

## CHAPTER 4

# MANAGING THE PROFESSIONAL DEVELOPMENT OF ACADEMIC STAFF IN UKRAINIAN UNIVERSITIES UNDER THE CONDITIONS OF EXPANDING INSTITUTIONAL AUTONOMY

### ABSTRACT

The integration of the higher education system of Ukraine into the European educational area contributes to the expansion of the institutional autonomy of universities in matters of academic staff development.

In the conditions of institutional autonomy expansion, the dependence of ensuring the academic staff's development on the institutional policy and resources of the university is increasing.

The methods of scientific sources analysis, pedagogical observation, questionnaires, and mathematical methods of processing survey results using Excel software are used in the research.

The current state, conditions, trends, and directions of developing the Ukrainian universities' academic staff in the conditions of the institutional autonomy expansion are revealed.

Universities' autonomy creates conditions for organizational and methodical, material and technical and financial support for the academic staff development. Withal, one third of the academic staff of Ukrainian universities does not realize the importance of university autonomy in their professional development. The consequence is their unwillingness to actively participate in the processes of implementing institutional autonomy.

### KEYWORDS

Academic staff, development, institutional autonomy, personnel policy, university.

Integration of the higher education system of Ukraine into the European educational area opens up great opportunities for expanding the institutional autonomy of its universities. The process is regulated by a number of European educational documents such as European Commission "EUROPE 2020. A strategy for smart, sustainable and inclusive growth" [1] and "Supporting growth and jobs – An agenda for the modernization of Europe's higher education systems" [2], Bucharest Communiqué "Making the Most of Our Potential: Consolidating the European Higher

Education Area" [3], Yerevan Communiqué [4], European Association for Quality Assurance in Higher Education (ENQA) "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)" [5], Report "Modernisation of Higher Education in Europe: Academic Staff" [6], Rome Ministerial Communiqué [7], "European strategy for universities" [8], among which the Report of the European Association of Universities (EUA) "University Autonomy in Europe I" [9], which contains the definition of university autonomy as the right and capacity of universities to self-govern and defines four components of the autonomy: organizational, financial, personnel and academic.

In Ukrainian educational legislation, the right to university autonomy is enshrined in Article 1 of the Law of Ukraine "On Education" [10]. It lies in the autonomy, independence and responsibility of subjects of educational activity in making decisions regarding academic (educational), organizational, financial, personnel and other issues of activity, which are carried out in the order and within the limits defined by this Law. Taking into consideration that each of these four issues is implemented by managerial, academic, support and other university staff, personnel autonomy can be considered as the basic component of university autonomy. It concerns the procedures of personnel provision of universities, the provision of academic freedom to the subjects of the educational process, as well as the issue of professional development of scientific, pedagogical, scientific and pedagogical workers on the basis of combining their initiative, autonomy, independence and responsibility in this process.

Analysis of the scientific sources devoted to the issue of professional development of university academic staff proved that it is in the centre of attention of a wide range of researchers in the field of educational/pedagogical sciences.

In the context of our research, the consideration by scientists [11] academic staff professional development as one of the indicators of institutional autonomy of higher education institutions is relevant. At the same time, the researchers pay special attention to the issues of evaluating the fairness of hiring teachers, renewal of tenure/contract, career growth [12]; determining the role of the department in the process of hiring teachers and creating optimal conditions for supporting the diversity of the teaching team [13]; modelling the process of professional growth of staff in public institutions of higher education based on connection between economic resources for the promotion of teachers and the desired academic staff composition [14].

The publications of modern researchers **represent** the experience and best practices of foreign countries regarding the appointment of university professors, in particular, in universities of applied sciences in Germany [15]; methods of improving the activity of academic staff, in particular research [16]; models of assessment [17] and competence [18] of researchers; criteria for selecting academic staff [19], in particular researchers in Croatia [20].

They **define** the concept of "teachers' academic development" [21–23]; the professional roles of university teachers and the peculiarities of their professional behavior [24].

They **justify** the need to raise the professional level of managers of all services of higher education institutions in connection with transformations aimed at increasing the efficiency

of their activities [25]; the impact of university research evaluation on the remuneration of academic staff [26], etc.

The scientists revealed the phenomenon of creative transformational leadership on the basis of electronic questionnaires of 28 respondents from 15 countries (the sample consisted of rectors, vice-rectors, deans, heads of departments and heads of master's and bachelor's programs) and found out that leadership in higher education necessarily includes creativity, and leaders should promote the development of creativity in subordinates. The role of cooperation between university teachers and students as future professionals is outlined based on the results of a survey of students at universities in Serbia [27]. The issues of evaluating the productivity of scientific work of academic staff are analyzed on the example of Great Britain [28]. The possibilities and values of mentoring at different stages of the career of academic staff in institutions of higher education of the United Kingdom are substantiated [29]. The experience of professional development of higher school teachers based on the principles of Education for Sustainable Development (ESD) within the framework of the Tempus international project was presented [30].

Among the new publications, the article, which describes discrepancies between the declared and actual importance of various competencies of university academic staff drew our attention [31].

The Ukrainian scientists [32–35] also consider the development of university academic staff in the context of institutional autonomy and the leadership potential growth of these educational institutions, which focuses on the ability to make effective decisions regarding the recruitment and management of personnel, the implementation of an institutional system of remuneration, encouragement and motivation of personnel, etc. They emphasize that the development of academic staff is not an end in itself, but a factor of expanding the university's institutional autonomy and strengthening the social function of higher education in the society.

In the works of the researchers, some aspects of university academic staff development are also revealed, in particular:

- designing models, principles and technologies of forming the university personnel strategy [36];
- formation of the personnel professional career in institutions of higher education;
- collective agreement regulation of social and labor relations in universities as autonomous institutions [37, 38];
- organizational autonomy in Ukrainian institutions of higher education [39];
- technologies of professional development of scientific and pedagogical workers and increasing their potential [40].

At the same time, despite sufficient theoretical development of the problem of academic staff development, the state of ensuring the course of this process in Ukrainian universities remains insufficiently researched. Meanwhile, carrying out a purposeful study of it will reveal trends and prospects for the development of academic staff and develop breakthrough strategies and programs for its development in the context of expanding the institutional autonomy of universities. This indicates the relevance of the selected research problem.

**The aim** of this Chapter is to identify the current state of ensuring the development of the academic staff in Ukrainian universities and to develop recommendations for improving this process in the context of expanding institutional autonomy.

To achieve this aim, the analysis of scientific literature, domestic and international legislative acts and normative legal documents in the field of education was carried out, which emphasize the importance of academic staff professional development in universities and formulate the basic provisions for its implementation.

One of the research methods was the survey of academic staff. It was chosen as the most popular quantitative method, which allows adequate transferring the results of the sample study to the entire general totality.

*Sample/participants:*

209 academic staff workers from 38 universities of Ukraine participated in the study (11 – pedagogical; 5 – humanitarian; 6 – classical; 5 – technical, 2 – economic, 2 – environmental; 1 – legal; 2 – institutions of postgraduate education, 2 – private higher education institutions; 2 – bodies of state administration and fiscal service of Ukraine), which represented 13 out of 25 regions of Ukraine. These institutions included leading university centers such as Kyiv, Kharkiv, Odesa, Chernivtsi, and Dnipro.

Out of the 209 studied academic workers, 158 people (75.6 %) had a scientific degree, in particular, 33 people (15.8 %) had a doctor of science degree, 125 people (59.8 %) had a candidate of science degree, and 51 people (24.4 %) did not have a scientific degree.

Respondents participating in the survey were informed of the possibility of refusing to answer the questions or withdrawing from the survey process without any consequences for their status.

The research was carried out by the scientific workers of the Department of Integration of Higher Education and Science of the Institute of Higher Education of the National Academy of Sciences of Ukraine during 2020–2021. It covered 2 stages:

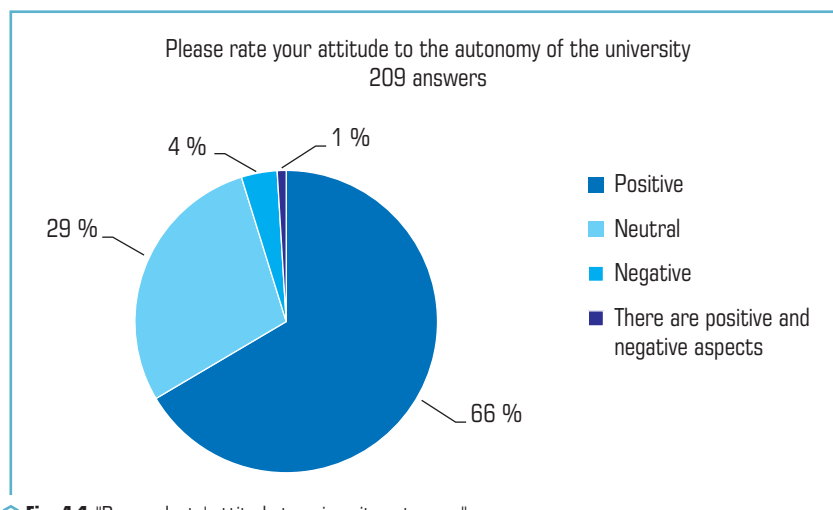
- theoretical (2020), which involved the analysis of scientific sources on the problem of professional development of university academic staff;
- analytical (2021), the main content of which was the analysis and generalization of the modern practice of professional development of the academic staff in Ukrainian universities.

In order to obtain empirical data on the professional development of academic staff in Ukrainian universities, at the second stage of the research, a questionnaire was developed in Google Forms (<https://forms.gle/K6ukUUomhpVx4icL6>), which consisted of general information about the respondents and the main part, which contained 15 closed questions and 78 options for answers to them. The content of the questionnaire is structured according to four blocks, which related to the following areas of professional development of the academic staff of Ukrainian universities: attitude to various aspects of personnel autonomy of universities; forms of professional development of academic staff implemented in universities; forms and types of assessment of academic staff activity; parameters of professional development, which are taken into account in universities when evaluating the professional achievements of the academic staff.

The analysis of the survey results involved statistical processing of the collected data using the Excel software and was confirmed statistically using the  $\alpha$ -Cronbach's reliability coefficient.

Based on the respondents' answers to the 1<sup>st</sup> block of the survey questions, it was found out how much institutional autonomy contributes to the development of the academic staff of Ukrainian universities.

First, the attitude of the respondents to the autonomy of the university was studied out (**Fig. 4.1**).



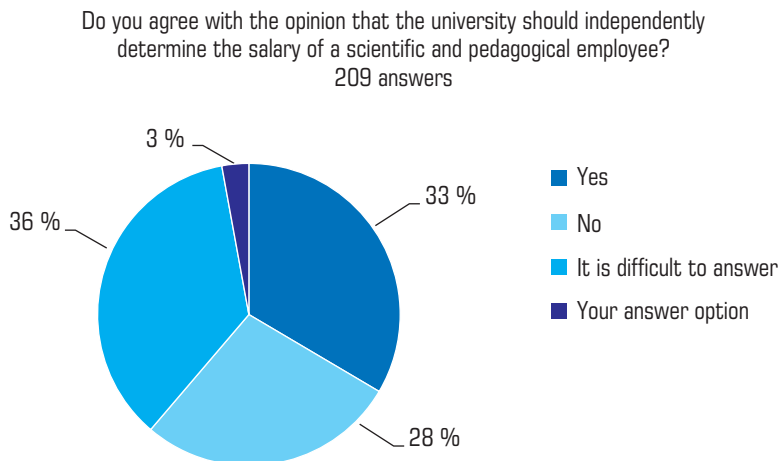
**Fig. 4.1** "Respondents' attitude to university autonomy"

The fact that one third (60 – 28.7 %) of respondents do not support the autonomy of universities may indicate their insufficient awareness of the advantages and possibilities of autonomy for the individual, the university, and society in general.

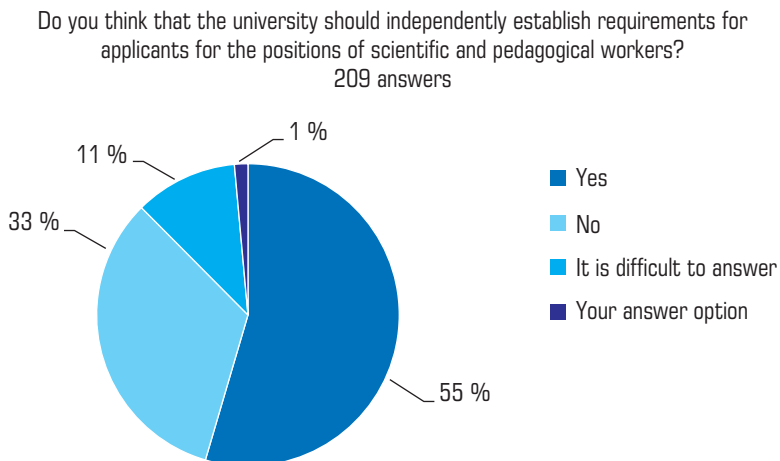
Answers to Question 2 *"Do you agree with the opinion that the university should independently determine the amount of salaries for academic staff?"* are illustrated by **Fig. 4.2**.

As one can see, one third (70 – 33.5 %) of respondents answered "Yes", one third (75 – 35.9 %) – "No", and a small proportion (6 – 2.9 %) of respondents gave other answers. Among them, there was a proposal to create unified general basic requirements at the level of the Ministry of Education and Science of Ukraine for the university to adjust. A significant total percentage of "No" and "Difficult to say" answers proves that academic workers are not confident in the transparency, impartiality and objectivity of independent salary determination by universities.

Answers to Question 3 *"Do you think that the university should independently establish requirements for applicants for the positions of academic workers?"* (**Fig. 4.3**) turned out to be close in value to the answers to the previous question.



**Fig. 4.2** Answers to Question 2 "Do you agree with the opinion that the university should independently determine the amount of salaries for academic staff?"



**Fig. 4.3** Answers to Question 3 of the questionnaire

As we can see, more than half (114 – 54.5 %) of respondents answered "Yes", one third (69 – 33.0 %) – "No", and a small proportion (3 – 1.4 %) of respondents gave other answers.

Judging by the answers received to Question 4 of the survey “*Do you think that professors and/or doctors of science should have an open-ended contract when they are hired?*” (Fig. 4.4), more than half (129 – 61.7 %) of respondents do not perceive an open-ended contract as an effective factor in ensuring the development of academic staff.

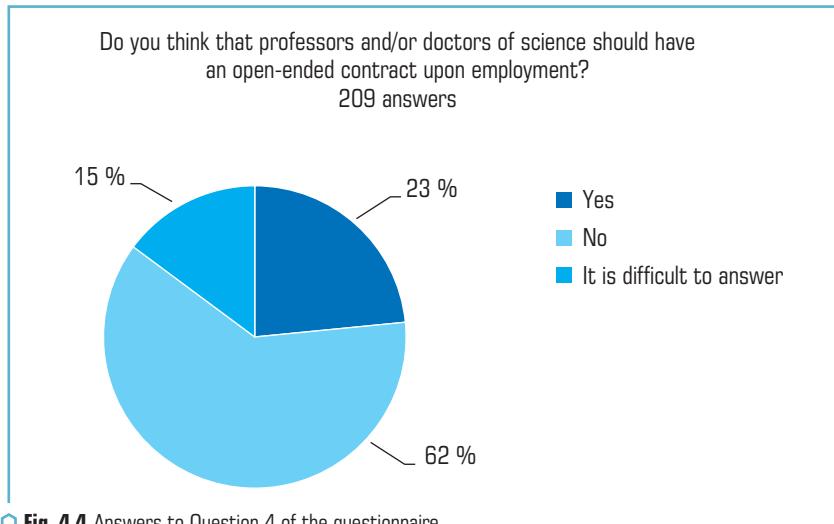


Fig. 4.4 Answers to Question 4 of the questionnaire

Question 5 “*Do you support setting standards for the number of students per teaching post?*” (Fig. 4.5) caused an unexpected reaction from the respondents. Only one third (66 – 31.6 %) of them answered “Yes”, while half (106 – 50.7 %) answered “No”.

Summarizing the respondents' answers to the questions of the first block of the questionnaire proves that the overwhelming majority of academic staff supports university autonomy and has a positive attitude towards the university's personnel autonomy in terms of setting requirements for applicants for positions. At the same time, respondents are very cautious about the university's independent determination of the amount of salary for academic staff and are negatively disposed to concluding open-ended contracts with doctors/professors when hiring and towards setting standards for the number of students per teaching post.

The second block of the questionnaire concerned the determination of the impact of professional development on the quality of the professional activity of academic staff of universities and the conditions created for this in the institution of higher education.

Answers to Question 6 “*Does professional development affect the improvement of your job duties?*” (Fig. 4.6) testified that the vast majority (124 – 59.3 %) of the academic staff highly

appreciate this influence. One third (69 – 33 %) of the respondents chose the answer "Rather yes". Only (16 – 7.6 %) respondents answered this question negatively.

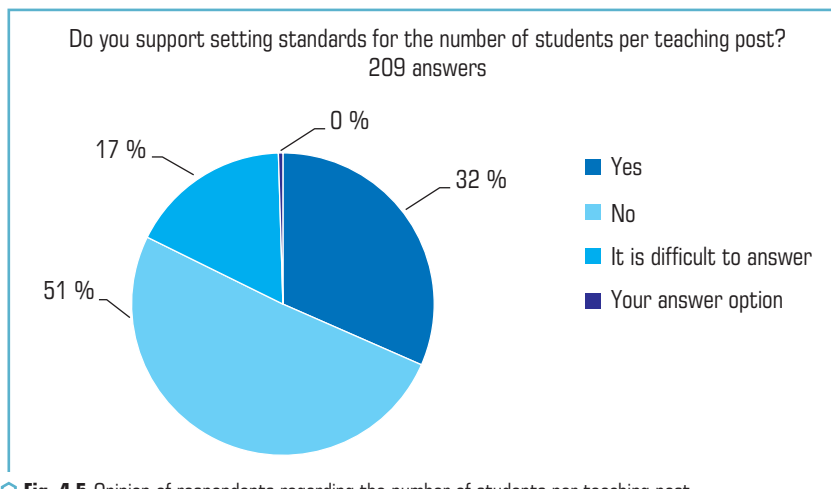


Fig. 4.5 Opinion of respondents regarding the number of students per teaching post

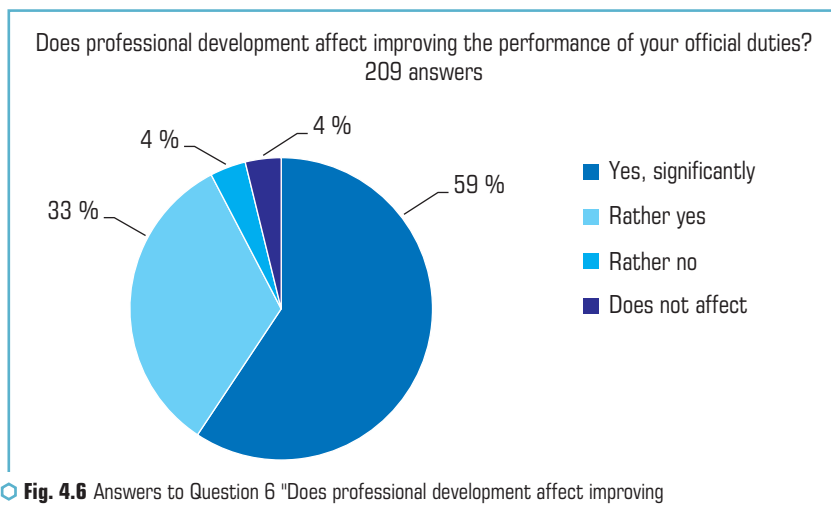


Fig. 4.6 Answers to Question 6 "Does professional development affect improving the performance of your official duties?"

During the survey, it was found out what conditions have been created in universities for the professional development of academic staff – Question 7 (Fig. 4.7). It turned out that exchange



of experience with colleagues (167 – 79.9 %), organization of distance courses for academic staff (124 – 59.3 %), participation in international projects (122 – 58.3 %), distribution of informational and methodical materials (115 – 55 %), conducting professional development trainings (79 – 37.7 %) are leading. Only a small share (3 – 1.4 %) of respondents noted that the university does not create any conditions for their professional development. The reply (1 – 0.5 %) of respondents, who believe that it is not the right time for the academic staff to develop because the performance of the workload takes all their working and free time and exhausts them is considered to be worrying.

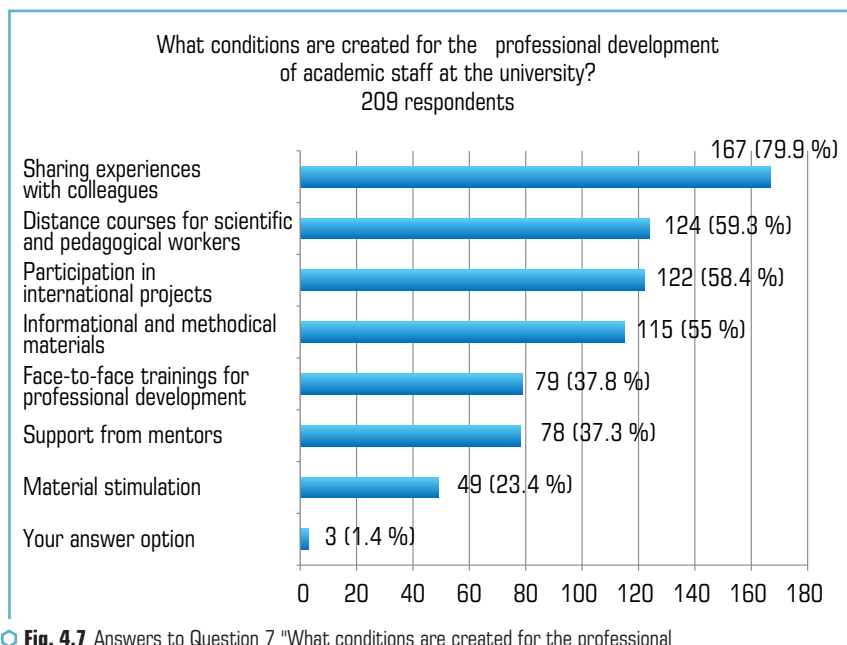


Fig. 4.7 Answers to Question 7 "What conditions are created for the professional development of academic staff at the university?"

In ensuring the development of universities' academic staff, in addition to the conditions, the forms of its implementation are equally important (Question 8 – Fig. 4.8). The vast majority of respondents named advanced training courses at other higher education institutions (158 – 75.6 %) and internal advanced training courses (129 – 61.7 %) as the main ones. The next most common are scientific internships in Ukraine (99 – 47.4 %) and abroad (81 – 38.8 %), as well as exchanges of visiting professors between foreign institutions (54 – 25.8 %) and academic exchanges (52 – 24.9 %). At the same time, a small share (3 – 2.4 %) of respondents stated that their universities do not practice any forms of professional development or they all do it at their own expense.

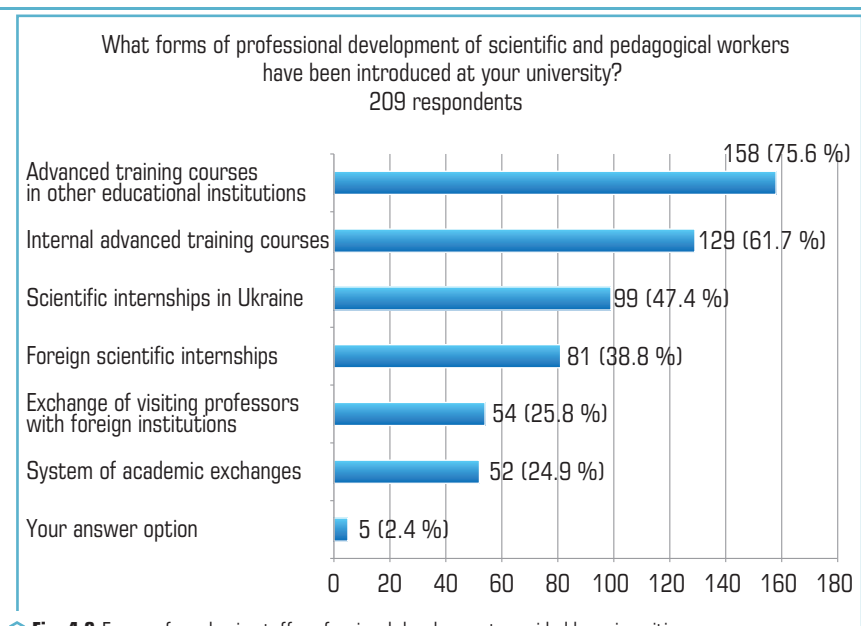
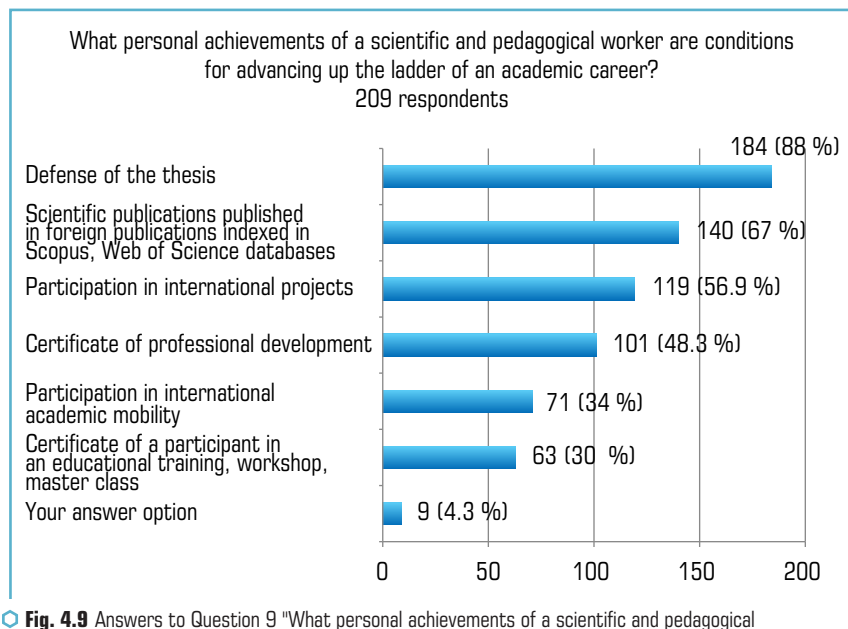


Fig. 4.8 Forms of academic staff professional development provided by universities

Answers to Question 9 “*What personal achievements of a scientific and pedagogical worker are conditions for advancing up the ladder of an academic career?*” (Fig. 4.9) made it possible to find out that in the universities of Ukraine the greatest influence on the career growth of teaching staff is the defense of the dissertation (184 – 88 %), the publication of articles in foreign publications indexed in the Scopus and Web of Science databases (140 – 67 %), participation in international projects (119 – 56.9 %), obtaining a certificate of professional development (101 – 48.3 %) and participation in international academic mobility (71 – 34 %). Unfortunately, the scientific and methodical level and professional skills of teachers, their use of integrative teaching methods, graduation from postgraduate studies were not a priority, and a small percentage (9 – 4.3 %) believe that personal relationships with management have a greater influence on career growth than personal achievement.

Summarizing the answers of the respondents to the second block of questions of the survey allows coming to the conclusion that they consider professional development to be an influential factor in the personnel autonomy of the university and generally positively evaluate the conditions and forms of its implementation in the universities of Ukraine, noting the priorities and shortcomings in their implementation, as well as the possibilities of influencing the results of professional development on the career growth of academic staff. At the same time, a small number of respondents do not see the point in professional development due to the bias of personnel evaluation criteria and

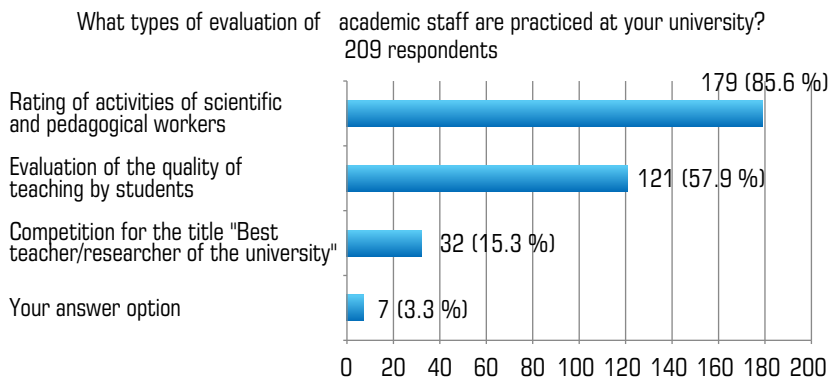
local corruption in personnel matters, as a result of which the administration is not forming a team of professionals, but their own support group.



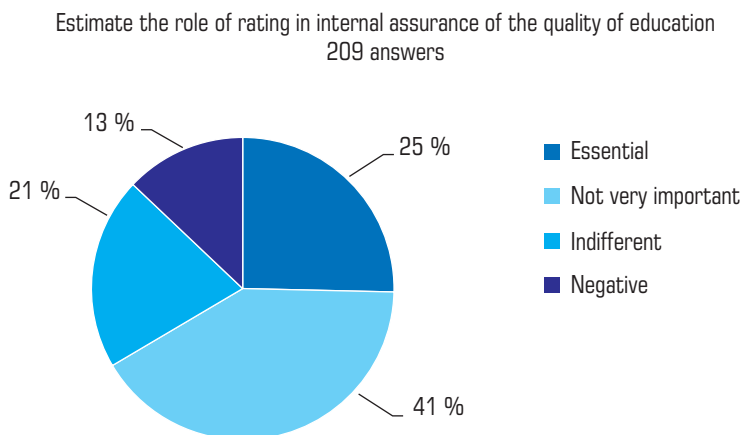
**Fig. 4.9** Answers to Question 9 "What personal achievements of a scientific and pedagogical worker are conditions for advancing an academic career?"

The third block of the survey questions related to the procedure for evaluating the university academic staff. According to the results of the answers to Question 10 of the survey (**Fig. 4.10**), the most common (179 – 85.6 %) type of evaluation of the academic staff of universities is the individual rating of the activity of the academic worker, in second place (121 – 57.9 %) – assessment of teaching quality by students. Much less (32 – 15.3 %) of the answers concerned the holding of the competition for the title "Best teacher/researcher of the university". An insignificant share (7 – 3.3 %) of respondents indicated their answer option. These were the quality and number of scientific publications, the amount of funds earned by the scientific and pedagogical worker for the university, the results of certification, compliance of the scientific and pedagogical worker's activity indicators with the requirements of the table of licensing requirements, the personal opinion of the management. This is specified in **Fig. 4.10**.

At the same time, estimating the role of rating in the internal quality assurance of higher education (Question 11) – **Fig. 4.11**, a considerable percentage of respondents (86 – 41.1 %) assessed it as insignificant, one fifth (43 – 20.6 %) – indifferent, and one tenth (27 – 12.9 %) – negative.



**Fig. 4.10** Answers to the Question of the survey "What types of evaluation of academic staff are practiced at your university?"



**Fig. 4.11** Answers to Question 11 "Estimate the role of rating in internal assurance of the quality of education"

The results of the survey regarding the objectivity of student evaluation of teaching, shown in **Fig. 4.12** appeared to be more positive.

The processing of respondents' answers to the questions of the third block of the survey gives reason to claim that although the rating is one of the most effective forms of evaluating the activity of university academic staff, it is generally perceived indifferently by its representatives.

Only a little more than one third of the respondents attach significant importance to it. At the same time, teachers rely more on the objectivity of their students' evaluations. At the same time, according to the answers provided by the respondents, among the forms of evaluation of academic staff's activity, student evaluation gained only 11 % of the total number.

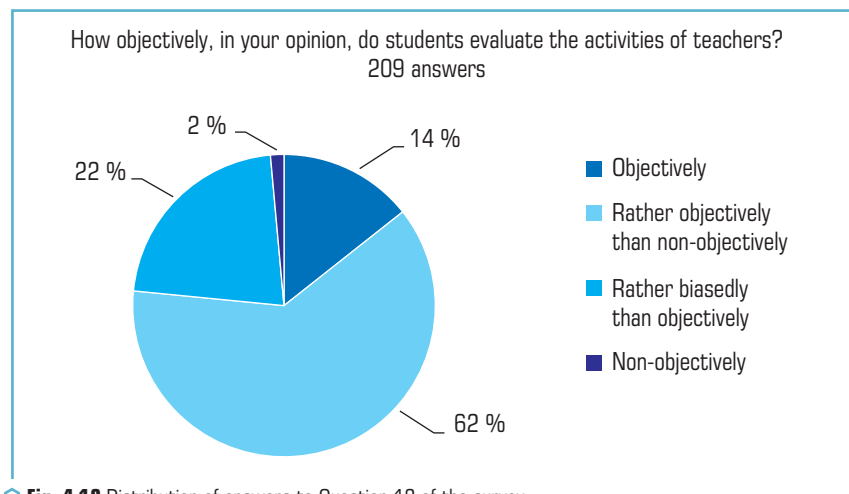
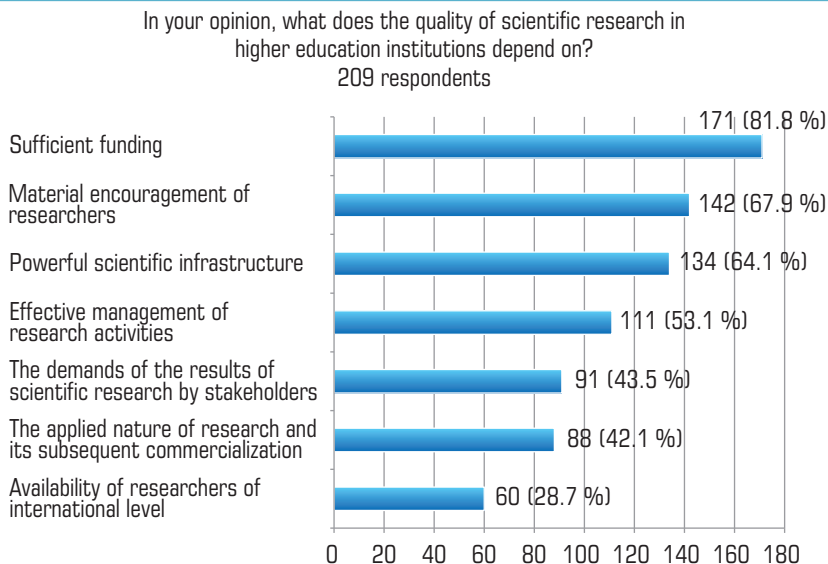


Fig. 4.12 Distribution of answers to Question 12 of the survey

The fourth block of the survey questions was aimed at defining the specifics of the professional development of researchers in Ukrainian universities in the context of the expansion of institutional autonomy. It was important to find out how important this factor is for the scientific staff among/ within other factors of ensuring the quality of scientific research in higher education institutions (Question 13 – Fig. 4.13).

According to the answers of the respondents, the professional development of researchers is not considered by them to be the most important factor in ensuring the quality of scientific research at the university, instead, they named sufficient funding (171 – 81.8 %), material encouragement of researchers (142 – 67.9 %) and powerful scientific infrastructure (134 – 64.1 %). The next important factors are the effective management of research activities (111 – 53.1 %) and the demand for the results of scientific research (91 – 43.5 %). Only a quarter (60 – 28.7 %) of the respondents believed that the quality of scientific research is influenced by the presence of international level researchers at the university.

Question 14 “Name the most effective forms of organization of professional development of researchers for you personally” (Fig. 4.14) echoed in a certain way with Question 8 of the questionnaire and related to personally significant forms of professional development of academic staff.



**Fig. 4.13** Distribution of answers to Question 13 of the survey "In your opinion, what does the quality of scientific research in higher education institutions depend on?"



**Fig. 4.14** Distribution of answers to Question 14 of the survey "Name the most effective forms of organizing the professional development of researchers for you personally"

The most popular forms of professional development of researchers were self-education (142 – 67.9 %), participation in international projects (139 – 66.5 %) and scientific internship (132 – 63.2 %). Advanced training gained slightly fewer supporters (107 – 51.2 %). Only a third (68 – 32.5 %) of the interviewees attributed non-formal education to the forms of organization of professional development of researchers.

The last, 15<sup>th</sup> question of the survey also concerned the personal significance of the forms of organization of professional development (**Fig. 4.15**).



**Fig. 4.15** Answers to Question 15 "What form of organizing professional development is acceptable for you?"

As one can see, respondents found online forms more effective for researchers than offline forms. Thus, more than half (125 – 59.8 %) of the respondents chose online training courses, whereas 70 (33.5 %) preferred training courses without interruption of work process. A common form of professional development of researchers is a scientific internship (119 – 56.9 %), and the creation of professional online communities is a new and insufficiently developed form of professional development.

Therefore, the organization of professional development of university researchers has common and distinctive features with the organization of this process for academic staff. The commonality lies in the similarity of the lists of organizational forms of professional development. The difference is in their priority: for scientific and pedagogical workers, these are advanced training courses (75.6 % in other higher education institutions, internal courses – 61.7 %), and for

researchers, this is self-education (70.8 %) and mass scientific events (67 %). Internship is the next most important form of professional development for both teaching (47.4 % and 38.8 %) and research (56.9 %) academic staff of universities. Researchers seek to join professional online communities (16.3 %), while no similar responses were given by teachers.

The value of the  $\alpha$ -Cronbach's reliability coefficient is higher than the lower limit of permissible values of 0.7, which proves the reliability of the questionnaire and indicates the acceptability of the obtained results.

Calculation of the  $\alpha$ -Cronbach's reliability coefficient based on the results of the survey of scientific and pedagogical workers regarding the development of the academic staff of Ukrainian universities in the conditions of expanding institutional autonomy (**Table 4.1**) confirmed the reliability of the results obtained and the conclusions drawn on their basis.

● **Table 4.1** Calculation of the  $\alpha$ -Cronbach's reliability coefficient based on the results of the survey

Source of Variation	SS	df	MS	F	P-value	F crit
Rows	200.8202703	184	1.491414512	2.08600087	2.22199E-13	1.192910224
Columns	162.3567568	7	23.19382239	44.32993437	2.28623E-56	2.016675717
Error	673.8932432	1,288	0.42320904			
Total	1,037.07027	1,479				
<b>Cronbach's Alpha =</b>	0.716236475					

Cronbach's reliability coefficient is  $\alpha=0.72$ . It indicates that the questionnaire is reliable and the internal consistency of the conducted survey is acceptable.

## CONCLUSIONS

The conducted research confirmed the connection between the development of the Ukrainian universities academic staff and the expansion of the institutional autonomy of these institutions, and also made it possible to identify the current conditions, trends and priorities for the implementation of the personnel autonomy of higher education institutions:

- increasing the level of professional and scientific competence of the academic staff;
- expansion of the spectrum of forms of its development;
- stimulating the development of the scientific and pedagogical potential of university teachers and researchers;
- development of objective criteria for evaluating this potential.



The results of the experiment proved the development of the Ukrainian universities academic staff to be one of the most important factors in expanding the institutional autonomy. The basis of such development is the expansion of the personnel autonomy of higher education institutions, which is recognized to be an essential factor for the implementation of other components of university autonomy, as the higher the complexity and "intellectual capacity" of the educational product or service created by the university is, the more it depends on the qualifications and competence of the academic staff.

In the course of the research, the following factors were found to be important for the effective development of the academic potential of Ukrainian universities:

- orienting the personnel policy of Ukrainian universities to the constant development of the potential of teachers and researchers;
- motivating academic staff to develop professionally and creating the necessary conditions for it;
- expanding the range of professional development forms for teachers and researchers at universities;
- increasing the influence of professional achievements on the career growth of scientific and pedagogical workers;
- improving the system of evaluation of academic staff performance and increasing its role in the development of the internal system of ensuring the quality of education.

Summarizing the results of the conducted research made it possible to find out the attitude of the academic staff to university autonomy, which creates favorable conditions for its development; trends and main directions of academic staff development at the institutional and personal level.

Based on the results of the research, it can be stated that in Ukraine today, one third of university scientific and pedagogical workers do not realize the importance of university autonomy and its organizational, financial and personnel components. This may indicate both the low legal culture of the scientific and pedagogical staff, which is manifested in insufficient awareness of the advantages and opportunities of the institution's autonomy for the individual, the university and society, and unreadiness (or unwillingness) of the academic staff to actively participate in the processes of implementing institutional autonomy. On the other hand, this may be evidence of distrust in the management system of universities, weak involvement of the academic community in management processes, the consequence of which is the opacity of financial decision-making in personnel matters, the formation of a support group of the administration rather than a team of professionals.

The main conditions for ensuring the effectiveness of this process include:

- the growth of the institutional autonomy of universities in all its components – personnel, financial, organizational and academic;
- application of various methods of assessment of academic staff activity;
- expanding the list of forms and types of professional development of researchers and university teachers, strengthening their subjectivity and opportunities to independently determine the form and type of professional development.

A condition that, in our opinion, requires revision and adjustment in the context of institutional autonomy is the decent remuneration of the academic staff of Ukrainian universities as a factor in increasing initiative, forming motivation for effective professional activity. At the same time, it was found out that the academic staff is not confident in transparency, impartiality and objectivity of independent salary determination.

The identified trends in the professional development of university academic staff can be divided into two groups.

The first one (positive trends) includes:

- the strengthening of the impact of the results of professional development of academic staff on their career progress, the growth of trust of academic staff in student evaluation of teachers' activities;
- diversification of forms of professional development of teachers;
- awareness by university teachers and researchers of the importance of informal and non-formal education.

The second group (negative trends) includes:

- the pursuit of quantitative indicators of teachers' activity to the detriment of qualitative ones;
- unification of requirements for the development of academic staff, which encourages them to adjust their own activity indicators to general templates.

We consider promising the following directions for ensuring the development of university academic staff under the conditions of expanding institutional autonomy:

- identifying and meeting their needs for professional growth;
- raising the social prestige of scientific and pedagogical workers;
- stimulating the teachers' professional growth, in particular, by reducing the educational load;
- strengthening teachers' motivation for professional development and scientific research;
- developing research and information infrastructure of universities for teachers' self-training;
- developing organizational, methodical and financial tools for managing academic staff professional development;
- improving the system for evaluating scientific and pedagogical workers' activities.

An important tool for stimulating university academic staff development is determining the teachers' rating and evaluation of the teachers by students, although the students' opinion was more trusted by the survey participants (14.4 % and 62.2 % recognized this tool to be objective) than the rating (only 35.4 % noted its positive role). Based on the high percentage of trust of Ukrainian scientific and pedagogical workers in student evaluation, we conclude that it is appropriate to introduce student ratings, but without exaggerating their results.

The main conclusion of the conducted research is that the universities of Ukraine have not fully implemented the legally established possibilities of expanding institutional autonomy regarding the development of university academic staff. Such development has not become a priority area of their activity yet and is mostly positioned as a personal need of scientific-pedagogical and scientific workers.

## RECOMMENDATIONS

On the basis of these conclusions, the following recommendations were developed to ensure the professional development of universities' academic staff in the conditions of expanding institutional autonomy, under the circumstances of Ukraine's forced conduct of military operations against russian aggression.

Due to the fact that under these conditions, not only scientific and pedagogical workers and institutions of higher education, but also inter-institutional establishments/structures and state authorities are involved in the professional development of universities' academic staff, we consider it expedient to apply the level approach while formulating the recommendations.

At the institutional level, we recommend:

- to organize courses to improve the level of legal culture of scientific and pedagogical workers;
- to involve more academic staff in the implementation of institutional autonomy and management processes;
- to introduce tools for making management decisions that do not involve corruption risks;
- to create centres for professional development/pedagogical excellence of academic staff;
- to establish scientific, business and technological platforms based in universities;
- to more actively involve scientists from the scientific research institutions in higher education establishments;
- to develop and implement an effective system for stimulating the scientific and research activity of university teachers and intensifying their participation in national and foreign competitions and scientific and educational projects aimed at their professional growth;
- to create provisions and start teachers' contests of scientific-pedagogical skills and scientific creativity at the institutional level (universities – 1<sup>st</sup> round) and all-Ukrainian levels (Ministry of Education and Science of Ukraine – 2<sup>nd</sup> round);
- to introduce training technologies for developing research and methodical competence of the universities' academic staff, to use "peer to peer development" technologies;
- to pay more attention to the professional growth of young researchers and young teachers;
- to strengthen the cooperation of universities and scientific institutions on the improvement of qualifications and career growth of academic staff (internships, mobility, exchange of experience, promotion of excellence and quality of teachers' research, use of the results of scientific research in educational activities, etc.);
- to combine the possibilities of modernizing institutional systems of professional development of managerial, teaching and scientific personnel within the limits of university autonomy with strengthening the responsibility of managers, teachers and scientists of universities for the results of their work;
- to develop an institutional program to support the professional development of managerial, teaching and scientific personnel and to ensure its implementation at the university, in particular, to take measures to provide housing for managers, teachers and scientists who were forced to change their place of residence due to russian military aggression;

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- to propose a legislative initiative to strengthen the social protection of managers, teachers and scientists of universities under the conditions of martial law and provide them with preferential loans for the construction/restoration of housing destroyed or damaged because of military operations;
  - to implement a participative style of university management based on distributed leadership, strengthening the influential involvement of teachers and scientists in making management decisions;
  - to delegate powers more widely and implement the principles of distributed leadership and corporate governance, strengthen self-regulation mechanisms, encourage initiative from "below" as opposed to carrying out transformations "from above";
  - to create conditions for strengthening the personal involvement of academic staff in the university activities based on their care for common goals, demonstrating the benefits and advantages of such attitude;
  - to introduce innovative technologies of search and selection of applicants for positions, create a personnel reserve in universities;
  - to pay special attention to the professional development of managers, teachers and scientists who are internally displaced people;
  - to support communication and interaction with evacuated managers, teachers and scientists with the aim of returning them to universities after the end of hostilities;
  - to create psychological support service/centers in universities for participants of the educational process, primarily for temporarily displaced people;
  - to develop a new corporate standard of excellence in teaching and learning, to create a system of moral encouragement and material stimulation, in which the amount of financial and material support of managers, teachers and scientists depends on the quality of their professional activity;
  - to support the informal associations of managers, teachers and scientists at the university based on their professional interests (e.g., "School of Mentors", "Society of Young Scientists", Centers of Teaching Excellence, Centers of Educational Innovation and Scientific Creativity, Summer Schools of Postgraduate and Doctoral Students, etc.);
  - to motivate university teachers and scientists to publish their research results in scientific publications indexed in scientific-metric databases; Scopus and Web of Science Core Collection;
  - to increase opportunities for studying foreign languages at universities, to raise the requirements for mastering them;
  - to reorient the institutional system of professional development of managers, teachers and scientists to developing their broad professional competence and the ability to effectively replace colleagues who are in the area of hostilities or evacuated to another region of Ukraine or abroad;
  - to deepen the digitization of the processes of programming, planning, support, coverage and monitoring of the functioning of the institutional system of managers, teachers and scientists' professional development;
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- to develop infrastructure, educational space and educational and scientific equipment;
- to improve the mode of remote work with the possibility of working abroad, provided that they have access to the necessary equipment for carrying out professional activities;
- to provide additional financial support to teachers of non-philology majors who teach academic subjects in a foreign language;
- to organise "quick information and communication assistance" units and consultation centers within the structure of the institutional system of professional development of managers, teachers and scientists that would facilitate their access to the open information space and the free implementation of teaching and scientific activities online;
- to design individual trajectories of professional development for managers, teachers and scientists of universities which have to include professional goals, tasks aimed at improving and expanding the scope of professional competencies;
- to promptly introduce practice-oriented training courses for managers, teachers and scientists of universities (work in advance) on the basis of the analysis of professional needs, because if the period between the collection of information on training needs and the organization of the training itself is long, then the relevance of the training itself is lost;
- to organize remote training for managers, teachers and scientists on the basis of a single educational platform, which can ensure systematic work, control over both the educational process itself and the students' educational activities;
- to implement a differentiated approach to the organization of training of managerial personnel depending on the position and experience of managerial activity;
- to introduce, for newly appointed heads of universities, on-the-job adaptation programs with completion of all stages of adaptation (conducting a diagnostic assessment, formation of an individual trajectory of professional development, basic training (trainings, exchange of experience, etc.), practical activities with a mentor (former head of a domestic or foreign higher education institution) and final assessment);
- to develop measures to harmonize the needs of academic staff in professional growth with the priorities of institutional policy;
- to practice conducting competitions/contests of teaching or scientific and pedagogical skills and scientific creativity at the institutional and all-Ukrainian levels.

Taking into account the trend towards digitization of higher education, we focus on the need to develop the information and communication potential of university academic staff. For this purpose, we recommend implementing thematic courses and trainings on using digital technologies in teaching and research in the system of academic staff professional development.

Since the results of the study of the current state of assessment of academic staff activity in domestic universities have shown that, despite its positive value, the mechanisms for its implementation are still imperfect (the assessment is carried out by a narrow circle of people, it does not cover the entire spectrum of a teacher's professional activity), we believe that universities should work on the modernization of indicators and the procedure of rating assessment of the

activity of the academic staff in order to increase the prognostic and motivational functions of the assessment, to monitor the results of the teachers' activities in dynamics.

At the inter-institutional level, we recommend:

- to establish a partnership between universities and state institutions, public associations, and business in order to ensure conditions for the professional development of managers, teachers and scientists;
- to create inter-institutional educational and scientific associations and networks, where scientific and teaching development will be combined with language practices and cultural recreation (summer language camps; groups for social contacts on the Internet and social networks, online professional communities, professional associations of teachers, etc.);
- to support and encourage the creation of joint (dual) educational programs with universities belonging to the TOP-1000 world rankings;
- to involve foreign teachers into carrying out educational and research activities in Ukrainian universities;
- to stimulate the study of the English language by Ukrainian scientific and pedagogical workers, to increase the requirements for mastering it;
- to create centers for free study and deepening of the state language knowledge;
- to support cooperation between higher education institutions and scientific research institutions regarding the implementation of international scientific projects and programs, primarily of the European Union;
- to intensify the development of international virtual mobility of management personnel, teachers and scientists of universities;
- to introduce programs of internal mobility (internship) of management personnel, teachers and scientists in leading universities of Ukraine;
- to increase the effectiveness of attracting and using the funds of international programs to support science and innovation.

At the national level, we recommend:

- to determine the priority directions and measures for the restoration and development of the activities of universities in the de-occupied territories;
- to develop a legal framework for the creation of positions with dual affiliation and differentiated terms of employment contracts of scientific and scientific-pedagogical workers with flexible shares of scientific work and teaching;
- to constantly support efforts to strengthen existing and create new communities of Ukrainian scientists in the diaspora, develop joint research programs between the diaspora and Ukraine;
- to develop provisions on the selection and employment of scientific and research workers of higher education institutions;
- to introduce the following innovative technologies into the system of searching and selecting applicants for the positions of scientific and pedagogical and scientific employees of universities: recruiting, headhunting, electronic search, exclusive search, etc.;

- to create an electronic informational "Digest" in order to share the best practices of administrative, teaching and scientific activities of universities;
- to develop criteria and indicators for selecting applicants for management positions, positions of teachers or scientific workers to assess the relevant competencies and personal qualities and establish compliance with the position held.

Because of the insufficient efforts of the universities to ensure the continuous development of academic staff in the system of formal postgraduate education, we consider it appropriate to recommend that academic staff of universities become more actively involved in professional improvement in the system of informal education, using the opportunities provided by the educational legislation of Ukraine and the normative legal documents.

Implementation of these recommendations will contribute to the modernization of personnel strategy and policy of universities in the context of expanding institutional autonomy, in particular, in relation to ensuring the development of academic staff and ensuring the competitiveness and innovation of universities.

### ***Implications for research and practice***

The empirical material obtained during the survey and the practical recommendations provided by the results of its processing can be used in the development of institutional strategies and long-term development plans of Ukrainian universities in the context of expanding their institutional autonomy and increasing the scientific and pedagogical potential of the institutions of higher education.

The results of the survey will be useful for the management and administrative staff of the universities while developing strategies and programs of institutional development for the near, medium and long term, taking into account the attitude of university academic staff to various aspects of personnel autonomy, priority forms of professional development and tools for evaluating teachers' activities.

Further scientific research will be aimed at a comparative analysis of the European and domestic experience of ensuring the development of the universities' academic staff. Special attention will be paid to the issue of expanding personnel autonomy of universities as the basis of institutional autonomy.

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## CONFLICT OF INTEREST

The authors declare that they have no conflict of interest in relation to this research, whether financial, personal, authorship or otherwise, that could affect the research and its results presented in this paper.

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