



UKRAINIAN UNIVERSITY LEADERS: CHALLENGES, NEEDS AND EXPECTATIONS

Survey report

April 2023

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INTRODUCTION

In June 2022 – February 2023 European Women Rectors Association (EWORA) and Mykolas Romeris University (MRU), Lithuania has carried out a survey of the Ukrainian university leaders on their current needs and expectations.

16 Ukrainian university leaders participated in the survey: 5 of them were Rectors, 1 Acting Rector, 7 Vice-Rector for Research (or equivalent), 2 Directors, 1 Rector's Adviser, Commissioner for Gender Issues and Dean of the School of Sociology.

The geographical coverage of the respondents included all Ukraine from universities from Kyiv, Kharkiv, Vinnytsia, Cherkasy, Chernihiv, Severodonetsk, etc.

The Ukrainian universities represented include: Bogdan Khmelnytsky Melitopol State Pedagogical University, V.N.Karazin Kharkiv National University, I. Karpenko-Kary Kyiv National University of Theater, Cinema and Television, Ukraine Kyiv National University of Technologies and Design / Vinnytsia Institute of Trade and Economics of State University of Trade and Economics, Vinnytsia State Pedagogical University, Vinnytsia Institute of Trade and Economics, Chernihiv Polytechnic National University, National University of Pharmacy.

The following questions were asked including:

- Challenges and needs: How has the war affected higher education in your country? What have been the main challenges? What do you consider to be your greatest challenges as University Rector/Vice Rector in this challenging period? What strategies have you designed and implemented to reorganize your educational & research activities under the war conditions? Have you made adjustments to your strategies throughout this process? And why? Do you think this crisis has an impact on gender equality in universities? Have you designed and implemented any gender-responsive policies during this period? What kind of scientific facilities are needed for researchers who are not able to continue their work at the moment. Please summarize your university's other needs in short-term, mid-term and long-term perspectives.
- Expectations from EWORA: What are your expectations from the European Women Rectors Association (EWORA) (sharing best practices; mutual friendship and support network; moving forward more women leaders in higher education; co-organizing joint events with Ukrainian universities; collaborating on research projects, etc.) What type of future activities would you like EWORA to organize in addition to the biennial conferences (webinars; trainings; seminars and workshops, etc.); What are your suggestions on how to increase women leaders in higher education? What other specific interests would like EWORA to pursue? What should EWORA do /offer to address those interests?

1. CHALLENGES AND NEEDS

To the question 1 on **how the war has affected higher education in your country and what have been the main challenges** the respondents have mentioned:

- Challenge to save the lives of students and employees
- Forced population displacement
- Students and teachers in psychological stress (loss of loved ones, housing, property, constant danger and uncertainty)
- Academic community people in occupied territories unable to leave, study or work
- Destruction of infrastructure
- Systemic problems with access to electricity, Internet, heating, and security conditions
- 35 higher education institutions relocated, 45 damaged, 5 completely destroyed
- Constant attacks, jeopardized educational process and research
- Lack of funding, redistribution of state funds for defence
- Universities take care of internal refugees (displaced persons, placed in dormitories)
- Little contact education, provided mostly online
- Decreased quality of education
- Universities as communication agencies about the war (provide information to the world every day in 5 languages)
- War requires concentration on Victory and the future life

To the question 2 **what do you consider to be your greatest challenges as University Rector/Vice Rector in this challenging period** the respondents commented as follows:

- Supporting and motivating people to engage in education, research, organisational activities
- Evacuation of all students (international and Ukrainian)
- Preserving lives and psychological health of teachers and students
- Preservation of the students contingent (taking into account migration)
- Outflow of intellectual potential abroad
- Ensuring emotional stability
- Replacement of university equipment from dangerous places under the shelling
- Destroying University buildings, sport-complex, University clinic
- Ensuring a safe educational process for staff and students
- Search for premises (buildings, dormitories)
- Ensuring sustainable operations: training, research, administrative processes, financial payments
- Financial issues (paying bills, salaries, etc.)
- Working at university and home and performing duties under constant challenges
- Lack of experience in crisis management
- As a woman - to deal with technical problems (heating, finding supplies and financial resources to keep generators working)
- Ensure that University remains an important center of education and science, attractive to students and employees, a reliable center of protection and security for displaced persons

To the 3 question **What strategies have you designed and implemented to reorganize your educational & research activities under the war conditions? Have you made adjustments to your strategies throughout this process? And why?** the respondents have replied:

- Evacuation of the university (no “humanitarian corridors” for evacuation, the process was very difficult and dangerous)
- City was almost completely destroyed, later captured by the occupiers, i.e. return is impossible for several years, necessary for de-occupation and reconstruction of the city.
- University strategy to operate in another location for at least several years, enhanced block on internationalization
- First two weeks requests to return to work were perceived aggressively
- Organize corporate training on overcoming stressful situations
- Working out the new model of organizing research in partnership with other Ukrainian and international universities
- Online teaching / learning as a separate form of education
- Cooperation with foreign universities and sponsors
- Modernization of technical support; “shake” of the old format and inclusiveness
- Digitization
- Eliminating the lack of training for mastering technologies
- Fundraising to solve the problem of funding deficit
- Adaptation to new operating conditions, certification of students’ graduation courses
- Post-war reconstruction, open adult education centers
- Integration into the European educational area, cooperation with foreign partners, and introduction of leading world practices into the educational and scientific process.

To the question 4 **do you think this crisis has an impact on gender equality in universities? Have you designed and implemented any gender-responsive policies during this period?** respondents have answered as follows:

- Some universities pay attention to gender issues (establish structures, documents), while others do not raise the issue
- No grounds for gender discrimination, including desire to volunteer or join the army except the ban on men aged 18-60 from leaving the country during the war (including disability for male researchers to travel abroad)
- Humanitarian aid provided to different targets groups (including gender perspective), mostly women with children and older people need additional care and they will need it for a long time
- Big psychological problems in families where soldiers and civilians died
- Women are those who work mostly in the system of Ukrainian education. Some men teachers went to the war
- Men defend the country while women face additional family care issues and imbalance between work / study and personal life
- Gender distribution was balanced due to staff relocation
- Many women who worked at the universities fled from the country

To the question 5 **What kind of scientific facilities are needed for researchers who are not able to continue their work at the moment?** respondents have mentioned:

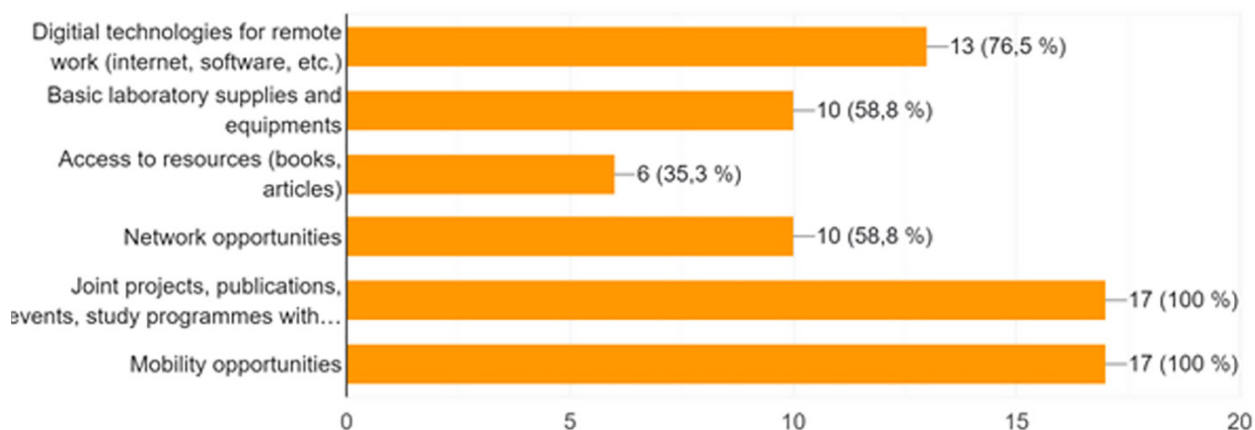


Figure 1. *Need for scientific facilities*

All respondents have emphasized the need of joint projects, publications, events, study programmes and mobility opportunities. The second major need was digital technologies for remote work. Basic laboratory supplies and equipment, access to research and educational resources (books, articles) was the second highly emphasized need followed by networking opportunities with Ukrainian universities.

Respondents were also asked to **elaborate further on these needs** (question 6), their responses are presented below:

- Joint research projects with funding would support scientists morally and financially
- Opportunity to publish in foreign journals for free, including in co-authorship with their colleagues from other countries would also motivate Ukrainian researchers
- Network opportunities, professional associations, academic and research mobility programmes and exchanges
- Students with special educational needs - educational process, even remotely, remains the only opportunity to feel “normal” in wartime
- Extreme need in digital document flow, unlimited videoconferencing facilities, access to professional databases
- Laboratory supplies and equipment lost, stolen by russian soldiers and teachers who started collaborating with them
- New digital technologies would help to solve learning conditions instability (mobile devices, laptops, and tablets)
- Problem of access to high-quality Internet and licensed software
- Equipment for power outages (batteries, generators, satellite Internet access systems)

The respondents were also asked to **summarize university’s other needs in short-term, mid-term and long-term perspective** (question 7). Their responses are as follows:

Short-term:

- Reliable shelter (rocket attacks, chemical weapons, other emergency situations)

- Energy stability and access to Internet
- Restart of all educational, scientific and research initiatives
- Develop teacher resilience skills, need for psychology of trauma and post-trauma specialists
- Finding facilities and equipment for all university activities
- Building materials (windows, doors, auditoriums) to restore campuses after bomb attacks
- Household appliances, furniture and bedding for dormitories
- Computer, office and network equipment
- Improvement of the distance learning system
- Laboratory equipment for key areas of research
- Small joint projects with funding without complex and lengthy selection procedures for those scientists who remain in Ukraine
- Free publications in indexed journals
- Free participation in scientific conferences
- Online language courses for teachers and students
- Training on digital literacy
- Master classes or a course of lectures - “Problems of promoting the leadership role of women in the academic sector: cases of EU countries or cases of states with high gender parity”
- A series or course of lectures “Comparative analysis of the significance and possibility of regulating ethno-cultural factors of gender advancement”
- Restoration student body, including foreign students
- Partnership with student youth and student self-organization

Mid-term:

- Reconstruction of the destroyed campuses in eastern Ukraine (including dormitories and social housing for staff)
- Preserving scientific personnel
- Personnel training
- Cooperation agreements
- Joint projects (ERASMUS +, Horizon Europe, Eureka, etc.)
- Joint publishing
- Mobility programs for students and teacher
- Professional development programs for teachers
- Creating the hub of quick reacting to all the issues and challenges students and teachers are facing
- Restoring university-business cooperation, entrepreneurship
- Financial research support for the gender policy

Long-term:

- Restoring and empowering the university representation in educational, scientific and research, international, methodological spheres
- Joint PhD programs
- Formation of a fund for post-war reconstruction
- Development of fundamental science, Ukrainian and world cultural values, democracy and

humanism in conditions of war

- Possibilities of university networks
- Double degree programs
- Accreditation of educational programs in foreign accreditation agencies
- Joint projects, publications, events, educational programs with European universities

Specific equipment needs:

- High power diesel generator - 3
- Laptops for distance learning teachers - 144
- Laptops for distance learning students with special educational needs - 117
- Laptops for the class of blind students students with special educational needs - 6

Other computer equipment for distance learning:

- Teachers 237
- Video camera, 49
- Headphones 86
- Headphones with microphone 4
- Tablets 35
- Acoustic system/speaker system 30
- Printers 10
- A3 color printers 3
- Multifunction laser printers (monochrome) (MFP) 5
- SMART Boards interactive whiteboard 6
- TV with a large diagonal 2
- Wi-Fi routers 3
- External hard drives 4
- Students with special educational needs 136
- Video cameras 44
- Headphones 32
- Tablets with a program for the blind students 2
- Monitors (27 inches) 10
- Smartphones 8

2. EXPECTATIONS FROM EWORA

Respondents were also asked a question 8 on the **expectations from the European Women Rectors Association (EWORA)**. Their responses distributed as follows:

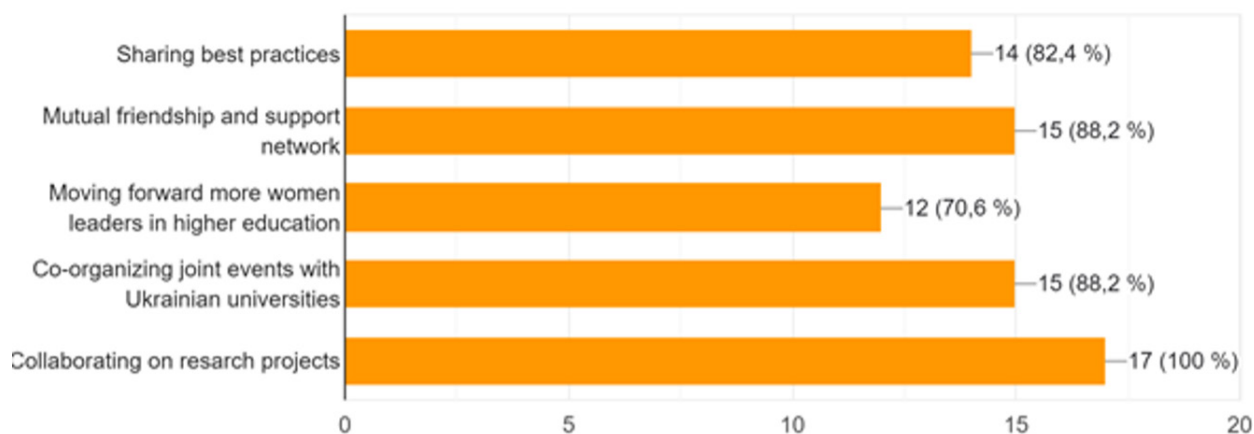


Figure 2. *Expectations from EWORA*

The survey results indicate that collaborating on research projects is the primary need and expectation of the Ukrainian university leaders. All respondents have indicated the need. Over 80 % of respondents have also indicated the need to co-organize joint events with Ukrainian universities, share best practices and establish mutual friendships and networks. Enhancement of women leaders in higher education was supported by 70% of respondents.

To the question 9 **what type of future activities would you like EWORA to organize in addition to biennial conferences**, the respondents replied as follows:

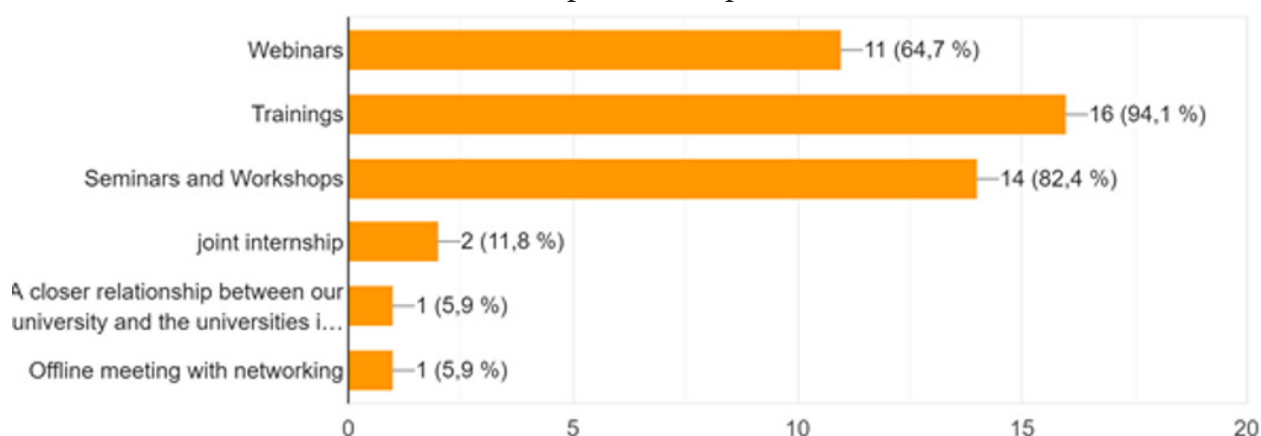


Figure 3. *Suggested future activities for EWORA*

Majority of respondents have emphasized the need for joint seminars and workshops, webinars and trainings in partnership with EWORA.

3. SUGGESTIONS ON HOW TO INCREASE WOMEN LEADERS IN UNIVERSITIES

Respondents were asked a question on **how to increase women leaders in higher education** (question 10) and have answered as follows:

- Motivate young women researchers to work together
- Teach women the psychology of leadership and modern management technologies
- Popularize the experience of women leaders from different countries
- Enhance mobility programmes, expand new contacts and opportunities for collaboration
- Restore the psycho-emotional state of Ukrainian people, especially women who play significant role under the war.
- Share the best international experience
- Support women leaders on the private level
- Provide equal conditions for research for men and women
- Organize events to share the experience of women leaders in higher education
- Popularize positive life stories of female leaders in higher education as role models
- Improve educational work
- Mutual friendship and support network
- Involve as many women as possible by disseminating information
- Establish a partnership with authorities and local self-government to ensure sustainability of the initiative and increase the scale of events.
- Implement a policy of equal opportunities, carry out gender social audits
- Overcome gender asymmetry through the implementation of gender-sensitive practices and overcoming stereotypes
- Implement joint social projects for vulnerable population groups, as for countries suffering from war
- Train and develop leadership potential
- Disseminate information about women leaders and institutions with female leadership

Respondents were also asked **on other specific interests they would like EWORA to pursue and what should EWORA do/offer to address those interests** (question 11). Their responses were the following:

- Hands-on activities and workshops in-person
- Promote women rights and gender equality values
- Organise joint events enabling women leaders from different countries to share their experiences, help each other in solving common problems
- Help restore and reform Ukrainian higher education in the post-war period, expected support form through the exchange of best practices
- EWORA representatives sharing the experience of staff evaluation practices

CONCLUSIONS

1. Ukrainian society faces the continuous challenge of saving lives. Academic staff and students are in a constant danger of being killed or injured.
2. Due to forced displacement and migration inside and outside the county universities are in an enormous threat of losing their intellectual potential and educational / research capacity.
3. Attracting local and international students has become a great challenge due to life-threatening, psychological, economic, financial circumstances.
4. Psychological health of the society calls for restoration and it will be a long process. University leaders need help in providing trainings on resilience and empowerment of academic staff and students.
5. Women face an increased burden of taking care of the children and family, ensuring meeting of their basic needs and psychological challenges (including the loss or injury of the family members, separation of families).
6. Long-term fatigue and uncertainty have disbalanced personal life and work balance.
7. Ukrainian cities and universities have suffered severe bomb attacks and there is a great need in restoring university infrastructure.
8. Continuation of educational and research process requires at least basic technologies: electricity generations, computers, laboratory and office equipment.
9. War caused economic situation, reallocation of funds to military defense, inflation and high unemployment rate make huge financial burden to university leadership to pay bills and salaries.
10. Participation in joint international projects with Ukrainian researchers would be helpful in solving psychological and financial problems.
11. Joint publishing, events, trainings would help to maintain Ukrainian intellectual and research capacity and post-war recovery.
12. Universities have become even more socially responsible, have to accommodate and take care of Universities take care of internal refugees.
13. Short-term, mid-term and long term support strategies for women led universities in Ukraine need to be developed.
14. A new model of organizing research in partnership with other Ukrainian and international universities needs to be worked out.
15. Support to and empowerment of Ukrainian women rectors, vice-rectors and departmental leader is crucially important to the future of the Ukrainian higher education sector and society.

“I sincerely thank the entire EWORA team for the important line of work and values that you promote. The existence of such platforms is extremely valuable for every female representative of the management”

“We will be grateful for your support in the most difficult times for Ukraine, when every woman leader has to make extremely unpopular decisions when state funding is significantly reduced, in danger of missile attacks and infrastructural destruction, being aware of the extremely high personal responsibility to the team and students”

ANNEX 1. CHALLENGES AND NEEDS

Responses to open-ended questions by the Ukrainian university leaders

Annex 1 presents the responses to open ended questions by the Ukrainian university leaders on challenges and needs. The language was not edited.

1. How has the war affected higher education in your country? What have been the main challenges?

- The War is always a big challenge to the education system both in content and form. It destroys buildings, labs, libraries, forces people to leave the country. All this jeopardizes the ability to conduct an educational process and continue research. Now, after 4 months of the war, we can point that the biggest challenge is people, not buildings. Both teachers and students are in a state of huge psychological stress, they are forced to think about their life and health, and do not about studying and teaching. Of course, this is a challenge to the quality of education.
- The main challenges our university faces now are as follows: inner displacement helped to transfer the staff partly, all equipment, buildings, facilities are in the occupied territories, the staff and students feel really depressed because of both staying in the occupied territories and trying to work in temporary places of living, shortage of financing the scientific and research direction of university activity.
- War caused a complex of serious problems in Ukrainian education: first of all, this concerns the forced displacement of a significant number of the population of Ukraine (more than 10 mln) and the destruction and damage of educational institutions (buildings and equipment) as a result of military acts and bomb shelling. 1,748 educational institutions were damaged by bombing and shelling, 144 of them were completely destroyed. 34 institutions of higher education - institutes, universities and academies, 42 institutions of professional pre-higher education (colleges) and 65 separate structural units re-moved. And this process is going on...
- Physical destruction of university buildings, facilities, infrastructure as a result of shelling and bombing. Departure of employees and students from Ukraine or to different regions of our country due to the danger to life in the cities of the usual location of the institution. Many of them now have unsatisfactory domestic opportunities to participate in the educational process, even remotely. A number of participants in the educational process have remained in the occupied territories, are unable to leave, are unable to study or work due to a lack of communication with these territories. The constant threat of shelling in many cities makes the systematic training process impossible due to the frequent need to go to bomb shelters. Breaking the usual ties between different institutions, the impossibility of implementing some joint projects. Severe psychological condition of many students and teachers due to loss of loved ones, housing, property, constant danger and uncertainty. Universities are forced to take care of the problems of internal refugees (displaced persons), who are placed in dormitories, spending part of their resources on it. Deterioration of funding due to redistribution of state funds for defense, etc.
- The classes were terminated.

- Migration (internal and external) of students and employees of higher education institutions
- Destruction of buildings, ravage of material and technical base
- Problems with financing the activities of higher education institutions.
- It was important to properly organize the educational process and save the lives of students and employees (Валиво було правильно організувати освітній процес та зберегти життя студентів працівників).
- It has changed the main priorities. Students and teachers are eager to save their lives first and for most. Only after that comes knowledge. That's why the main educational process is provided mostly online.
- The main problem is our border university was badly damaged by russian bombing, many students left the city, teachers went abroad.
- Financing of educational and scientific processes has decreased to a minimum, because budget funds are sequestered for military needs.
- Distance education, Moodle and other platforms are used as much as possible. There is little direct contact with applicants and colleagues.
- The Russian military invasion of Ukraine, and the subsequent war crimes committed by Russia against the Ukrainian people, has caused significant disruption to academia: starting from severe damage to University infrastructure, disrupted learning process to current both regular and unexpected power outages not only in Kharkiv but also across the whole country.
- The war has a negative effect on the quality of education. Some students started studying online, but due to the lack of electricity, they lost the opportunity to study systematically. Someone was forced to leave the country in search of safety and faced a language barrier.
- The safety of students has become a priority for Ukrainian higher education institutions. Those regions that were the first to be hit, and Kharkiv was among them, faced the question of evacuating students. During the preparatory work, it was necessary to organize shelter in dormitories, provide students with food and everything necessary. In solving this issue, the evacuation of students who are citizens of foreign countries became a serious challenge. In addition, the preservation of the material and technical base, in particular the server infrastructure, as well as the restoration of the educational process, were among the tasks that needed immediate resolution. In the perspective of several years, Ukrainian higher education will feel a need of restoration. This is due to the fact that part of the scientific and pedagogical staff left Ukraine, part of the students transferred to study at foreign universities, universities experience difficulties in attracting foreign students to study. This will eventually affect the state of staffing in all spheres of economy, which is especially critical for the sphere of health care, to which pharmacy belongs. This, in my opinion, is the main challenge that will have to be overcome for a long time.
- Since 2014, 19 higher education institutions have been relocated for the first time from the temporarily occupied territories (Donetsk Oblast, Luhansk Oblast, and Autonomous Republic of Crimea) to the territories controlled by Ukraine. Since the full-scale invasion, this number has increased to 35. Some of these universities have been relocated from the occupied territories for the second time already. Since the beginning of the full-scale war in Ukraine, 45 higher education institutions have suffered from the hostilities of Russia, 5 of which were completely destroyed.

- Students who temporarily left occupied territories or zones of active hostilities had the opportunity to continue their studies at Ukrainian universities in safer territories within internal academic mobility programs. Some of the students and teachers were forced to leave Ukraine and continue their studies and teaching abroad.
- Another challenge faced by higher education institutions is a significant reduction in state funding. Additional problem caused by the war is the restriction on male border crossings, which weakens the opportunities for male students and male researchers to participate in international academic mobility programs.
- Russia's systematic missile attacks on Ukraine's critical infrastructure led to the destruction of 50% of all electrical infrastructure. Therefore, HEIs experience systemic problems with access to electricity, Internet, heating, and security conditions (bomb shelter equipment and supplies, etc.).
- War is a global disaster, which mutilates and kills millions of innocent people, but it is what drives us forward for Victory.
- As of today, our University is fully aware of its signaling function for society and the need to be proactive. Therefore, we have created new interdisciplinary study programs aimed at restoring Ukraine after the Victory ("Management of post-conflict territories", "Ecological and chemical safety", "Digital business diplomacy", "Social entrepreneurship", "Rehabilitation psychology in crisis conditions"). The war made education dependent on security conditions and availability of shelters, which wasn't considered in peacetime. The war intensified the need to tell the truth about the actions of terrorists to the whole world, and we provide such information every day in 5 languages about each new day of the Russian invasion on our official Facebook page with hashtag #StusUniversityAboutTheWar. Of course, we recognize and voice the negative impact of the war: our University does not have its own infrastructure (educational buildings and dormitories).
- All facilities have been left in Donetsk
- unresolved issue of housing for employees who have been renting apartments for 9 years; insufficient amount of scientific laboratories for conducting research, especially in the field of natural sciences
- However, war requires concentration on our Victory and the future life thereafter. That's how we move on.

2. What do you consider to be your greatest challenges as University Rector/Vice Rector in this challenging period?

- As vice-rector for scientific work, the biggest challenge for me was in the area of motivating people to continue starting research, maintain publication activity, and conduct scientific events.
- The greatest challenges are to support both teachers and students in their educational, organisational, methodological and scientific activities because of their psychological state being affected by the war, financial disability to invest in research and dissemination of its results, absence of the conditions required for their research, the state of depression negatively influencing the processes necessary for the research cycle.
- The greatest challenges for Karazin Univeristy were: evacuation of all students, international

and Ukrainian), replacement of the main equipment from dangerous places under the shelling, destroying of few University buildings, sport-complex, University clinic etc.

- Ensuring a safe educational process for staff and students. Search for premises (buildings, dormitories) for the educational process and for the accommodation of students, teachers and their families due to the fact that not only the campus but also the homes of most members of the university were destroyed. Ensuring sustainable operation: training, research, administrative processes, financial payments.
- Financial issues
- Guarantee of safe conditions for all participants of the educational process;
- Possibilities for financing the activities of universities, avoiding arrears from the payment of salary, payment of bills;
- Preservation of the students contingent (taking into account migration).
- In all situations, it is important to remain emotionally stable (У всіх ситуаціях важливо залишатися емоційно стійкою)
- To preserve lives and psychological health of teachers and students.
- Preserve student body, bring back teachers, develop youth science and support scientific research at our university.
- The staff of scientific departments remained with the minimum salary, which does not motivate scientific researchers. There is an outflow of intellectual potential abroad.
- To keep staff and students.
- Rectors and vice-rectors work at their workplaces and perform their work under conditions of constant challenges. Power outages are very disruptive, and, accordingly, communication and the Internet. The work has to be done not only at the university, but also outside working hours at home.
- The main challenge we have to face is maintaining the university in the extreme conditions of war: lack of experience in crisis management strategy, staff relocation and turnover, lack of technical resources (laptops, computer servers etc.). Being a woman rector, I sometimes find this especially difficult to deal with absolutely technical problems - how to maintain the heating process, find supplies and financial resources to keep generators working under the conditions of reduced state budgeting and lower student enrolment, for example.
- Guarantee of safe conditions for all participants of the educational process.
- Possibilities for financing the activities of universities, avoiding arrears from the payment of salary, payment of bills.
- Preservation of the students contingent (taking into account migration).
- Do everything to ensure that the university remains an important center of education and science in Ukraine and abroad, attractive to students and employees, as well as a reliable center of protection and security for internally displaced persons (Робити все для того, щоб університет залишався важливим осередком освіти і науки в Україні та за кордоном, привабливим для студентів і співробітників, а також надійним центром захисту та безпеки для внутрішньо переміщених осіб).
- The main task and the biggest difficulty was the restoration of the educational process, since no force majeure circumstances should stand in the way of the youth getting the chosen profession. In this matter, the experience of introducing remote technologies into the educational

process, which we have had since 2007, came in handy for our university. Today, we have made significant progress in this direction and have truly unique experience, certified tutors, and appropriate methodical support. That is why we managed to restore the educational process in the spring of 2022, in a turbulent situation, quite quickly. From April 4, students of the National University of Pharmacy began classes in virtual lecture halls and laboratories. One of the rather difficult issues was the organization and conduct of state certification in a remote format and ensuring reliable authentication of graduates. The task of issuing diplomas became resource-intensive. Electronic versions of diplomas were prepared for graduates and centralized receipt of diplomas was provided using the Google Drive cloud platform. It was difficult to conduct an introductory campaign, but the team recruited and fulfilled the state order in full.

- The war began 9 years ago for Vasyl' Stus Donetsk National University. The biggest challenge for a leader in such crisis is taking unpopular decisions, which sometimes influences fate of the whole University. This is about the preservation of the loyalty of the entire staff of employees and students, who trust you as the leader, and strengthening the staff core of the University in conditions of uncertainty. In 2014, almost 70% of academic staff and employees and 60% of students expressed their desire to relocate with the University, to move into obscurity, but to preserve their honor and dignity. Most of the teachers of Vasyl' Stus DonNU are internally displaced persons who lost their property, means for a decent life (whose salary is often equal to the cost of renting a house in Vinnytsia), had to leave their parents - sometimes old and sick, lost family ties and friends. Thanks to these employees, who made such sacrifice and showed love for their Alma Mater, the University managed to preserve its classical structure, scientific schools, restore and strengthen positions in national and international rankings, develop cooperation with key partners. It was due to the colossal support of international and national partners that we managed to establish current infrastructure of the University. It is because we are all united by one goal - to defeat the aggressor and live in a free and independent Ukraine! War requires extraordinary management decisions and necessitates other managerial approaches. In October 2014, it was important to seek publicity regarding the move to Vinnytsia involving the media, famous personalities, social networks, and foreign partners. At that time, we fought for copyrighted products: name, coat of arms, flag.
- In order to prevent the use of our symbols by the pseudo-university remaining in Donetsk, we developed and approved the official brand book of the University. Our institution has been actively engaged in the production and promotion of our branded products with logos at all levels, including among external stakeholders. Eight years of formation and development before the start of a full-scale war on February 24, 2022 is a period of active selfless work to preserve academic values, our history and traditions! The new round of confrontation intensified the existing challenges. Despite the fact that our University is located in a relatively safe territory of Ukraine, we are constantly faced with the consequences of a full-scale invasion. Educational and scientific processes suffer due to power outages associated with the destruction of critical infrastructure. However, we do not give up, and we feel the responsibility to pass on the experience of relocation to other Ukrainian higher education institutions, which have now suffered this fate.
- And we also feel responsible for the European community, we maintain not only the military, but also the academic front 24/7.

- We fully understand that the University is not the walls we left behind in Donetsk. It is people, whole generations of families, who create their traditions. However, the issues of housing for academic staff members (rental housing), dormitories for students, and the equipment for laboratories remain pressing.

3. What strategies have you designed and implemented to reorganize your educational & research activities under the war conditions? Have you made adjustments to your strategies throughout this process? And why?

- For the first two weeks, all arguments to return to work were perceived aggressively. I had to organize corporate training for all teachers in the skills to overcome stressful situations. Five meetings with psychologists helped bring colleagues back to the classroom and ensure the learning process. During this time, scientific diplomacy showed its first successes (foreign universities began to offer assistance in conducting research on the basis of their universities, free participation of Ukrainians in conferences, removed Russian scientists from the editorial boards of journals and scientific projects, etc.). It was necessary to wisely take advantage of the opportunities provided, which required high-quality reports, articles and speeches. For many, low knowledge of foreign languages became an awareness and stimulated them to improve their language skills. Furthermore, the Ukrainian army began to show success on the battlefields. This prompted many to believe in the future.
- We are working out the new model of organizing scientific investigations and research work in collaboration with the colleagues from other Ukrainian and international universities.
- Online education as a separate form of education. Asynchronous form to attract more participants in the educational process.
- Cooperation with foreign universities and sponsors. Solving problems with instability of learning conditions.
- Psychological support of the staff and students in the situation of different threats to health and life.
- Modernization of technical support of educational and research process. “Shake” of the old format and inclusiveness.
- Digitization.
- Eliminating the lack of training for mastering technologies.
- Fundraising campaigns to solve the problem of funding deficit.
- The hostilities in our city developed so rapidly that within a month of the war began, the main efforts were made to determine the place for the evacuation of the university, and for the evacuation process itself. This is due to the fact that there were no “humanitarian corridors” for evacuation, the process was very difficult and dangerous. In addition, the situation in the region where the university was located was uncertain due to the hostilities. That is, at first it was unclear for how long we were moving to another region. But as a result of heavy shelling and bombing, our city (Severodonetsk) was almost completely destroyed, later captured by the occupiers, i.e. return is impossible for several years, necessary for the de-occupation and reconstruction of the city. There was a need to develop a strategy for the university to stay in another location for at least several years. The strategy changed in accordance with the understanding of the prospects of the university development in one or another location. The new strategy has

an enhanced block on internationalization.

- The initiating of classes on on-line mode.
- No changes were made to the strategic plans, but all challenges in short-term and medium-term planning were taken into account (adaptation to new operating conditions, resumption of the educational process in remote mode, creation of safe conditions for certification of students of graduation courses).
- One of the ways to solve the problems of professional training during martial law is the formation of professional mobility in future specialists, the ability to adequately and flexibly respond to the situation and challenges of today (Одним зі шляхів розв'язання проблем професійної підготовки під час військового стану є формування у майбутніх фахівців професійної мобільності, здатності адекватно й гнучко реагувати на ситуацію та виклики сьогодення).
- Our University has been implementing online teaching since 2016. That's why it was not a problem to reorganize the educational & research activities.
- For the efficiency of work - one of the tasks in supporting and preserving the university - was the unification of some departments and educational departments due to the number of students and university teachers who left for western Ukraine and abroad.
- First of all, they developed a strategy for post-war reconstruction in the center with technology transfer. We plan to open adult education centers in the context of the concept of lifelong education for internally displaced persons and military retraining.
- To introduce the distance educational process, academic mobility abroad.
- Yes. We adapted the educational process as much as possible to the real conditions of martial law, power outages, lack of communication, total energy savings. Adjustments are made regularly to maintain the educational process at the appropriate level and ensure the quality of education.
- Certainly, the strategies of investment and fundraising of University have been greatly reconsidered since the beginning of the war. In order to support University at this challenging time Kharkiv Karazin University Foundation was established in November 2022. Besides we had to make teaching and administrative staff redundancies, reduce the consumption of all utilities and try to accumulate as much as possible for further reconstruction.
- No changes were made to the strategic plans, but all challenges in short-term and medium-term planning were taken into account (adaptation to new operating conditions, resumption of the educational process in remote mode, creation of safe conditions for certification of students of graduation courses).
- The university independently determined the start and end date of the academic year. The form of the educational process, the duration of the academic week, day, and classes were also determined autonomously, based on the military situation in the region. Distance and mixed forms of education are implemented at the university.
- In the issue of strategies for the educational process, the scaling of remote technologies for all specialties, educational programs and forms of education have become a key direction.
- We had to keep growing even in the absence of government support programs! We adopted the University Development Strategy 2025 in 2017. Collective meanings and priorities for the entire team were put into this document, a flexible individual learning trajectory built on

partnership relations, mentoring practices and student-centered principles was implemented for students. You can find our Strategy in its updated edition by following the link, which was created to respond to the challenges that arose before the University in connection with the full-scale invasion of Russia and as a result of rethinking the role of the University in society. The latest edition was developed comprehensively and at all levels. It was compiled by the team during strategic sessions with academic staff members, employees, and representatives of student self-government, approved by the Academic Council of the University in August 2022. The strategy emphasizes Ukraine's European path, the need to train in-demand specialists for the reconstruction of Ukraine after the Victory, as well as to create public goods. <https://www.donnu.edu.ua/en/strategy/> In addition to the general Strategy, the University operates 7 functional strategies. Immediately after the relocation, Vasyl' Stus DonNU realized the importance of integration into the European educational area, cooperation with foreign partners, and introduction of leading world practices into the educational and scientific process. Therefore, since 2017, the University has had an Internationalization Strategy, which was developed as a result of participation in the "Internationalizing of Higher Education Program" project with the support of the British Council together with Cardiff Metropolitan University (Great Britain): <https://www.donnu.edu.ua/en/internationalization-strategy/> It is planned to revise and update the Internationalization Strategy in 2023 in connection with the changes occurring in higher education, as well as due to the active progress of Ukraine on the way to the EU.

4. Do you think this crisis has an impact on gender equality in universities? Have you designed and implemented any gender-responsive policies during this period?

- No one raised the issue of gender equality, so documents on this issue were also not accepted. However, there were no grounds for discrimination on the basis of gender among employees or students at the university, just as in their desire to volunteer or join the army. The only aspect in this matter is the ban on men aged 18-60 from leaving the country during the war.
- The issue is still in the nearest perspective. It is planned to design the strategy of implementing gender-responsive policy by the beginning of a new academic year.
- A humanitarian headquarters have been established at the Karazin University, we are looking in detail at various target groups (from gender perspective also) and their needs among employees and students who suffered from russian aggression. After all, mostly women with children and older people who need additional care left their living places, and all this complicates the possibility of full-time work. Therefore, funds collected by us and humanitarian organizations, alumni, businesses, and volunteers must be used carefully and efficiently. All this is for a long time, this is not a short-term humanitarian action. These people will have to be supported for a long time. We need more statistical data, comparative data, especially since they are now available in Ukraine. But we work with data in our University. This will make it possible to understand the needs for the creation of additional infrastructure. It should also be taken into account that people can now receive humanitarian aid not only through the state\university, but also through larger or smaller public organizations. It is very important that such aid is combined with what is called "development aid" - both for female and male staff. Male staff mostly can't be free in their scientific travels abroad easily now-

days, for example. We are trying to look broader - we are talking not only about women with children, about big families, about women with disabilities, about women who depend on older people or people with disabilities, about women from the LGBT community. But today we see that there are big problems in families where soldiers and civilians died, we are talking about relatives, wives, widows, children who were left without parents or, on the contrary, parents who lost children. For us, the issue of psychological assistance and psychotherapeutic assistance to the staff and students is relevant.

- It is possible that the crisis will affect gender equality in universities, our task is to resolve this issue. We pay considerable attention to issues of gender equality. The University has a Center for Gender Culture, one of the tasks of which is the gender analysis of information on the prevention of gender discrimination.
- There no impact
- There are no problems of gender inequality in our Institute.
- It didn't affect (Не вплинуло).
- Women are those who work mostly in the system of Ukrainian education. Some men teachers went to the war. That's why the quantity of men deminished. We have a gender-responsive policy at our University, we are the only inclusive Higher Educational Institution in Ukraine but we can not hire more men right now as a lot of them are defending our country right now.
- Yes! The change in gender roles due to the fact that many men went to the front, as well as the additional burden due to household problems, the closing of kindergartens, distance learning of children in schools led to the fact that female teachers and students have an increased imbalance between work/study and personal life. There are support groups for the university and university teachers. Consultations on achieving a balance between work/study and personal life in the psychological service of the university.
- Not significantly affected. Within the framework of the developed strategy of gender equality, gender equality is maintained in the university in the management and in the composition of scientific and pedagogical workers.
- Perhaps, because a lot of our male staff has joined the resilience movement with army service.
- Surprising enough, the gender balance among University administration has become almost perfect as due to the staff relocation. Deans of several schools have been changed, and now, the number of women and men among vice-rectors and deans of schools is now almost equal. The gender strategy had been developed before the start of the war and we continue following it.
- There are no problems of gender inequality in our Institute.
- No, for us it was not a challenge as we have more women in our staff. Still, many of them fled from the country and have not yet come back.
- Gender issues are important for Ukraine today. Vasyl' Stus DonNU implements measures related to ensuring equal rights and opportunities for all participants of the educational process. Existing policies are currently sufficient to ensure equality.
- At the University level, we have developed and operate such regulatory documents as the Regulation on Academic Integrity and Corporate Ethics, Anti-Bullying Regulation. There is a Commission on Academic Integrity and Corporate Ethics for solving pressing issues, which includes employees and students.

- Position of an Ombudsman for the rights of students was introduced in 2020. Within the scope of their assigned duties, the Ombudsman: performs independent monitoring of the implementation and observance of the rights, freedoms and legitimate interests of students, as well as implements appropriate preventive measures; submits proposals to increase the level of rights' protection, freedoms and legitimate interests of students; conducts information and clarification campaigns regarding the rights, freedoms and interests of students among the participants of educational process; provides recommendations to the participants of the educational process regarding the prevention of conflict situations.
- We are ready to further improve the policy mechanisms for ensuring gender equality, adopting positive experience of other higher education institutions.”

5. What kind of scientific facilities are needed for researchers who are not able to continue their work at the moment?

- Digital technologies for remote work (internet, software, etc.)
- Basic laboratory supplies and equipment
- Access to resources (books, articles)
- Network opportunities
- Joint projects, publications, events, study programmes
- Mobility opportunities

6. If you have selected some of the listed items under the previous question, please elaborate further on these needs.

- At the moment, it is very important to have joint projects with research funding for those scientists who stay in Ukraine. This will support them both morally and financially. An additional motivation will be the opportunity to publish research results in foreign journals for free, including in co-authorship with their colleagues from other countries. In the future, this can be a good start for further scientific projects and partnership programs. For those who decide to leave the territory of Ukraine, academic mobility programs for short and long (1 year) periods will be very useful.
- There is the extreme need in digital document flow, unlimited videoconferencing facilities, access to professional databases, including our teachers and students to professional associations, participating in joint projects, academic and research mobility programmes and exchanges. Besides, one of the most important issue is that there was no possibility to take the laboratory supplies and equipment to the area controlled by Ukraine, moreover they were stolen by russian soldiers and those teachers who started collaboration with them.
- As one of our “survival university strategy” is cooperation with foreign universities and sponsors, so we need more network opportunities, more joint projects, mobility opportunities for some of the students and staff who will need to be replaced.
- Solving problems with instability of learning conditions is possible with the help of new digital technologies, new equipment etc. So - starlinks, new hard and software, joint projects, Erasmus+ options are very welcomed.
- Due to the fact that the entire technical base was lost and in addition many legal and administrative problems arose, all the mentioned points are relevant.

- Basic laboratories we need for educational process.
- Joint projects - for our students to provide active publishing abroad.
- Academic Mobility abroad assure our students to get new skills and our staff - to change the knowledge.
- Today there is a problem of access to high-quality Internet and licensed software.
- Teachers have difficulties in mastering the latest digital technologies.
- Joint research and publication of their results (in particular, in the database Scopus and Web of Science), which will contribute to the realization of the Ukrainian scientist potential in the European scientific space.
- Internal mobility is a necessity for universities that cannot conduct educational activities; international mobility – opportunities for teacher staff located abroad to improve their professional level.
- The lack of full provision of research laboratories with relevant technical devices, computer equipment, the ability to carry out research in full volume, since all our equipment and laboratories suffered from air strikes.
- Basic laboratory equipment includes mobile devices, laptops, and tablets for quality assurance of the educational and scientific process with shutdown and power outage. Academic mobility and joint projects to identify and motivate researchers to work further in Ukraine and implement best European practices.
- Academic mobility is prior for us to keep the trend of educational process onwards.
- In the conditions of distance learning, the necessary means are: laptops or tablets, the Internet, available services on the Internet that can be used. The possibility of free access to databases and scientific literature is appropriate, because education funding has been reduced and paying for the use of libraries is a problem for most students and scientists. Joint projects with foreign universities, academic mobility provide an opportunity to work, gain European experience, study progressive learning practices and implement them in domestic education. This allows us to move forward, because after the war we need new professionals and new ideas for reconstruction and further development. Therefore, we are very interested in participating in European programs and projects, especially in Erasmus+ KA1 and KA2.
- We still need certain kinds of equipment to ensure not only simply remote work but also effective work of staff despite power outages (generators, starlinks). Mobility opportunities are important for both students and staff members especially for those who have already relocated. We are trying to join projects aimed at the development of our capacity building in the field of distance learning with updated and new education programme that could be delivered online.
- Today there is a problem of access to high-quality Internet and licensed software; Teachers staff have difficulties in mastering the latest digital technologies; Joint research and publication of their results (in particular, in the database Scopus and Web of Science), which will contribute to the realization of the Ukrainian scientist potential in the European scientific space; Internal mobility is a necessity for universities that cannot conduct educational activities; international mobility – opportunities for teacher staff located abroad to improve their professional level.
- Our University Open International University of Human Development “Ukraine” is the only

inclusive institution of higher education in Ukraine today. We have about 1,500 students with special educational needs. The University has branches almost all over Ukraine, in particular in the most affected regions - Kyiv, Brovary, Vasylkiv, Mykolaiv, Nova Kakhovka, Melitopol. Many teachers and colleagues from Kyiv have lived in the cities of Bucha, Borodyanka, Irpin, and Makariv. Our institution still remains almost the only support and last hope for most of our students and teachers. For many of them, the educational process, even remotely, remains almost the only opportunity to feel normal in wartime.

- Lack of full provision of research laboratories with relevant technical devices, computer equipment, the ability to carry out research in full volume, since all our equipment and laboratories suffered from air strikes.
- Basic laboratory equipment includes mobile devices, laptops, and tablets for quality assurance of the educational and scientific process with shutdown and power outage. Academic mobility and joint projects to identify and motivate researchers to work further in Ukraine and implement best European practices.
- Academic mobility is prior for us to keep the trend of educational process onwards.
- In the conditions of distance learning, the necessary means are: laptops or tablets, the Internet, available services on the Internet that can be used.
- We are highly interested in the new opportunities for partnership. Nowadays it is the great way to continue scientific research and help our staff members and students who are located in Europe due to the war.
- Because of the energy crisis, the University needs support in purchasing uninterruptible power supply systems, such as batteries and generators, satellite Internet access systems, updating the material and technical infrastructure for the educational process.

7. Please summarize your university's other needs in short-term, mid-term and long-term perspective

- Short term:
 - Looking for colleagues who specialize in the psychology of trauma and post-trauma and have experience working with teachers. It is very important to develop such skills and abilities as resilience. It can be lecture courses, a professional development program, a joint research project.
 - Taking into account the fact that the university trains teachers for all levels of education, teaching this knowledge and skills to our teachers will contribute to the transfer of knowledge to students and future educators throughout Ukraine.
 - Small joint projects with funding without complex and lengthy selection procedures for those scientists who remain in Ukraine and continue their research.
 - Free publications in indexed journals.
 - Free participation in scientific conferences, forums, etc.
 - Online language courses for teachers and students.
- Mid-term:
 - Work on joint projects to receive grants under the ERASMUS + and Horizon Europe programs.
 - Mobility programs for students and teachers.

- Professional development programs for teachers.
- Long-term:
 - Joint PhD programs.
 - Double degree programs.
 - Accreditation of educational programs in foreign accreditation agencies.
- Short-term: restart of all educational, scientific and research initiatives, organized start of the new academic year, finding facilities and equipment for all directions of university activities. Mid-term: creating the hub of quick reacting to all the issues and challenges students and teaches are facing. Long-term: restoring and empowering the university representation in educational, scientific and research, international, methodological spheres.
- Our main needs are in a mid-term perspective. We would like to ask in a assistance of: 1. Research on university “leaders” - in-depth interviews; determination of self-assessment of position, difficulties, etc. (maybe a PhD grants, for example). 2. Master classes or a course of lectures - “Problems of promoting the leadership role of women in the academic sector: cases of EU countries or cases of states with high gender parity”. 3. A series or course of lectures - “Comparative analysis of the significance and possibility of regulating ethno-cultural factors of gender advancement”. 4. Finicial research support for the gender policy project - socio-logical research, elaboration etc (based on a real data analyses).
- Short-term needs: household appliances, furniture and bedding for dormitories; computer, office and network equipment for the restoration of educational and scientific processes; laboratory equipment for key areas of research; software and the Internet.
- Medium-term needs: Opportunities for mobility and opportunities for university networks, renovations in the provided buildings, in which the university will operate until the liberation of the captured city and the reconstruction of the destroyed campus in eastern Ukraine.
- Long-term needs: Possibilities of university networks, joint projects, publications, events, educational programs with European universities, formation of a fund for post-war reconstruction.
 - High power diesel generator - 3
 - Laptops for distance learning teachers - 144
 - Laptops for distance learning students with special educational needs - 117
 - Laptops for the class of blind students students with special educational needs - 6

Other computer equipment for distance learning:

- teachers 237
- video camera, 49
- headphone 86
- headphones with microphone 4
- tablet 35
- acoustic system/speaker system 30
- printer 10
- A3 color printer 3
- multifunction laser printer (monochrome) (MFP) 5
- SMART Board interactive whiteboard 6

- TV with a large diagonal 2
- Wi-Fi router 3
- External hard drive 4

Other computer equipment for distance learning:

- students with special educational needs 136
 - video camera 44
 - Headphone 32
 - tablet with a program for the blind students 2
 - monitor (27 inches) 10
 - Smartphone 8
- Short-term perspective - building materials - windows, doors, auditoriums - after brmbordirovka - we restore;
 - medium-term - the mobility of teachers and students for the development of partnerships;
 - long-term - joint scientific projects and their implementation
 - One of the main prospective scientific directions of KNUTD is the preservation of scientific personnel potential. Systematic implementation of the training of scientific personnel, continuation of research and training of graduate students and doctoral students, preparation for the defense of dissertation works and their provision in the context of the implementation of the concept of education in the continuation of life. Continuation and development of the work of the scientific schools of the university and, responding to the challenges of the times, the reorientation of the directions of scientific research for the reconstruction of our state and overcoming the scientific research of military operations.
 - Given the existing potential for conducting scientific research and the possibility of creating innovative products and services, there is an increase in activity in the following areas:
 - Obtaining grants for projects from the European Union Framework Program for Research and Innovation “Horizon Europe” (2021-2027), the EUREKA International Program, Bilateral Scientific Bilateral Competitions, other funds and research networks for the reconstruction of the University and the sharing of the consequences of military actions.
 - Attracting funding through the R&D competition, the competition for the state order for scientific and technical (experimental) developments and scientific and technical products, the competition of the National Research Fund of Ukraine from the Ministry of Education and Science of Ukraine.
 - Provision of basic financing of the University due to the execution of contracts for the fulfillment of the tasks of the perspective plan for the development of scientific areas of the University.
 - Activation of cooperation with business entities, international partners of the educational and investment cluster of light industry due to the reduction of the number of concluded farm contracts for the provision of scientific and technical services in scientific directions and the development of modern laboratory infrastructure of the university.
 - Increasing the level of publication activity of the University’s NPP in international publications included in Q1/Q2 of the Scopus scientometric database due to the activation of inter-

national cooperation, the level of citation of the NPP and the level of publication activity of the NPP in the WoS database.

- Development of academic entrepreneurship through the formation of a culture of entrepreneurship and startup infrastructure on the basis of the University and infrastructural development of the Center for collective use of scientific equipment “Technologies of additive manufacturing” (3D printing).
- Get assistance from abroad to keep the staff and students / to introduce innovative mechanisms into education / to develop international cooperation.
- Contacts with foreign partners. Conclusion of cooperation agreements, on the basis of which it is possible to create working groups, conduct research, participate in scientific activities with partial or full financial support. Submission of projects within the framework of European educational and scientific programs.
- Short-term needs of University include additional equipment for day-to-day running of University. Mid-term needs basically are rather similar but they are more aimed at the next admission campaign in summer 2023, where also additional technical equipment (starlinks and generators) will be needed to ensure conducting final exams for school leavers on the University premises. Long-term University needs definitely include the rebuild of the damaged buildings.
- Short-term needs of University include additional equipment for day-to-day running of University. Mid-term needs basically are rather similar but they are more aimed at the next admission campaign in summer 2023, where also additional technical equipment (starlinks and generators) will be needed to ensure conducting final exams for school leavers on the University premises. Long-term University needs definitely include the rebuild of the damaged buildings.
- Creation of a safe environment for lessons and scientific research, in particular, the arrangement of a reliable shelter for the period of the threat of rocket attacks, the use of chemical weapons, and other emergency situations.
- Improvement of the distance learning system.
- Increasing the level of digital literacy of employees of higher education institutions.
- Creation of an endowment fund for the development of higher education institutions.
- Direct the development of fundamental science, Ukrainian and world cultural values, orientation towards the ideals of democracy and humanism to the modernization of the education system in modern globalization processes in conditions of war (Спрямувати розвиток фундаментальної науки, українських і світових культурних цінностей, орієнтації на ідеали демократії і гуманізму на модернізацію системи освіти в сучасних глобалізаційних процесах в умовах війни).
- Among the main needs in the long-term are the introduction of double degree programs for the classical educational program Pharmacy; in the mid-term - expansion and strengthening of strong ties in the field of mobility, including for scientific and pedagogical workers, students, and administrative staff, as well as expansion of cooperation in scientific and research international projects; in the short-term - restoration of the amount of students, including foreign ones, as well as partnership of student youth in matters of self-organization.
- In the short term, the University critically needs help in ensuring energy stability and access

to the Internet to ensure the continuity of educational process, replace outdated computer equipment; creation of an assessment center to ensure conditions for the personal development of each teacher. In the middle term, it is important to increase the number and quality of academic mobility programs; expand double degree programs with leading European higher education institutions; replenish the library, including the electronic one; create and equip laboratories; open a conference hall for online meetings with foreign partners and international events, equip educational laboratories. In the long term - to renovate premises in which the educational and administrative structural units of the University are located; to build a campus with dormitories for students, social housing for academic staff and employees.

ANNEX 2. EXPECTATIONS FROM EWORA

Responses to open-ended questions by the Ukrainian university leaders

Annex 2 presents the responses to open ended questions by the Ukrainian university leaders on expectations from EWORA. The language was not edited.

8. What are your suggestions on how to increase women leaders in higher education?

- Motivate young women researchers to work together, teach them the psychology of leadership and modern management technologies in the field of education and science, popularize the experience of women leaders from different countries.
- Their participating in exchange and mobility programmes, finding new contacts and more opportunities for collaboration.
- Nowadays in Ukraine I would like to mention, that those who make decisions should include the issue of psychological assistance, psychotherapeutic assistance in the list of priority humanitarian needs. Because without restoring the psycho-emotional state of people, it is impossible to return them to a normal life. Especially for women who are now playing so significant role in a society under the war.
- Teaching gender issues in educational institutions, involving more women in leadership development programs and projects, sharing the best international experience in these matters, etc.
- We have to share strong support for our colleagues on the private level.
- Providing equal conditions for research for men and women, not limited by the field of employment, the complexity of certain processes, and gender characteristics.
- Organization of separate conferences, seminars, webinars to share the experience of women leaders in higher education.
- Popularization of positive life stories of female leaders in higher education as role models.
- Improve educational work (Удосконалити проведення просвітницької роботи).
- Sharing best practices.
- Mutual friendship and support network.
- Moving forward more women leaders in higher education.
- Co-organizing joint events.
- Involve as many women as possible by disseminating information about the initiative through relevant communication channels: local media, social networks, during local and national level events, through partnerships with entrepreneurs and opinion leaders. Establish a partnership with authorities and local self-government to ensure sustainability of the initiative and increase the scale of events.
- Develop cooperation and gain more experience to implement in structural units.
- Develop inner perception of being ready to take greater responsibility.
- I think that it is extremely important at the local levels to encourage women having all the necessary qualities of educational leaders.
- Providing equal conditions for research for men and women, not limited by the field of employment, the complexity of certain processes, and gender characteristics.

- Organization of separate conferences, seminars, webinars to share the experience of women leaders in higher education.
- Popularization of positive life stories of female leaders in higher education as role models.
- There are no obvious manifestations of gender inequality in the educational space (В світанському просторі немає явних проявів гендерної нерівності).
- In order to ensure gender equality in education and science, in my opinion, it is necessary to implement two parallel vectors:
 - To achieve gender balance in the scientific field and higher education, it is necessary to implement a policy of equal opportunities for men and women, to carry out gender social audits with the aim of creating working conditions in collectives more sensitive to the needs of women and men, to fix ideas of equality in collective agreements, labor contracts, legislative acts. The creation of women's public institutions in educational and scientific institutions that will monitor and influence the administrations' commitments to implement the policy of equal rights and opportunities is relevant.
 - This approach will make the gender policy transparent and ensure its relevance, obligation and responsibility.
 - It is necessary to overcome gender asymmetry through the implementation of gender-sensitive practices and overcoming stereotypes, in particular, in matters of youth education, which should take place in an atmosphere of mutual respect and collegiality, forming an idea of equal rights and opportunities for women and men, encouraging women and men to work together without being limited by the framework of women's/men's professions, etc.
- Active participation of women in the management processes of higher education institutions implies freedom from entrenched stereotypes in society. In order to increase the representation of women in the management of educational institutions, it is necessary to popularize those positive practices of university management methods by women. Women leaders should interact more fruitfully with each other, including with the help of organizations like EWORA. It is important to implement joint social projects for vulnerable population groups, for example, for those countries suffering from war. Because modern universities are not only educational institutions, but also socially responsible partners for government, community, and business.
 - Another important direction is to popularize the role of women in science by conducting joint scientific research in the field of natural, humanities, and social sciences, with the subsequent presentation of results. Such research can occur by submitting joint project applications with the participation of women leaders in education.
 - The next direction is to train and develop leadership potential in the format of live communication and online for women from the academic community.
 - Dissemination of information about women leaders and institutions with female leadership will have a positive impact on the perception of women leaders and will help increase the self-confidence of those women who, due to existing stereotypes, are afraid to take an active leadership position in the academic environment.

9. What other specific interests do you have that you would like EWORA to pursue? What should EWORA do/offer to address those interests?

- Try hands-on activities and workshops in-person.
- This war has sparked talk of banning abortion. There is now such a petition on the president's website. This is unacceptable. Banning abortion is not a means to improve the demographic situation. This requires vigilance and attention from public organizations and society - and attention from International organisation also. At the same time, for the Ukrainian government and for the state, women's rights and gender equality during war remain the basic principles on which our policies are built. These are European values that are important to us. Also the Ministry of Education suggests using a motivation letter for rating when entering a contract form of education at University this year, as well as a budget form of education for applicants with the same competitive score. Accepting applicants for a contract form of education based only on a letter of motivation without evaluating their knowledge can increase the risk of increasing inequalities in access to higher education, because the evaluation of motivation letters can be subjective and lack transparent mechanisms. In addition, it may carry corruption risks, because in universities they may more likely take and demand bribes from students who will not be able to cope with their studies.
- I think it is great if women leaders from different countries share their experiences and help each other in solving common problems. All the measures I mentioned above, in my opinion, will work for this.
- To set a joint events to share our views and opinions.
- Restoration and reform of Ukrainian higher education in the post-war period. We hope to support EWORA, in particular through the exchange of best practices.
- Self-motivation and horizontal connections. Help and support to implement projects efficiently and quickly, share experience, attract partners.
- Organize scientific and academic mobility, conduct joint projects, expand project activities to obtain individual training grants related to the issue of gender equality in leading universities.
- I do not have any specific interests except fruitful collaboration with colleagues.
- Restoration and reform of Ukrainian higher education in the post-war period. We hope to support EWORA, in particular through the exchange of best practices.
- An actual issue that directly affects the quality of training of specialists is the compatibility of educational practices. In my opinion, single-specialty universities could put on the agenda the issue of creating a unified quality management system for related specialties.
- In 2014, leaving occupied Donetsk under shelling with one suitcase, each member of the team showed the highest level of loyalty and desire to work in the independent Ukraine, exercising their rights and promoting universal values (70% of the team moved with the University to Vinnytsia, Central Ukraine).
- In conditions of psychological burnout of the personnel core it is crucial for university management to support the staff as much as they can. It would be useful if EWORA representatives could share the experience of staff evaluation practices with the aim to design a program to develop the potential of female academics of the University to improve the quality of teaching, learning and mental health. I sincerely thank the entire EWORA team for the

important line of work and values that you promote. The existence of such platforms is extremely valuable for every female representative of the management of Vasyl' Stus DonNU. We will be grateful for your support in the most difficult times for Ukraine, when every woman leader has to make extremely unpopular decisions when state funding is significantly reduced, in danger of missile attacks and infrastructural destruction, being aware of the extremely high personal responsibility to the team and students.

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Designed by Aurelija Sukackė

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