1817 1991 2035

The Strategy of the National University of Kyiv-Mohyla Academy 2026-2035

EMPOWERING MINDS SHAPING A **PROSPEROUS FUTURE OF UKRAINE**

CONTENTS

CONTENTS

Our Legacy 6

Context 10

External Context 11

Internal Context 13

Strategic Ambitions 15

Vision 18

Mission 22

Kyiv-Mohyla Ecosystem 24

DNA and Values 25

Strategic Priorities 27

Priority 1: Institutional transformation of the Academy 29

Priority 2: Education for the Next Generation 32

Priority 3: Medical School 35

Priority 4: Research for the Future 37

Priority 5: Social Impact 39

Priority 6: Inclusive and Innovative Campus 41

Kyiv-Mohyla Academy 2035 43

OUR LEGACY

TEMPUS FUGIT, ACADEMIA SEMPITERNA

Kyiv-Mohyla Academy (NaUKMA) is Ukraine's oldest university, deeply rooted in the country's history since 1615. For centuries, the Academy – together with its founders, scholars, and alumni – has played a decisive role in the development of Ukrainian statehood and its graduates have held key positions across all spheres of public life, including politics, entrepreneurship, religion, science, culture, and education.

It was here that generations emerged who thought in terms of dignity and freedom. Kyiv-Mohyla Academy has never been merely an educational institution; it has served as a formative environment for independent Ukraine and has helped define the country's place in the world throughout history. Members of our academic community created the ideas, institutions, and meanings from which the modern Ukrainian state emerged. Among Mohyla graduates we find Ukrainian hetmans, national and spiritual leaders, intellectuals, scholars, musicians, philosophers, architects, physicians, and others who have earned international recognition for their achievements.

> Restored in 1991, Kyiv-Mohyla Academy became both a symbol and a guarantor of Ukraine's national revival. It actively contributed to the dismantling of the Soviet system and emerged as a centre of free thought, shaping a new generation of citizens capable of building a modern democratic Ukraine. NaUKMA was the first university in independent Ukraine to be established as an autonomous, open, and fundamentally European higher education institution – a model that set new standards of quality and integrity for the entire national higher education system.

The influence of Kyiv-Mohyla Academy is evident across all spheres of public life. Our alumni include ministers and deputy ministers, members of parliament, diplomats, soldiers and officers, researchers, public intellectuals, artists, civil society leaders, entrepreneurs, and journalists. They defend Ukraine's national interests, shape public policy, implement systemic reforms, uphold Ukrainian identity, and make Ukrainian culture contemporary, contextually grounded, and globally appealing. Drawing on the strength of its alumni community, the Academy has become an influential centre of scholarly and academic diplomacy.

The Kyiv-Mohyla community has repeatedly acted as a driving force of societal change, consistently upholding democracy, the rule of law, and civil rights and

freedoms. The students and faculty of the Academy were among the first to go to the Maidan during the Orange Revolution (2004) and the Revolution of Dignity (2013–2014), fulfilling the role of an intellectual vanguard. At various points in time, NaUKMA's representatives have led initiatives to defend academic autonomy, undertaken hunger strikes in defence of the Ukrainian language, opposed ministers of education whose policies threatened core university values, and publicly articulated the position of the academic community. Today, members of our community continue this tradition by taking an active part in the struggle for Ukraine's independence on the front lines.

> The current revision of the Strategy of the National University of Kyiv-Mohyla Academy takes place during a period of dramatic transformations both in Ukraine and on the international stage brought about by the full-scale Russo-Ukrainian war. Essentially, this renewal represents a re-articulation of the relevant previous strategic documents in a fundamentally new context – one that necessitates a reconsideration of the mission and vision of our Academy.

Specifically: **Firstly**, Ukraine is no longer a post-Soviet state with a population disoriented and marginalised by Soviet rule. Today, it is a country with a market economy, a strong civil society, and institutions that are actively connected to relevant European and global networks. **Secondly**, we live in a world that is not only changing rapidly due to modern — primarily digital and biotechnological — advances. It is also a world in which trust, international security, and the rule-based order have been destroyed; democratic values are increasingly contested; and irresponsible populists and authoritarian leaders are gaining ever greater influence. Against this backdrop, Ukrainian society demonstrates remarkable resilience in defending its national interests, articulating a distinctive global "**values shift,**" particularly with regard to the renewed importance of freedom and justice.

Likewise, Kyiv-Mohyla Academy continues to act as an **agent** of educational and societal transformation, a **platform** for testing innovations, and an **independent forum** for the articulation of socially significant ideas. At the same time, its activities remain firmly grounded in the **traditions, values, and priorities** established by the Academy's founders in the 17th century. These have been repeatedly articulated in subsequent strategic documents since 1991, reinterpreted and actualised in a new reality shaped by fundamentally different challenges and circumstances.

In the context of the continued reform of higher education, we have consistently proposed and advocated the concept of **comprehensive university autonomy**. Only Kyiv-Mohyla Academy is capable of assuming leadership in promoting such critically needed changes as the implementation of **financial autonomy**, as well as

a new legal status for the current (post-Soviet) state-owned Ukrainian university. The latter remains non-self-governing and continues to suffer from irrelevant legislative constraints and excessive governmental interference in its operational processes.

We propose to view the university through the lens of its social role as an institution whose core purpose is the creation of **public good**. This implies a fundamentally new legal and institutional status for organisations in the fields of education, culture, and healthcare: a **public non-profit organisation** of state or municipal ownership - autonomous, self-governing, and accountable to society. Accordingly, we intend to promote legislative changes that would allow Kyiv-Mohyla Academy, as a classical university with a strong research foundation, to obtain the status of a **public university** – drawing on the experience of public universities within the European Higher Education Area, North America, and other regions of the world.

Kyiv-Mohyla Academy is entering **a new stage of its development**, shaped by the reputational capital it has accumulated and by the phenomenon of Mohyla alumni – leaders who are publicly recognised and actively engaged in state-building processes across diverse professional domains, including public administration and local self-government. Our Academy is now facing a well-articulated **societal demand for leaders** – individual graduates who, by definition, cannot be numerous.

Our University cultivates **an environment of freedom, dignity, and self-realisation**. We raise **visionary leaders** and agents of meaningful societal transformation who combine Ukrainian identity with a global outlook. They are capable of generating qualitatively new knowledge, advancing innovation, and shaping science, business, and society while preserving **humanism and ethical integrity** in every decision they make.

The task of **Ukraine's post-war recovery** is understood by us not as a return to the previous state of affairs, but as a movement forward towards the creation of new models of resilient public institutions and effective social interaction. In this context, the Academy acts as a **guarantor** of the irreversibility of change in higher education and in society at large.

Kyiv-Mohyla Academy **redefines the very idea of education and the educational environment** by reconsidering the roles of its students and faculty members. One of the key features of these transformations is the evolving role of faculty, who no longer serve as the primary source of knowledge. Students' access to knowledge has acquired a new quality, facilitated in particular by the ever-growing availability of open sources and by artificial intelligence. Faculty members become creative facilitators who foster not only students' professional development but increasingly their personal growth, encouraging parity-based collaboration and active engagement in research.

Consequently, the Kyiv-Mohyla academic environment is becoming increasingly **interactive, interdisciplinary, and multidisciplinary**, particularly bringing the humanities and the mathematical and natural sciences into closer dialogue and fostering a holistic worldview among both students and faculty. Today, Kyiv-Mohyla Academy reaffirms and updates the philosophy of **Liberal Arts Education** that underpinned its revival in the early 1990s.

We offer a **unique individual learning trajectory**, enabling students to design their own futures in the context of Ukraine's societal development and within a global dimension. We shape national trends aimed at fostering an individual approach to each student within the **Liberal Arts and Sciences** concept. In this way, students evolve from junior colleagues into equal participants in the educational process and ultimately become visionary leaders and agents of change, capable of advancing Ukrainian society and the national economy.

We focus on fostering **a culture of synthesis and dialogue**, returning to the universalism rooted in the Academy's baroque heritage. On this foundation, we cultivate a comprehensively developed, professionally competent and socially responsible individual who is capable of applying acquired knowledge and skills to address diverse professional challenges and make informed, responsible decisions. This entails nurturing a distinctive internal academic culture within the Kyiv-Mohyla community, where **the ability to listen to and hear one another** is brought to the fore.

This culture, in turn, is grounded in the capacity of faculty members, together with students, **to create qualitatively new knowledge** (through research) and **policies**, and to provide the expertise necessary for addressing specific, pressing challenges across various spheres of public life. Research remains a central instrument for achieving the strategic goals of NaUKMA, serving as both the foundation and the guarantee of educational process quality and of the **intellectually distinctive** educational environment.

In this context, alongside culture and ethics, **aesthetics** acquires particular significance. We understand this need as translating into a demand for the creation of a comfortable, inclusive, and health-oriented educational environment **(campus)** based on the principles of universal design. This is especially important to ensure access to education for all who need it, first of all, war veterans.

The dynamic of innovation in the organisation of the educational process and in the preparation of visionary graduates, combined with the development of relevant expertise through research, enables NaUKMA to engage in **equal international dialogue** and claim a position of **international leadership**.

CONTENT

EXTERNAL CONTEXT

The Changing Role of Universities Worldwide

The traditional role of universities is undergoing profound change. Information technologies, artificial intelligence, digital ecosystems, and lifelong learning models are reshaping the logic of education, the design of academic programmes, and the modes of interaction between faculty and students. At the same time, public demand for education as a value in itself is declining, and the overall understanding of the complexity of the world is becoming increasingly simplified.

Declining Number of Students in Ukraine

Long-term demographic decline and large-scale migration of Ukrainians are leading to a reduction in the student population nationwide. Competition for prospective students is intensifying, enrolment processes are becoming more unpredictable, and a significant share of potential applicants are seeking higher education abroad.

Decline in the Academic Preparedness of Prospective Students

Educational losses caused by the pandemic, war, and unequal access to resources have resulted in a significant decline in school graduates' preparedness for university-level studies. Consequently, comprehensive reforms of the national economy, secondary and vocational education, as well as of the higher education admissions system, have become a matter of priority. The admissions framework should increasingly depend on the level of institutional autonomy granted to universities themselves.

Shrinking State Funding for Higher Education

The decrease in state support compels universities to develop new financial models, combining public funding with grants, strategic partnerships, endowment development, fundraising initiatives, and their own entrepreneurial activities.

Growing Competition from Private and Foreign Universities

Certain private higher education institutions respond more rapidly to change and adapt more flexibly to emerging trends, primarily due to their financial autonomy, which public institutions do not fully possess. Expanded opportunities for studying abroad contribute to a steady outflow of prospective students and young researchers, for whom foreign universities are becoming increasingly accessible and attractive compared to Ukrainian institutions.

Rapid Development of Contemporary Technologies

Today's technologies – foremost artificial intelligence, automation, and data analytics – are becoming the primary drivers of transformation in the economy, governance, and society, shaping new standards for professions, competencies, and modes of thinking. Approaches to higher education are also evolving: from personalised learning trajectories and a stronger focus on skills and capacities (rather than knowledge alone), to the systematic development of critical thinking and other key competences. Demand for short-term professional development programmes is rapidly increasing, as they respond to the challenges of technological change and the need to address emerging tasks related to effective governance and management.

Impact of War and Recovery on Education

Persistent security threats have generated new operational contexts for universities: staffing crises, academic staff and participants in the educational process experiencing psychological stress, significant infrastructure challenges including the need for shelters, autonomous power supply, and the integration of defence, security, and high-technology components into the academic process. At the same time, universities are also compelled to reconsider their public role.

INTERNAL CONTEXT

Education

Despite challenging circumstances, Kyiv-Mohyla Academy remains among the best universities in Ukraine according to key performance indicators. At the same time, the University demonstrates uneven development across its faculties: alongside strong leaders, some faculties are gradually losing their competitive advantages, while others require systemic renewal of their academic models. Overall, the Academy needs a reassessment of its governance and educational approaches, including a comprehensive review of its Master's programme portfolio – not only to maintain its current standing, but also to restore its role as a public driver that sets trends in higher education in Ukraine across all fields of knowledge. The University is currently at a formative stage in the development of interdisciplinary education, which requires additional strategic attention and institutional support.

Research

NaUKMA's research activity is built upon a strong foundation, with significant achievements and established academic schools. At the same time, the University requires a coherent research development strategy and an updated governance model. The Academy has traditionally been associated with high-quality research and academic integrity. However, in order to strengthen its competitive position, it is necessary to define priority research areas, introduce enhanced support mechanisms and renewed performance expectations for research centres, reconfigure the research ecosystem, and deepen international cooperation, particularly in fields requiring substantial technological resources and investment.

Finance

The financial model imposed on NaUKMA has largely been inherited from (post-)Soviet approaches, under which universities are heavily dependent on the state budget. In 2019–2025, the Academy's total expenditures were nearly equal to its revenues, indicating the absence of a financial reserve for investment and development. The prospective financial model of Kyiv-Mohyla Academy

focuses on two primary objectives: increasing the revenue base and diversifying income streams through the development of additional areas of activity (including grants, short-term programmes, donations, etc.). This approach is intended to ensure investment in the Academy's development across its six Strategic Priorities and to provide decent remuneration for its staff.

* Governance

A significant number of administrative functions at Kyiv-Mohyla Academy are decentralised. The governance structure of others remains undetermined. The Academy requires a clearer allocation of staff responsibilities through well-defined roles, comprehensive review, digitalisation, and centralisation of some business processes, strengthening of the role of the Supervisory Board, and the establishment of several new departments, including an HR Department. Executing such changes will involve the creation of a Transformation Office that will coordinate and oversee the implementation of this Strategy.

* Campus and Environment

Kyiv-Mohyla Academy is located in the heart of Kyiv, on the historic territory of the university. However, its infrastructure predominantly consists of 18-19th century and Soviet-era buildings that require restoration, renovation, as well as conceptual rethinking and modernisation to foster more effective interaction and the exchange of tacit knowledge and experience. Most premises do not meet contemporary technical standards, nor do they comply with the principles of inclusivity and universal design – a fact that limits students' opportunities for collaboration, as well as faculty and staff capacity for effective work. The campus remains partially isolated from the surrounding urban environment, and engagement between the Podil district community and the University is insufficient. The campus renewal plan must therefore aim to preserve the Academy's historic character while transforming it into a safe, inclusive, and modern academic space oriented towards development and co-creation.

STRATEGIC AMBITIONS

STRATEGIC AMBITIONS

In this context, in order to restore the dynamic development of Kyiv-Mohyla Academy and strengthen its role as an environment where Ukraine's elite is shaped, we have decided to return to our own foundations, and to rethink the University's Mission, Vision, DNA and Values, as well as to define our ambitions up to 2035.

Throughout numerous strategic sessions, we have come to an increasingly clear understanding that the source of the University's strength is in our **unique academic environment** – a living ecosystem in which diverse experiences, generations, and worldviews interact. It is here that productive tension emerges: lively discussions, the clash of ideas, the search for truth, and the challenge to think more broadly – all these create the conditions for the emergence of tacit knowledge rooted in personal experience, traditions, and customs.

We do not merely create an environment in which leaders are shaped; **we are focused on the development of the individual**. A holistic personality is characterised by inner freedom, empathy, critical thinking, and an inner imperative to act. Our unique academic environment shapes the individual through educational opportunities grounded in contemporary research and fosters the development of national identity.

What begins as an academic environment gradually evolves into a community – a living network of individuals united by shared values, a culture of thought, trust, and responsibility for the country. Alumni, faculty members, researchers, partners, donors, and friends of the University remain part of this ecosystem. It is **this community** that contributes to building a prosperous, progressive, and human-centred Ukraine.

NaUKMA
Personality
Community
Ukraine

VISION

KYIV-MOHYLA ACADEMY

is a public university [1] that:

* Establishes foundations and sets new standards for excellence in education and research. 2

* Is the first choice for those capable of shaping their own world and the world of others, and of transforming and advancing systems. 3

* Reveals the phenomenon of Ukraine to the world, and simultaneously opens the world to Ukraine. 4

* Serves as a public ethical touchstone whose voice and position is taken into consideration. 5

❶ Kyiv-Mohyla Academy is Ukraine's first "public" university.

'Mohylianka' is a public asset and a space where Ukraine's future is shaped. We aspire to become the first public university (a status that differs from "state" university) whose governance is grounded in modern corporate governance principles (with an empowered Supervisory Board), transparency and accountability that safeguard the Academy's resilience and independence. Relying on comprehensive institutional autonomy, we independently define our strategic priorities and select the most effective paths of development, including those aimed at strengthening Ukrainian statehood both now and in the future.

❷ Laying the foundations and setting new standards for quality education

Historically, Kyiv-Mohyla Academy has shaped the understanding of what constitutes quality education and research, and today we continue to set key benchmarks for the entire Ukrainian academic community. We design and pilot educational models, forms of academic governance, formats of student engagement, principles of inclusiveness, and pathways for the personal growth of all members of our community, with subsequent scaling and replication at the national level. Our approach combines the strength of knowledge and research, interdisciplinarity, high ethical standards, and digital technologies, enabling the University to become a respectable partner and competitor to leading universities in Central and Eastern Europe.

❸ The first choice for those capable of shaping their own lives and the lives of others – those able to transform and develop systems.

Kyiv-Mohyla Academy has always encouraged and attracted those who look beyond the horizon, think unconventionally, and act boldly for the sake of the future: students, faculty, staff, researchers, partners, leaders, benefactors, and all who believe in the power of community. Here, an individual's internal system of values and patterns of thinking is formed – a community that empowers its members to define one's own reference points, to create a personal space of freedom and meaning, and **to channel one's inner strength outward** into the creation of environments, institutions, ideas, and actions that improve the lives of others.

4 Opening the phenomenon of Ukraine to the world and simultaneously opening the world to Ukraine.

Through research, education, innovation, and proactive international engagement, the Academy presents Ukraine as a societal organism capable of generating meanings, solutions, and models in response to global challenges, while simultaneously integrating the best international experience into its own development. Kyiv-Mohyla Academy serves as a meeting place between the Ukrainian and the global, a space where mutual exchange and trust are cultivated, strengthening Ukraine's position as an actor that not only learns from the world, but also has much to offer in return.

5 Serving as a public ethical touchstone, shaping positions that carries weight.

The position of Kyiv-Mohyla Academy in critical circumstances and in matters of innovative development serves as a reference point that is respected and influences the trajectory of social systems. We contribute to shaping public policy and public opinion, while fostering a culture of responsible dialogue. The academic community forms a living network of influence – in public administration, civil society, business, media, science, culture, and beyond. Mohylians preserve and disseminate the values of the Academy, becoming agents of change who shape the direction of the country's development.

VISION

To develop the potential and unlock the talents of current and future agents of societal transformations for the building of a prosperous, progressive, and human-centred Ukraine by:

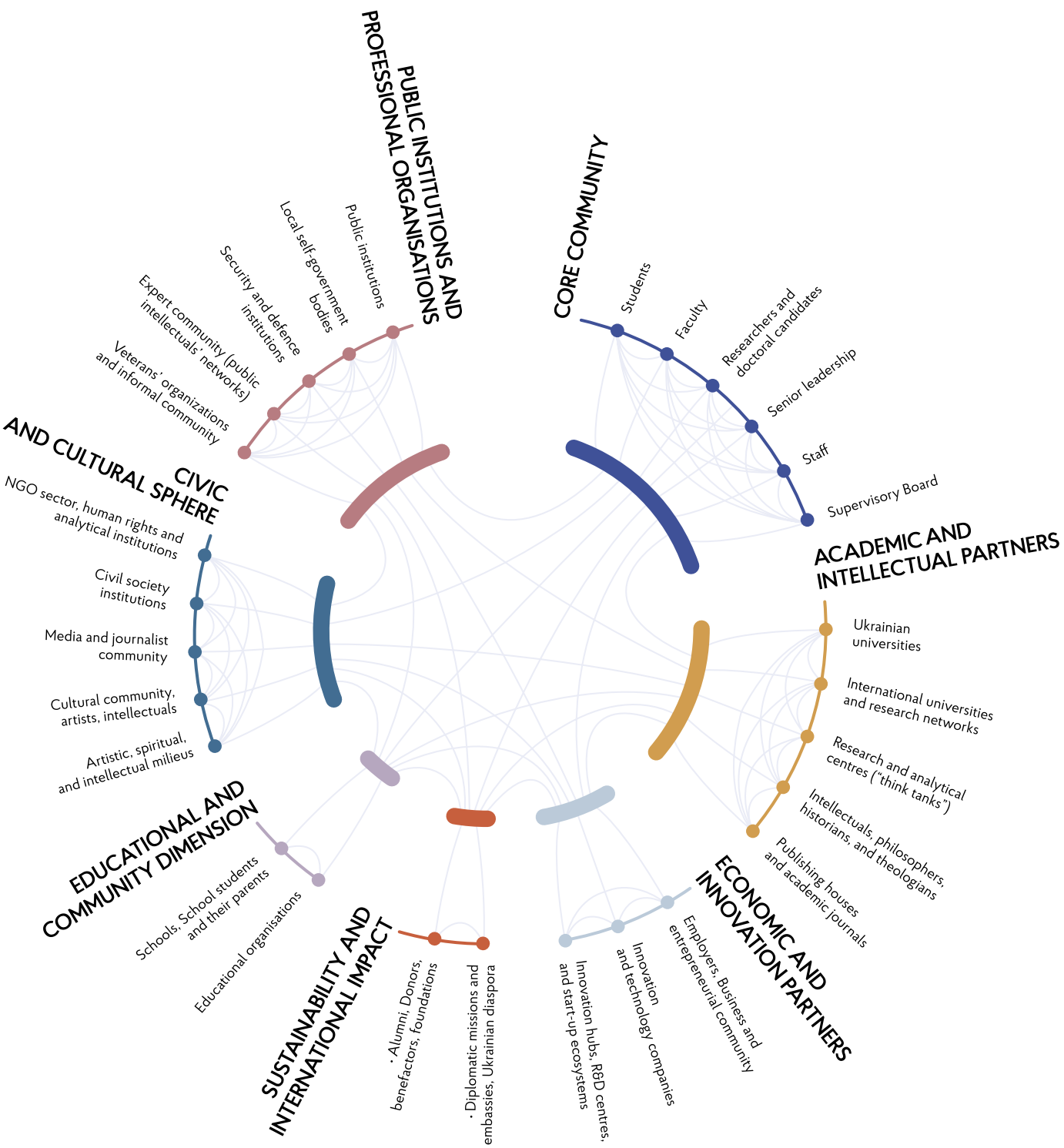
- **FOSTERING AN ENVIRONMENT** in which a self-respecting citizen ("person of dignity") is formed – an engaged, creative, and entrepreneurial individual guided by the principles of humanism and the public good.

- **GENERATING SOCIALLY IMPACTFUL KNOWLEDGE THAT IS AHEAD OF ITS TIME** – fundamental and applied interdisciplinary research, ideas, and innovations, as well as policy and analytical solutions that become the foundation for the future of Ukraine and serve as a reference point for the world.

- **FUNCTIONING AS AN INDEPENDENT INTELLECTUAL PLATFORM AND COMMUNITY** rooted in its own intellectual tradition, where ideas and models emerge that transform education, public governance, the economy, culture, security, technology, business, healthcare, and other spheres of social life.

- **ADVANCING THE PRINCIPLES OF DEMOCRACY, THE RULE OF LAW, AND HUMAN RIGHTS** as irreversible norms of Ukrainian society, strengthening the democratic foundations of the state and shaping its development.

KYIV-MOHYLA ECOSYSTEM



DNA AND VALUES

Equity

– We build an inclusive community where each individual enjoys equal rights and opportunities. We value diversity, inclusivity across social backgrounds, and mutual respect.

Humanity

– We cultivate the environment centred on the dignity of every person, grounded in humanism and a culture of mutual support.

Calling (‘Srodna Pratsia’)

– We believe that each individual possesses unique talents and potential. We foster the discovery and realisation of personal gifts and callings, transforming them into a force capable of changing the world.

Commitment to Ukraine

– We direct our efforts towards strengthening Ukraine as a self-determined and responsible actor on the global stage, nurturing its traditions, identity, and national resilience.

Baroque Spirit

– We create novelty through the synthesis of knowledge, ideas, and cultures. We are ready to experiment, to reconcile opposites, and to generate creative and unconventional solutions.

Openness and Global Outlook

– We are open to the world and to new experiences; we value diverse perspectives, think ambitiously, and act globally.

Freedom and Responsibility

– We support freedom of speech, thought, and choice, and we take responsibility for our decisions and their consequences.

Individuality and Solidarity

– We combine recognition of the uniqueness and freedom of each person with a culture of mutual support and a capacity to unite for the common good.

Excellence

– We pursue continuous self-improvement and set standards that become benchmarks for both our academic community and society at large.

Integrity

– We affirm integrity, consistency, and fidelity to our principles as the cornerstone of our community.

Ethical Responsibility

– We act honestly and transparently, upholding moral principles as the foundation of our decisions and relationships.

Philanthropy

– We support the creation and advancement of art, culture, and science, opening opportunities for future generations.

STRATEGIC PRIORITIES

STRATEGIC PRIORITIES

To realise our vision, mission, and strategic ambitions, we act within six strategic priority areas:

- **Priority 1:** Institutional transformation of the Academy
- **Priority 2:** Education for the Next Generation
- **Priority 3:** Medical School
- **Priority 4:** Research for the Future
- **Priority 5:** Social Impact
- **Priority 6:** Inclusive and Innovative Campus

These areas encompass the Academy's core domains of activity – including administration, the educational process, research, culture, and engagement with the broader community. Together, they constitute an integrated system of initiatives that strengthen the University's role as a driver of Ukraine's development and as an environment for the development of personalities.

> We see the University as a **public platform for change** – an institution that integrates knowledge, ethics, entrepreneurship, and responsibility for state-building.
>
> Each of these areas forms part of an overall strategic logic:
>
> * **We strengthen the foundation** – by building a modern, autonomous, and agile institution.
> * **We shape the substance** – by developing a new educational model closely integrated with scientific research.
> * **We generate impact** – through our graduates, research outcomes, innovation, expert analysis, culture, international cooperation, and leadership by example.

PRIORITY 1:
INSTITUTIONAL TRANSFORMATION OF THE ACADEMY

GOAL

To create a modern and financially sustainable system of university governance that ensures effective implementation of the Strategy, transparent decision-making, and a high level of staff satisfaction.

OBJECTIVES

A. To transform the governance model by introducing the concept of a public university into national practice; to be implemented in line with the best European and North American traditions of university autonomy; lobby legislative amendments aimed at implementing the public university concept in Ukraine.

B. To transform the governance system of NaUKMA by modernising its organisational capacity through the creation of new functions, implementation of necessary structural changes, greater central coordination of key processes, and full digitalisation of university operations; build a transparent and resilient financial model that ensures adequate investment in education, research, international engagement, infrastructure, and student programming.

C. To ensure the financial sustainability of the University through the establishment of an Institutional Development Fund, positioning the Academy as a leader in fundraising among educational institutions.

KEY PROJECTS

Objective A:

1. Develop a new governance model and implement amendments to the legislation governing public universities in Ukraine.

2. Strengthen the role of the Supervisory Board in university governance.

Objective B:

3. Ensure centralised coordination of change through the establishment of a Transformation Office that will align the activities of different units, eliminate duplication of efforts, and synchronise priorities.

4. Develop and institutionalise a strategic human capital management function through the creation of a Human Capital Office (HR analytics, competency development, leadership development, and internal mobility).

5. Enhance marketing and PR functions focused on student, partner, and donor engagement, supporting managerial processes and safeguarding the University's reputation.

6. Transform the coordination of international activities in a globalised world.

7. Launch a comprehensive Digital Transformation Programme envisaging the digitalisation of all key university processes (e-services, digital platforms, and data management).

8. Modernise the student services function to ensure high-quality support at all stages of the student journey – from administrative services and academic advising to career development, psychological well-being, and extracurricular self-realisation – by consolidating these services within a single integrated Centre.

9. Expand alumni engagement through the establishment of a dedicated Alumni Office, positioning alumni as a community that supports the University's development, students' career opportunities, and fundraising initiatives.

10. Build an effective financial management system with a focus on transparency, sustainability, and revenue diversification.

Objective C:

11. Strengthen fundraising capacity through the launch of an Institutional Development Fund.

PRIORITY 2: EDUCATION FOR THE NEXT GENERATION

GOAL

To develop a new educational model based on the integration of the principles of Liberal Arts and Sciences with scientific research, project-based learning, the cultivation of tacit knowledge, and equitable collaboration between students and faculty. The NaUKMA educational model should become nationally recognised and serve as a benchmark for other universities in Ukraine.

OBJECTIVES

A. Redesign the educational process to ensure its relevance and excellence. Integrate the principles of Liberal Arts and Sciences and research-based learning into the educational process; develop artificial intelligence, and other advanced teaching and learning technologies. Review the portfolios of Bachelor's and Master's educational programmes, as well as doctoral (PhD) educational and research programmes, and establish a Centre of Excellence for Educational Programmes. Introduce a data-driven approach to the administration and continuous improvement of educational programmes.

B. Promote inclusiveness and adapt educational opportunities for veterans, war-affected individuals, persons with disabilities, and those requiring additional support. Focus on attracting the most talented and motivated students, positioning NaUKMA as a university of first choice.

C. Expand the number of short-term programmes by introducing diverse formats of life-long learning and extending the Academy's educational impact beyond traditional degree frameworks.

D. Strengthen global partnerships by developing cooperation with leading universities and international institutions to promote knowledge about Ukraine and our gained expertise; foster the quality and relevance of education at NaUKMA through sustained academic dialogue; ensure the acquisition of intercultural and global competencies among Kyiv-Mohyla Academy students; provide access to Ukrainian education for Ukrainians temporarily residing abroad.

KEY PROJECTS

Objective A:

1. Advance to a new level of quality assurance and continuous improvement of educational programmes in line with international best practices and ensure systematic coordination of this activity through a dedicated Centre of Excellence for Educational Programmes.

Objective B:

2. Proactively identify and attract talented prospective students (talent pipeline) through a systematic engagement process at all stages – from raising awareness about educational opportunities and providing career guidance to supporting applicants throughout the admissions campaign via the newly established Admission Office.

Objective C:

3. Embed the concept of lifelong learning within the University ecosystem by institutionalising it through a flagship Lifelong Learning Centre.

Objective D:

4. Join strategic university networks and associations, including participation in a designated European university alliance.

5. Modernise formats for engaging international students and faculty by diversifying cooperation models (including online teaching, co-teaching, and COIL initiatives).

6. Provide opportunities for all members of Kyiv-Mohyla community to develop proficiency in English and a second foreign language for the purposes of international internships and mobility and integrate international mobility components into all NaUKMA educational programmes.

7. Ensure access to education for Ukrainians abroad through hybrid learning formats within Kyiv-Mohyla Global framework.

PRIORITY 3: MEDICAL SCHOOL

GOAL

To establish a modern and human-centred medical education grounded in evidence-based medicine; to become a national leader in medical education, research, and clinical practice, fully integrated into the global community, acting as a driving force for systemic change in medical education in Ukraine; to educate graduates who will serve as agents of change and embody a new medical culture built on integrity, professionalism, and human dignity.

OBJECTIVES

A. Establish an innovative model of medical education that will strengthen the University's position as an intellectual leader in medical education and innovation – in partnership with the Dobrobut Medical Network and international universities.

B. Promote a new model of medical education through the establishment of a Centre of Excellence that integrates modern teaching methodologies, simulation-based learning, high ethical standards and international best practices, while fostering innovation, research and health policy development.

KEY PROJECTS

Objective A:

1. Launch the Medical School.

Objective B:

2. Disseminate best practices in physician training through the establishment of a Centre of Excellence in Medical Education.

3. Establish systematic analytical and expert research support for evidence-informed decision-making in medical education (including data collection and analysis, policy evaluation, and the preparation of recommendations and forecasts). Within this function, the Centre of Excellence in Medical Education will host a dedicated think tank.

PRIORITY 4: RESEARCH FOR THE FUTURE

GOAL

To integrate research into the educational process in order to reinforce NaUKMA's role as a leading university in Ukraine; to strengthen the Academy's integration into global research initiatives, innovation clusters, and partnerships; to expand NaUKMA's network of research partners in order to open Ukraine to the world and the world to Ukraine.

OBJECTIVES

A. Identify priority research areas and commercialise their outcomes; integrate the research ecosystem into the educational process by linking research with teaching and by advancing future-oriented fields such as artificial intelligence, energy, biotechnology, and defence technologies.

B. Establish interdisciplinary research groups within and between university departments and research centres in cooperation with Ukrainian and international partners; create interdisciplinary platforms and data hubs; develop laboratory infrastructure; prevent a staffing crisis by supporting early-career researchers; enhance doctoral (PhD) training; and implement a policy of decolonising knowledge, including identifying and removing imperial narratives from academic discourse and revising scholarly theories shaped under the influence of the colonial policies of the russian empire and the Soviet Union.

KEY PROJECTS

Objective A:

1. Establish an Institutional Research and Policy Analysis Centre in order to facilitate internal university coordination, conduct research, and develop relevant policies and practices.

2. Conduct fundamental and applied research in the field of artificial intelligence; develop innovative solutions; and ensure the interdisciplinary integration of AI into the educational and research processes through the establishment of a Centre for Artificial Intelligence Research.

Objective B:

3. Promote interdisciplinary research collaboration, coordinate joint research projects, and create platforms for interaction among scholars from different disciplines; for this purpose, launch an Interdisciplinary Research Collaboration Centre.

PRIORITY 5: SOCIAL IMPACT

GOAL

To strengthen NaUKMA's role as a symbol and driver of Ukraine's development: as a benchmark for society and the academic community whose position carries authority and shapes societal processes.

OBJECTIVES

A. Establish an institutional analytical centre – a think tank – that develops evidence-based public policies and strategic analytical products for government, business, and society.

B. Enhance the Academy's role as a leader in the transformation of societal processes by expanding Ukraine's participation in global academic and cultural exchange, strengthening its cultural influence, and preserving the national identity of Ukrainian youth abroad.

KEY PROJECTS

Objective A:

1. Conduct independent analytical and research activities and provide expert policy recommendations for public authorities, local self-government, and other external stakeholders; to this end, establish an Institutional Analytical Centre (a think tank and policy advisory unit).

2. Develop the leadership potential of veterans and active defenders of Ukraine through educational programmes, mentoring, support networks and resource mobilisation, including strengthening the institutional capacity of the NaUKMA's Ukrainian Defenders Leadership Centre.

Objective B:

3. Strengthen international academic cooperation and enhance the Academy's global visibility through the further development of the Kyiv-Mohyla Global project.

4. Contribute to the development of contemporary art and related cultural and educational platforms by establishing a Centre for Contemporary Art in the Old Academic Building (following its restoration).

PRIORITY 6: INCLUSIVE AND INNOVATIVE CAMPUS

GOAL

To create an innovative campus of the National University of Kyiv-Mohyla Academy grounded in the following principles:

* **Inclusion** – everyone has their own space, voice, and opportunities for growth. Diverse experiences, multiple generations, and disparate worldviews shape a cohesive community in which mutual trust and support form the foundation of shared success.
* **Vibrancy** – the interaction of people, history, and contemporary knowledge creates a distinctive rhythm and dynamics. This generates energy and inspiration for creative development.
* **Tacit knowledge** – the University transmits knowledge not only through lectures and technologies, but also through shared experience, co-existence, and collaboration.

OBJECTIVES

A. Develop a strategic and sustainable concept for campus development through the integration of a Campus Development Strategy and a Campus Master Plan which will define phased restoration, expansion, and alignment with the Academy's priority needs.

B. Establish an effective campus management system, including a dedicated Campus Management Office responsible for coordinating infrastructure, services, leasing, and spatial development, based on a sustainable financial model ensuring the campus's long-term self-sufficiency.

C. Modernise and restore the campus, ensuring its long-term development and functionality, with a focus on energy efficiency, green technologies, and universal accessibility. Progressively integrate green solutions, and strengthen the campus's integration with the city to create an open, inclusive, and innovative ecosystem based on a unified design and concept.

KEY PROJECTS

Objective A:

1. Create the Campus Development Strategy.

2. Develop the Campus Master Plan.

Objective B:

3. Ensure comprehensive campus infrastructure development, coordination of campus development, and optimisation of spatial planning through the establishment of the Academy's Campus Management Office.

Objective C:

4. Phase 1. Restoration and renovation of the University buildings, with priority given to historic structures.

5 Implementation of Phase 2 of the Campus development (to be further detailed).

6. Transition to Phase 3 of the Campus development (to be further detailed).

KMA 2035

KYIV-MOHYLA ACADEMY 2035

Upon the successful implementation of this Strategy, Kyiv-Mohyla Academy will have reached a new level of institutional maturity. Its key characteristics will include:

✳ A NEW MODEL OF UNIVERSITY GOVERNANCE

A new Law (amendments to current legislation) on the governance of higher education institutions – in particular, one that enshrines the concept of the public university – will be adopted through the efforts of NaUKMA. The Law will secure genuine university autonomy, strengthen the role of the Supervisory Board, and establish a new funding model for higher education. NaUKMA will become the first university to pilot the implementation of this Law, organising its activities in accordance with established best practices of university autonomy. The Academy will serve as a role model for the transformation of other public universities in Ukraine.

We measure the University's growth primarily not by its physical expansion, but by the effectiveness with which it achieves its strategic objectives and implements its priority projects. This is a conscious choice in favour of quality over quantity – of personal engagement within the unique culture of trust that defines the Mohylianka community.

The Academy will operate on a sustainable financial model with a positive cash flow, enabling systematic investment in education, research, infrastructure, and student programmes. NaUKMA's donors and alumni will establish an endowment of at least USD 30 million, with annual growth projected at 10–15%.

✳ ESTABLISHED NEW STANDARDS OF QUALITY EDUCATION

NaUKMA will become the university of choice for the most talented applicants in Ukraine. It will rank first in employer rankings and demonstrate the highest average entry examination score among Ukrainian universities. In parallel with the further development of comprehensive university autonomy, improvements in Ukrainian legislation, and the overall enhancement of educational quality, NaUKMA will introduce its own additional admission requirements for prospective students.

The Centre of Excellence in Education will design and implement innovative teaching models and academic standards to be adopted by other universities in Ukraine. We are committed to increasing the number of practitioner-lecturers who bring first-hand experience from business, public policy, the labour market, and the civic sector into the classroom.

In addition to professional training, the educational process integrates the principles of Liberal Arts and Sciences, including university-wide soft skills standards, focused attention to personal development during the first years of study, and a strong emphasis on practical and research skills, entrepreneurship, and leadership in senior academic years.

✳ MEDICAL SCHOOL

By 2035, the new Medical School will become a benchmark for contemporary medical education in Ukraine — a "small-scale, high-quality" school. It will comprise over 10,000 square metres of infrastructure, its own academic and clinical campus, and an extensive network of clinical training sites, including through partnership with the Dobrobut Medical Network.

The School will enrol up to 350 students in total, and it will include a Centre of Excellence in Medical Education — an analytical and educational think tank that will shape the standards of a new model of medical education in Ukraine.

The Medical School will be integrated into an international network of partners (Maastricht University; Temerty Faculty of Medicine, University of Toronto), combining academic excellence, ethics, and public mission. It will serve as a model of how public–private partnerships, innovation, and philanthropy can shape a new system of medical education grounded in dignity, evidence-based practice, and service to society.

✳ RESEARCH AS A FOUNDATION

Kyiv-Mohyla Academy will advance along strategic research areas, primarily focused on defence and the strengthening of Ukraine's scientific and socio-economic achievements, including those essential for Ukraine's accession to the European Union, NATO, and other international organisations that contribute to consolidating our state as a strong and democratic country. Identified strategic areas include artificial intelligence, ecology and environmental studies, biotechnology, energy, psychology, cybersecurity, Ukrainian identity and the humanities, the rule of law, among others.

Research is integrated into the educational process: students learn through scientific inquiry and active participation in project-based teams. Kyiv-Mohyla Academy hosts more than 30 research centres, including in interdisciplinary domains such as artificial intelligence, biotechnology, defence technologies, and public health.

KYIV-MOHYLA ACADEMY 2035

The new Medical School will launch a research programme that integrates medicine, psychology, social sciences, bioethics, and philosophy. The University will develop a sustainable financial model in which research activities are supported by endowment funds, grants, and partnership programmes.

INTERNATIONALISATION FOR GLOBAL VOICE AND DIALOGUE

Kyiv-Mohyla Academy has become an international university, a powerful innovation ecosystem, and a global hub of Ukrainian Studies that disseminates knowledge about Ukraine worldwide. In this way, Ukraine's international agency is strengthened. We build strategic partnerships with leading universities across the globe, positioning ourselves as the premier international academic partner for the study of Ukraine.

The University will strengthen its standing in global and regional rankings, entering the group of leading universities among neighbouring EU countries. This progress will be achieved through active participation in strategic international university networks and alliances, fostering sustained global dialogue, developing high-quality educational and research partnerships, and thoughtfully integrating mobility programmes into the academic process. It will also involve attracting a larger number of international students through the launch of compelling, primarily English-taught academic programmes, as well as engaging international faculty members for teaching and co-teaching.

NaUKMA renews the concept of Kyiv-Mohyla Global, engaging Ukrainians temporarily residing abroad into education and research. The University relies on its global network of faculty and alumni who serve as ambassadors of Ukrainian Studies at leading universities worldwide.

International research projects and academic programmes of Kyiv-Mohyla Academy operate on every continent – from the Americas and Europe to Asia, Australia, and Africa. Ukrainian Studies have become an intellectual bridge that fosters trust, partnership, and a new quality of international dialogue.

A COMMUNITY WHOSE VOICE MATTERS

NaUKMA is an undisputed leader in terms of public trust – an open platform for public debate and presentation of research findings and socially significant ideas. The Kyiv Mohyla analytical centre (think tank) has become an intellectual partner of the Government.

Its annual income from grants and analytical programmes reaches USD 5 million, and its research outputs are used in shaping state and public policy.

NaUKMA's Ukrainian Defenders Leadership Centre remains the leading educational platform for veterans: more than 1,000 graduates have completed its programmes, and the majority have successfully integrated into business and public sectors.

Kyiv-Mohyla Academy preserves its role as a moral authority whose position influences public opinion.

* AN ENVIRONMENT THAT SHAPES THE INDIVIDUAL

By 2035, more than 70% of the University's infrastructure will be modernised (approximately 46,000 m^2). Total investment in campus development will exceed USD 100 million. Historic buildings will be restored, a new campus for the Medical School will be constructed, and modern shelters will be created. Student residence halls will be relocated to Podil. The NaUKMA campus, including the Cultural and Arts Centre, will be transformed into an open urban space of Podil – a place of science, culture, events, and recreation – an attractive hub for student organisations, student initiatives, and the development of extracurricular dimensions of the educational process.

The University Library will undergo comprehensive infrastructural transformation, evolving from a traditional repository into a hybrid space where advanced digital solutions and open and innovative physical environments form a dynamic intellectual hub – an integral component of the academic ecosystem.

The Old Academic Building will house the Kyiv-Mohyla Centre for Contemporary Art – a space integrating education, art, research, and public dialogue. The Centre will serve as a platform for Ukrainian and international artists, curators, and researchers, integrating contemporary art into the everyday life of both the University and the city.

1615

1703

NATIONAL UNIVERSITY OF
KYIV-MOHYLA ACADEMY