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Chala N.

Dr., Univ.-Prof.,

Professor at the Marketing and Business Management Department

Pichyk K.

*PhD., associate professor at the Marketing
and Business Management Department*

Poddenezhnyi O.

Head of E-learning Center

Voropai O.

*PhD., associate professor at the Marketing
and Business Management Department
National University "Kyiv-Mohyla Academy"*

INVISIBLE DATA: WHAT THE HEI MANAGEMENT KNOWS?

In times of crisis, such as war, pandemics, or natural disasters, it is crucial for Higher Education Institutions (HEIs) to ensure their resilience. HEIs face significant challenges in organising the educational process and adapting to the changes that occur because of the crisis.

In such circumstances, it is essential for HEI decision-makers:

- To understand the changing needs of society, students, and faculty
- To develop alternative scenarios of transformational changes
- To accept that "Tomorrow is not linear", change process is non-linear.
- To secure HEI's institutional capacity for tomorrow/after the crisis/after the war

We aim to demonstrate the potential of data analysis and business intelligence (BI) for decision-making in HEI. BI's importance becomes more visible in periods of crisis and turbulence, such as natural disasters, pandemics, and wars. Table 1 presents the results of students' survey regarding the possibility of extending the educational process in March 2022, a month after the beginning of the full-scale invasion of the Russian Federation into Ukraine. Many students from various specialties and years of study could not continue their studies after one month of the invasion due to occupation or other problems. From 9 to 54% of respondents declared their inability to participate in the educational process even in the remote mode.

Table 1.

Students Survey on the possibility to continue studies, 18.03.2022,
The Faculty of Economics, National University “Kyiv-Mohyla Academy”.

Year of Studies, Major	Can continue studies remotely	Cannot continue studies (technical problems, occupied territories, etc.)	Is part of the Armed Forces of Ukraine or territorial defence	The number of students who have already been on mobility
Bachelor students				
Economics, year 1	44%	54%	2%	
Finance, year 1	78%	21%	1%	
Marketing, year 1	90%	9%	1%	
Management, year 1	74%	24%	2%	
Economics, year 2	70%	30%	0%	
Finance, year 2	83%	12%	5%	
Marketing, year 2	60%	12%	0%	28%
Management, year 2	61%	39%	0%	
Economics, year 3	40%	52%	8%	
Finance, year 3	57%	36%	7%	
Marketing, year 3	68%	21%	0%	11%
Management, year 3	54%	26%	0%	20%
Economics, year 4	60%	36%	4%	
Finance, year 4	52%	48%		
Marketing, year 4	42%	45%	3%	10%
Management, year 4	56%	37%	7%	
Master students				
Economics, year 1	46%	44%	8%	
Finance, year 1	81%	18%	1%	
Marketing, year 1	75%	25%	0%	
Management and Consulting, year 1	33%	50%	17%	
Economics, year 2	33%	42%	25%	
Finance, year 2	82%	18%	0%	
Marketing, year 2	79%	21%	0%	
Management and Consulting, year 2	50%	50%	0%	
Energy efficiency management, year 2	0%	100%	0%	

Organisational and educational process improvements, building restorations and increased safety requirements are not the only challenges

that universities experience. During the COVID-19 pandemic, universities developed many options and formats for online or blended learning. Those became a suitable alternative for offline on-campus education when students and academic staff were restricted from meeting in person for health and safety reasons. However, these options may be ineffective in times of war or natural disasters. Additional moral and psychological factors come into play. Energy infrastructure may be destroyed, putting the lives and health of students and teachers at risk. The mobility of students can be determined by both macro factors (such as the country's policy on "captivating innovations") and the individual motives of the students themselves.

Therefore, students are searching for safer and more convenient places to move to, demonstrating the high demand for national and international mobility programs. Student mobility can be categorised into three types (*Kone, Z., & Özden, Ç., 2017; Robertson, S. L., 2006*):

- Brain Circulation: this is typical of post-colonial countries, where state programs are created for students to study abroad with mandatory obligations to return, even during the war. The peculiarity of this type is that individuals do not have the opportunity to make a career without foreign experience.

- Brain Gain: Studying in the country is seen as an opportunity to stay and work with expectations of better conditions for development, life, and raising children.

- Brain Drain: Studying in the country is seen as a search for security and protection in the conditions of military operations and repression.

HEIs can play a crucial role in mitigating the negative effects of brain drain by fostering partnerships with other institutions and industries and providing incentives for students to return home after completing their studies abroad. To make such a task HEIs need to know their students' profile and motives, which reduce the outflow of students during a crisis and stimulate their return after the situation stabilises.

References:

1. Berger S. (2022). *Brain Drain, Brain Gain and Its Net Effects*. KNOMAD Paper 46 from <http://surl.li/gypht>