukraine working as a community to reflect and strategise together.

Also, the Programme is about Cardiff and Ukrainian universities learning and growing together. The higher education sector faces many economic, political and social challenges, and these are particularly significant in Ukraine.

We are all needing to reinvent the way higher education works to meet the changing needs of future generations. Cardiff University is very proud to have been part of this input. It is important, innovative and far reaching.

Contents

Summary	6
Programme background	6
Partners	8
Participants	8
Key results and findings	10
Programme structure and delivery approach	13
Programme modules	13
Institutional Change Projects	14
Mentoring support	15
Change Projects Presentation	16
Programme outcomes	17
Impact on individual level	18
Impact on teams	19
Impact at institution level	21
Additional benefits	22
Gender awareness	22
Conclusions	24
Appendix 1. Module descriptions	25



Summary

Programme background

This report focuses on the delivery of *Leaders of University Transformation for Ukraine's Reinvention* (LUTUR) Programme by the British Council Ukraine during the period of October 2023 to March 2024.

The **development of new leadership cadre and universities managerial capacity** was at the top of the agenda for Ukraine higher education sector since the adoption of the Law of Ukraine on Higher Education in 2014. Professionalism, authority and integrity of higher education leaders were fully tested after the full-scale invasion of the Russian Federation in 2022 when most higher education institutions in Ukraine experienced major disruptions.

Ukraine's higher education sector faces numerous challenges while being brought to the forefront of the country's recovery. The importance and role of universities in the future rebuilding of the country cannot be overestimated. This relates both to preparing a cadre of professionals for reconstruction as well as to universities civic and community engagement. The higher education system itself will need to be built back better post-war with a focus on creating a modern and globally integrated system. To prepare universities for the upcoming reality, there should be a new generation of university leaders who can adjust their institutions to respond to new challenges and opportunities.

Ukraine's Government Strategy on Higher Education Development 2022–2032 clearly states the demand for the development of higher education leaders that need advanced competencies with a focus on emergency, crisis management and internationalisation.

To address all the above, the British Council worked jointly with the key stakeholders to **design LUTUR Programme** – a professional development programme that focuses on the strengthening of the institutional capacity of Ukrainian higher education institutions and development of the leadership reserve.

The aim of the Programme is to **develop competencies of managerial staff** in strategic, financial and people management as well as **instigate and support changes in universities** for the rebuilding and development of Ukraine.

The Programme objectives were set, such as engaging the next generation of higher education leaders in Ukraine, increasing the leadership capacity of universities, creating long-term sustainability, and strengthening relationships between the UK and Ukraine.

This was the **first face-to-face programme** delivered by the British Council **since the full-scale invasion** of Ukraine. To ensure safety measures and mitigate possible risks, the Programme was delivered in a blended format: thematic Modules were delivered as residential events with face-to-face Ukrainian experts' engagement and online UK input; mentoring sessions were delivered online; and Change Projects Presentation held face-to-face. This approach ensured both enriching learning experience for participants and safe and inclusive working environment.

Partners

The Ministry of Education and Science of Ukraine and **the Fund of the President for the Support of Science, Education and Sports** were the key British Council partners. Both institutions were involved in the Programme design and development.

The Programme was co-delivered by the UK partner – **Cardiff University**. Cardiff University enlisted the support of 36 of their professional services, academic and senior leadership staff to share their experience and knowledge with the Programme participants. The UK input was provided entirely online.

The input from the Ukrainian side was provided by **11 consultants** through face-to-face engagement. The consultants were selected based on the relevance of their expertise to the Module themes and approved by the Programme partners.

Participants

The British Council standard practice is to announce open calls for programme participation and select participants in line with the agreed criteria. However, due to the tight timeline and format of the Programme, the open call was not announced. Instead, the list of participating institutions was jointly agreed by the Programme partners.

Six universities representing a wide geographical spread across Ukraine were selected and invited to join the Programme:

- **Dnipro National University of Technology**
- **Lviv Polytechnic National University** *
- **Mariupol State University**
- **Taras Shevchenko National University of Kyiv** *
- **V. N. Karazin Kharkiv National University** *
- **Zaporizhzhia National University**.

Three out of six participating universities (marked with ✨) are ranked within the top 1,000 universities in the 2024 QS World Rankings.

In total, there were **30 participants** (53% women and 47% men) in the Programme from six universities, each represented by five members. In terms of gender balance, the Programme maintained a relatively equal distribution, with 14 male and 16 female participants, reflecting a commitment to inclusivity and diversity. It is worth noting that in higher education programmes in Ukraine, there tends to be a higher participation of women than men. Gender balance contributed to a rich and varied exchange of perspectives and experiences among participants, thus enriching the overall learning environment.

The team members were selected from different departments from each of the participating universities to form diverse project teams that can take a holistic approach and lead change projects within their institutions. Each university selected cross-diagonal teams which included academic and professional services staff, along with institutional leadership at the Rector or Vice-Rector level.



Key results and findings



6 universities

from Ukraine took part in the Programme, developed change projects and started their implementation.



30 participants

(16 women and 14 men) from Ukrainian universities directly benefited from the Programme.



47 experts

(36 from the UK and 11 from Ukraine; 19 women and 28 men) shared their knowledge.

100% of participants stated that the offered model of capacity building and mentorship was useful for them.

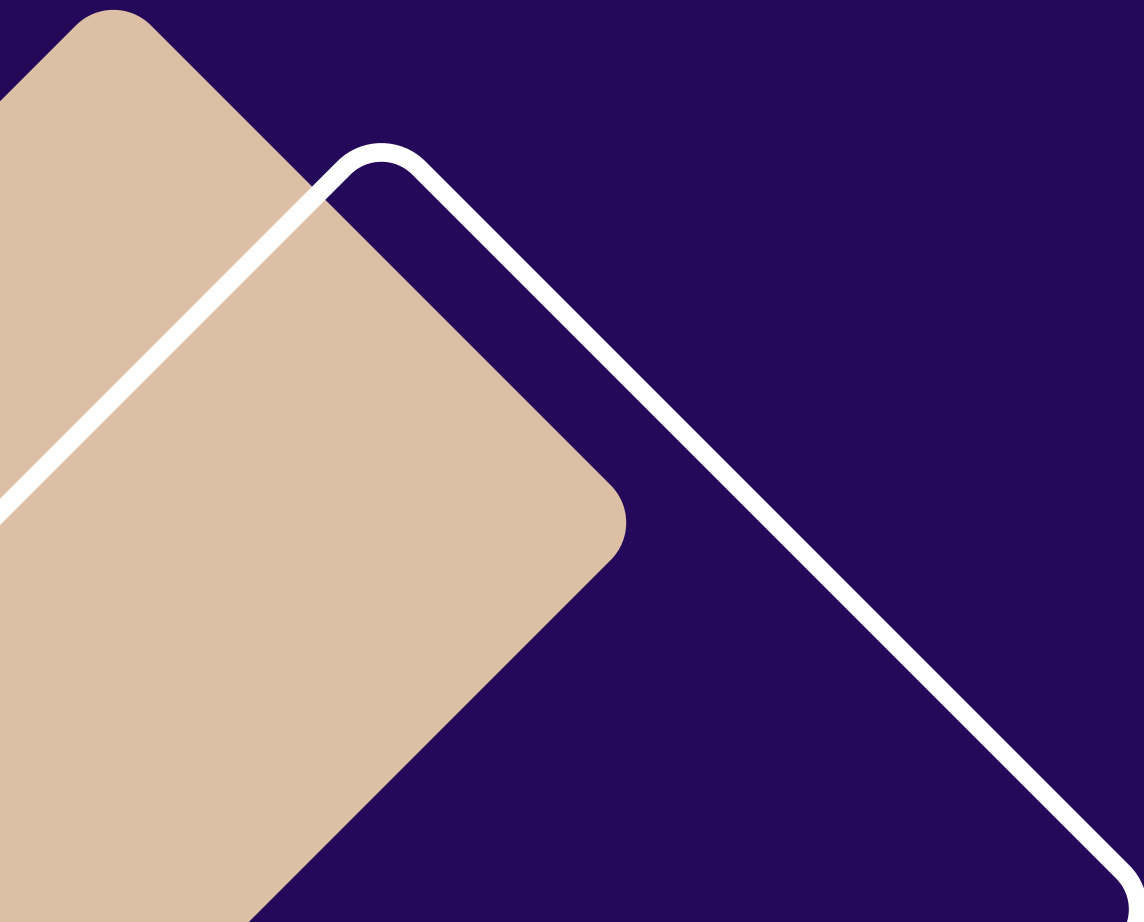
100% feel they gained a deeper understanding of how their team functions.

75% noted a perceived increase in support from university leadership towards the changes.

100% of respondents indicated that they acquired knowledge and skills to implement changes at their university.

96% claim to have increased trust in their team members.

All participants reported improvement in leadership competencies, communication, and teamwork skills.

1. LUTUR Programme demonstrated that a well-balanced combination of capacity building, mentorship and exchange of UK knowledge and experience forms a **strong foundation** for initiating change and creating momentum within Ukrainian universities for the change to happen.
 2. The Programme enabled the university team members to **take ownership** of the change process.
 3. Participants gained relevant **leadership knowledge and skills** that help them to become agents of change within their universities.
 4. The **UK experience** shared was extremely important and motivating, giving confidence that Ukrainian universities are moving in the right direction.
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Programme webpage

bit.ly/lutur-webpage



Programme videos

bit.ly/lutur-videos



Programme photos

bit.ly/lutur-photos





Programme structure and delivery approach

Programme modules

Capacity building component included **four modules**. Each module was a 3.5-day residential event held in the west of Ukraine (Lviv and Ivano-Frankivsk). Face-to-face engagement allowed active teams interaction and created positive dynamics during group activities.

Day 1 (half-day) focus was on introducing the theme. Days 2 and 3 included sessions led by both UK and Ukrainian experts with 50/50 ratio of thematic input. Day 4 involved facilitated teamwork on the development of institutional change project.

The key topics of the four modules were:

Module 1 New Role of the Universities	Module 2 Change Management. Strategising in Conditions of Uncertainty	Module 3 Leadership and Autonomy	Module 4 Projects and Finance
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Learning outcomes and content of the Programme modules are attached as [Appendix 1](#).

The **general satisfaction rate** of the capacity building element was exceptionally high, with 85% of respondents expressing that they 'totally agree' that the modules were of high quality, and an additional 14% indicating they 'agree' with this assessment. Only one respondent neither agreed nor disagreed, suggesting a negligible minority.

This overwhelming positive feedback underscores the effectiveness in delivering high-quality content and experiences to participants through building capacity. The majority agreement on the quality of modules reflects the Programme's success in meeting the expectations and needs of participants, ensuring a rewarding and enriching learning experience for all those involved.

91% stated that the modules deepened their knowledge of the topics covered. 100% of participants stated that modules were very useful and they will be able to use knowledge gained in their future work. Across all modules both Cardiff University and Ukrainian experts were assessed with highest marks. Participants expressed gratitude for the openness to discussion, provision of accurate and relevant examples, and effective communication with the teams.

Institutional Change Projects

During the modules, the university teams were provided with a core set of learning to support the development of change projects. Development of the change projects enabled participants to apply their learning and gained insights to real-time strategic projects and ensure ongoing work on the project. The projects actively involved not only team

members but also other colleagues and stakeholders across all participating universities.

In most cases, the change projects were aligned with the university's overall mission and strategic plan and covered the following topics:

- **The Concept of Institutional Transformation for Internationalisation of DniproTech Brand**
(by Dnipro National University of Technology)
- **Digitalisation of the Document Circulation Management System**
(by Lviv Polytechnic National University)
- **The Institutionalisation of the Civic University Model**
(by Mariupol State University)
- **University Unity**
(by Taras Shevchenko National University of Kyiv)
- **Teaching Academy**
(by V. N. Karazin Kharkiv National University)
- **Conscious Leadership Culture and Practices (CO-LEAD)**
(by Zaporizhzhia National University).

Mentoring support

After the completion of all four modules, the university teams were offered **individual one-hour sessions with UK and Ukrainian mentors**. These sessions provided opportunities for the teams to discuss change projects, identify areas of strong buy-in, and suggest improvements where needed. Five Ukrainian teams had sessions with Cardiff University representatives, with mentors chosen based on the project themes. Additionally, all six teams used the opportunity to discuss and update their project communication plans with a Ukrainian media expert.

In the final Programme survey, 39% of all respondents (or at least one member from each participating university)

mentioned that they would require further mentoring support to continue working on their change projects.

Change Projects Presentation

On 2 March 2024, the Programme concluded with a one-day Change Projects Presentation where university teams presented their projects, shared learnings and celebrated success.

The event brought together Programme participants, consultants, facilitators, partners and main stakeholders from Ukraine higher education sector, with a total of 60 attendees (31 women and 29 men). The event included the Programme overview, a panel session with the main stakeholders, and presentations of the change projects. Each university presented their project, outlined actions taken and further steps for project implementation. Presentations were followed by Q&A sessions and feedback from the main stakeholders and event participants.



Programme outcomes

Throughout the Programme, **post-event feedback questionnaires** were used to monitor its progress and identify areas for improvement. Themes relevance, logical sequence of modules, format, and various aspects of delivery were evaluated to ensure the Programme's effectiveness and its alignment with participants' needs. These surveys provided valuable insights into participants' experiences, allowing the organisers to continuously refine and enhance the Programme to better meet the needs and expectations of all those involved.

The **final survey**, issued by the British Council after the Programme's Change Projects Presentation, was a crucial component of the evaluation process. Participants were asked to rate the Programme's impact on them as individuals, their teams, and their universities using a 5-level scale ('totally disagree', 'disagree', 'neither disagree nor agree', 'agree', 'totally agree'). Additionally, participants were encouraged to provide open-ended comments to complement their ratings. These scores were then converted into percentages.

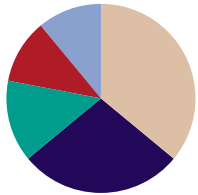
To ensure anonymity, participants were only required to mention their institutional affiliation. The final survey was completed in full by 28 participants, representing 93% of all Programme participants.

Impact on individual level

The Programme had a profound impact on individuals, fostering personal, professional and leadership development.

In the final survey, participants were asked an open question: 'How did the Programme impact you personally?' The results presented below are based on analysis of participant comments, with **one main impact manifestation** singled out from each response and categorised.

Programme impact on individual level



- Improved leadership competence 36%
- Improved communication and teamworking skills 28%
- Changed perspective and opened new approaches 14%
- Equipped with new knowledge, skills and tools 11%
- Increased motivation to implement the change 11%

36% of respondents reported improvement in their leadership competence, and 28% highlighted enhancements in their communication and teamwork skills.

'It helped me to reconsider my personal role in the team and assess common team values which improved communication'.

14% of respondents mentioned that the Programme had changed their perspective and introduced new approaches.

'The Programme opened new horizons, made me revise my views and approaches. It helped me to become more knowledgeable in the matters of leadership development, gain experience in institutional change management in the university, better understand the importance of values'.

Furthermore, 11% of participants commented that the Programme equipped them with new knowledge, skills and tools for their professional development, while an additional 11% reported increased motivation to implement change at their institution.

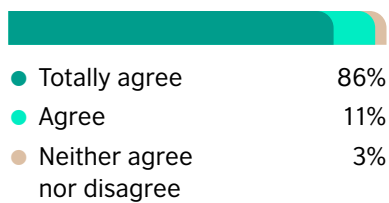
'It boosted my motivation to implement the changes and ideas that I gained during the project'.

Impact on teams

Teamwork

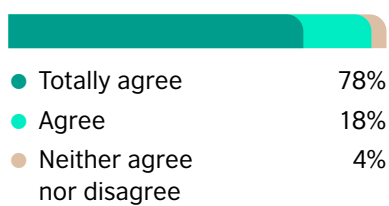
The analysis of the final survey reveals significant improvements in teamwork among participants.

Teams feel more connected



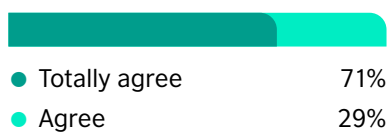
An overwhelming 86% of respondents ‘totally agree’ and 11% ‘agree’ that their teams became more connected. Moreover, 100% feel they gained a deeper understanding of how their team functions, and 96% claim to have increased trust in their team members, as evidenced by responses categorised under ‘totally agree’ and ‘agree’.

Increased trust within a team



‘The Programme helped us to cooperate together to achieve a common goal, develop better coordination and collaboration, understand strong and weak sides of each other’.

More knowledge about the team

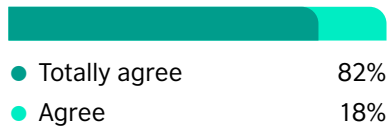


‘Participation of the team in all the activities during the project realisation allowed us to improve the teamwork in our HE institution which is a pledge of positive changes’.

Capacity and agency to advocate and implement change

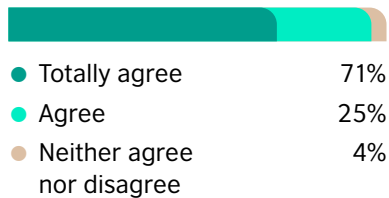
In the final survey, participants reported an increased openness to change and better positioning to drive effective change at their institutions.

Acquired knowledge and skills to implement changes



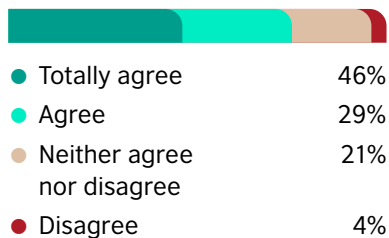
As a result of participation in the Programme, 100% of respondents indicated that they acquired knowledge and skills to implement changes at their university, with all responses falling under ‘totally agree’ and ‘agree’.

Teams become stronger to advocate change



96% of participants feel that their teams have become stronger to advocate change within their university. Additionally, 75% noted a perceived increase in support from university leadership towards these changes, as indicated by ‘totally agree’ and ‘agree’ responses.

University leadership became more supportive



The analysis of responses from participants who disagreed with the question regarding increased support from university leadership demonstrated that the university management had consistently supported the team and their initiatives even before the start of the Programme.

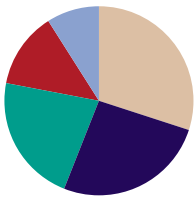
‘LUTUR Programme increased awareness of the university team about the importance of changes and necessity of active participation in the change implementation... The university leadership learnt to support the changes more than before the Programme because a lot of attention was driven towards the importance of understanding the change’.

‘Our university team is ready for and wants changes. The war and changes in the world order force us to search for new approaches. The project forced us to orient the team towards changes and assert ourselves regarding the right course of change’.

Impact at institution level

While it is still early to assess the full impact of the Programme at the institutional level, as it requires more time post-completion, many participants commented that they had already started implementing changes at their universities.

Key developments at institution level



● In the process of implementing the project	30%
● More open to change	26%
● New operational structures established	22%
● Improved processes, strategies, regulations	13%
● Other	9%

In the final survey, participants were asked an open question: ‘How did the Programme impact your university?’ The results presented below are based on the analysis of participants’ comments, with **one main impact manifestation** singled out from each response and categorised.

Key developments reported in the final survey include:

- Implementation of Programme-initiated projects: 30% of respondents confirm that their university is in the process of implementing projects that were initiated during the Programme.
- Increased openness to change: 26% report that their institution has become more open to change.

‘University management realised the importance and inevitability of changes in the management culture. These changes have already started, and I hope they will come to a logical conclusion’.

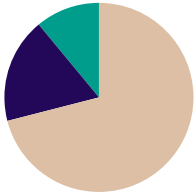
- Establishment of new operational structures: 22% report the establishment of new operational structures at the universities to support the implementation of new strategies and policies.
- Improvement and development of processes, strategies, and regulations: 13% of respondents mentioned improvements or the development of new processes, strategies, and regulations that are pending formal approval.

‘The Programme has stimulated a lot of internal processes in the university – from the reboot of Academic Council to the approval of requirements to the analytic reports of the managers’.

These developments indicate early but promising impact of the Programme at the university level, laying the groundwork for continued positive change and development.

Additional benefits

Additional benefits



- Horizontal links 71%
- Implementation of new projects 18%
- Involvement of other colleagues 11%

The Programme exceeded the initial expectations and expected outcomes, yielding additional benefits that greatly enriched the experience. One significant outcome that was reported by the participants was the establishment of horizontal links within the teams and with the participants from other universities (reported by 71% of the respondents). These connections fostered a culture of collaboration and knowledge sharing beyond what was originally anticipated.

Moreover, the Programme led to the development and implementation of new projects that emerged from the collaborative efforts of participants (reported by 18% of respondents). These projects addressed various challenges at the universities and contributed to innovative solutions.

Additionally, the involvement of colleagues across the universities during the projects development and implementation brought fresh perspectives and expertise (reported by 11% of respondents). As a result, the Programme became a catalyst for building lasting professional relationships and strengthening the network of university leaders.

Gender awareness

Although raising gender awareness was not the primary objective of the Programme, it emerged as a significant cross-cutting theme, aligning with our commitment to fostering inclusive and equitable university environments. Through the final survey, we assessed the impact of the Programme on increasing awareness of gender-sensitive approaches within tertiary institutions that participated in the Programme.

Raised awareness about gender sensitive approaches



- Totally agree 39%
- Agree 22%
- Neither agree nor disagree 39%

The data collected revealed a notable increase in awareness among participants regarding the importance of gender-sensitive approaches in university work. Specifically, 39% of respondents totally agreed and 22% agreed that the Programme helped them raise awareness about the significance of gender-sensitive approaches.

Consideration of gender aspects in future work



● Totally agree	36%
● Agree	25%
● Neither agree nor disagree	39%

Furthermore, when asked if the Programme helped them consider gender aspects in future activities, 36% of respondents totally agreed and 25% agreed.

While it is encouraging to see such positive responses, it is worth noting that 39% of respondents neither agreed nor disagreed with both statements about raising awareness and considering gender aspects in future activities. Upon further analysis of the comments, it became evident that many of these respondents indicated that gender aspects had already been considered at their universities before the Programme.

However, despite the existing awareness, the Programme provided valuable insights and knowledge on good practices for gender-sensitive recruitment, retention, and career progression policies, as well as fostering safe and inclusive learning and working environments. As a result, not only did the Programme contribute to increasing awareness among participants, but it also empowered tertiary educational institutions to better address gender barriers and imbalances in leadership development. This aligns with our goal of creating more inclusive and gender-equitable university environments, ultimately benefiting the entire academic community.

'LUTUR Programme helped me to broaden my horizons in the area of gender sensitivity, understand the importance of gender balance in the management and decision making, learn more about the gender-analytical work. The university will continue promoting gender balance, in particular extension of gender sensitive practices to all fields of the university activity, increase of equal gender representation in the university management structure, continuation of gender research'.

Conclusions

LUTUR Programme has pursued several objectives, including strengthening the institutional capacities of the participating universities and development of competencies of university managerial staff.

High satisfaction rate with the quality of the Programme and overwhelmingly positive feedback from the participants have been truly encouraging.

The British Council is planning to provide **further support** to the universities-participants of the Programme in implementation of their change projects. This will be done through a grants scheme to support their collaboration with the UK partner universities. Additionally, a convocation event for Programme participants is being planned in autumn 2024. This event will provide another opportunity for Programme alumni to share the progress in implementation of their projects, discuss challenges faced and successes achieved while implementing change in their institutions.

Appendix 1. Module descriptions

Module 1. New Role of the Universities

25–28 October 2023

Learning outcomes

- Share the values of social responsibility.
- Understand global and local trends in the development of higher education.
- Be aware of university social mission.
- Evaluate the university impact on development of society/region/local community determine the key roles of university.
- Be aware of the uniqueness of the university/institutional identity and reflect it in the university profile.
- Communicate effectively with colleagues to develop and present the university profile.

Module contents

Introduction

- Objectives and format of conducting for Module 1.
- Trends in higher education.
- The role of universities and challenges of society.
- University missions and models.
- Strengthening of the social mission of the university in the EHEA.
- Civic university: model and tools.
- Identity/uniqueness of the university.
- Values: individual, team, university.
- Relevance and content of the social mission of Ukrainian universities.
- Current challenges and future of the universities of Ukraine.

Changing of the university role

- Interdependence of university and society development.

	<ul style="list-style-type: none">– Design of changes in the university.– Communication of changes in the university.– University activities to solve the society problems.– Public value of the university. <p>Role of universities in development of regions and local communities. Community engagement</p> <ul style="list-style-type: none">– Involvement of the community and implementation of the social mission of the university.– Social strategy of the university.– Projects (educational, research and social) for community development.– Urgent strategic challenges facing the university communities of Ukraine.
Practical task	Profile of the university.

Module 2. Change Management. Strategising in Conditions of Uncertainty

22–25 November 2023

Learning outcomes

- Share the values of institutional and individual development.
- Understand the value and approaches to strategizing in higher education.
- Evaluate university strategies, their correspondence/ appropriateness with modern requirements and trends.
- Determine needs for development at the institutional and individual level.
- Design/develop university strategies.
- Determine and evaluate KPIs for university development.
- Initiate, design and implement institutional changes.
- Involve colleagues in implementation of changes at the university.

Module contents

Introduction

- Objectives and format of conducting for Module 2.
- The relevance of the problem of transformations in higher education.
- Changes, transformations and organizational development.
- Values and culture of change in the university.

Changing of the university role

- Key elements of the strategy and requirements for them.
- Strategizing as a process: peculiarities of planning and communication in the university.
- Determination of strategic priorities.
- Strategic thinking for managers.

	<ul style="list-style-type: none">– Basic models and tools for strategizing in real conditions. <p>Optimization of the HEIs' network</p> <ul style="list-style-type: none">– The experience of European countries on optimisation of HEIs networks.– Reasons and goals of university mergers.– Models, types, types and approaches to university mergers.– Key factors of successful university mergers.– Mergers of universities – relevance and prospects for Ukraine.– Public communications in times of crisis.– Environmental resolution of conflicts in the team.
Practical tasks	<ul style="list-style-type: none">– Evaluation of the university strategy for development.– Development of algorithm for university mergers.

Module 3. Leadership and Autonomy

13–16 December 2023

Learning outcomes

- Share the values of academic freedom, university autonomy, responsibility and teamwork.
- Understand the essence of university autonomy and leadership in higher education.
- Evaluate the university management/governance model.
- Develop recommendations for implementing good governance at the university.
- Form a culture of shared leadership in the university.
- Develop an innovative business model of the university.
- Communicate effectively with colleagues to agree on mechanisms for implementation of good governance and shared leadership at the university.

Module contents

Introduction

- Objectives and format of conducting Module 3.
- Values of the EHEA.
- University governance: definitions, models, types, methodology for measuring.
- Development trends of university autonomy in the EHEA.
- Development trends of university autonomy in Ukraine.
- Shared leadership in higher education.

Leadership and university personnel development

- The impact of leadership on the academic community.
- Development of leadership qualities of university personnel: professional development programmes.
- Formation of a leadership reserve at the university.

	<ul style="list-style-type: none">– Ensuring well-being as a basis for staff recruitment and retention.– Leadership in the age of uncertainty. <p>University autonomy and good governance</p> <ul style="list-style-type: none">– Good governance in higher education – experience of European countries.– Blending good governance and autonomy in universities.– The role of the University Board.– Effective governance, responsibility and risks.– Tools for ensuring good university governance.
Practical task	Project of institutional changes – the idea and key elements.

Module 4. Projects and Finance

31 January – 3 February 2024

Learning outcomes

- Share the values of openness, accountability and integrity.
- Understand trends and challenges in higher education financing.
- Know the models and tools of university financial management.
- Evaluate the financial stability of the university.
- Determine the sources of funding and develop opportunities to attract and effectively use finances for the university development.
- Initiate, design and implement projects for the university development.
- Involve colleagues and partners in discussion, coordination and implementation of projects for institutional changes/university development.

Module contents

Introduction

- Objectives and format of conducting for Module 4.
- Trends and challenges in higher education financing.
- Change of funding policy in higher education of Ukraine.

University finance management

- Financial sustainability of the university.
- Resource support of the university.
- Commercialization of academic research.
- Innovative approaches for diversification of university funding.
- Management of university resources: talents, time, finances.
- Where to get resources for the development of the university.

	<p>Project management and university development</p> <ul style="list-style-type: none">– Project management and university development.– Infrastructure for university project portfolio.– Projects for university transformation.– Importance of communication for project success .– Tools of communication management for project team.
<p>Practical task</p>	<p>Project of institutional changes – content and implementation plan.</p>

