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Rating evaluation and proactive branding of universities as component systems of quality management in the conditions of integration into the international educational space

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Abstract

Relevance. The relevance of the problem investigated in this scientific article is determined by the fact that at the current level of integration into education, methodical approaches to improving systems for rating the results of higher education institutions, as well as forms of proactive branding and positioning in the importance of implementing strategies, are not sufficiently specified.

Purpose. The main goal of the scientific article is to form a practical concept for improving systems for evaluating the results of a higher educational institution, substantiating the methods of proactive branding and positioning in the context of integration at the European educational level.

Methodology. The following methods were used during the work: analytical, semantic, bibliographic, methods of generalization and systematization, methods of observation, modelling, forecasting and evaluation.

Results. The main results are that priority integrative components of proactive branding and positioning of the university have been determined, in particular web resources, place of interested parties, internationalization processes. The effectiveness of mass media influence tools, which encourage certain organizations and target categories of citizens to make decisions regarding the use of educational services in the conditions of competition on the knowledge market, was also thoroughly substantiated and proven. The main criteria for evaluating the effectiveness of the training of applicants for a certain specialty and relevant educational programs within the field of knowledge were determined.

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Conclusions. The practical significance of the study is that it has been proven that the international branding and positioning of the university should become a separate integrative and proactive direction of its scientific, educational and innovative activities. This will make it possible to demonstrate the leadership qualities and uniqueness of leading Ukrainian universities, use new integration approaches, and open new investment and international perspectives. The results obtained can be used by specialists in the field of pedagogy in practice for future research or introduced into the educational process.

Keywords: mass media; performance indicators; the STEPS model; institution; positioning strategy.

Introduction

The topic of rating evaluation and proactive branding of universities needs to be studied, since the transformational processes and innovative changes of the knowledge industry in the conditions of Ukraine's integration into the European and world community require identification of a reference point for the purpose of creating a strategic model of management of the education system and leading institutions of higher education in this process as a basis for formation and development of the state scientific and educational potential. The problem is that the factors that have the greatest impact on education occur outside of education field. Sometimes such factors are created through self-education. In most cases, they are a combination of external and internal readiness to be subjugated by the forces of greatest importance in the field of management education, among which university rankings and branding. It is worth mentioning that ratings cause an accelerated transformation of educational institutions, from content to image.

Scientific studies of international authors on the issue of rating and branding were devoted to transformational processes and strategic approaches in the formation of a holistic model of the national system of higher education. The authors also focused on the conceptual foundations, issues of increasing the efficiency of the system, quality assurance and evaluation of the activities of higher education institutions. The works of scientists are aimed at forming a modern understanding of these issues and offer new views on them. According to the authors D.V. Karamyshev and L.P. Hordiienko [1], who also conducted research on the positioning and branding of the university as strategic orientations for integration into the international educational space, the government development strategy of higher education of Ukraine for 2022-2023 is based not only on the goal of the country to become a full-fledged member of the European community, but also on the obligations assumed. It is a member of the single European area of higher education and complies with the provisions on ensuring its quality, and development until 2030 in accordance with the Rome Ministerial Communiqué of November 19, 2020 year and the Paris Communiqué of May 25, 2018 [2]. Integration into the international educational space is a determining factor in implementing the positioning and branding strategy of a modern university, an effective tool of which is participation in leading, including international, university rankings [3].

Researcher I. Shcherbak [4] in her work, devoted to the strategy of positioning methods of leading higher education institutions in the international information space came to the conclusion that the importance of international ratings for determining the guidelines for the

development of universities were indisputable. The corresponding trends serve to form a single integration space of higher education, which is a global platform for setting high requirements for the quality of educational services, ensures the orientation of the university by finding flexible forms and means of adaptation to the demands of the world, knowledge economy, innovative development and competitiveness in the international dimension. One of the key elements of education quality management in the context of growing competition between higher education institutions is the ranking assessment and proactive branding of universities. These two components become necessary to achieve success in the international educational space. The scientific work carried out by L.V. Tanska and N.S. Rybchenko [5] focuses on the importance of understanding rating assessment in the context of the modern higher education environment. It determines the importance of university rating by students, parents or potential employers in decision-making process. It also examines the methodology used to evaluate universities, the criteria used to compile the rankings, and the implications this may have for universities.

The research by I.D. Yunyk [6] focuses on the role of proactive university branding in attracting international students and drawing attention to important educational programs. It explores how universities can effectively use their brands to create competitive advantages, identify the uniqueness and attractiveness of their educational offer. The work analyses strategies of proactive branding, including marketing campaigns, cooperation with students and potential partners, as well as development of a quality image of the university. The research by I.V. Hyrka [7] focuses on the relationship between ranking and proactive branding of universities. He considers how the interaction between these two aspects can create a synergistic effect and improve the position of the university in the educational space. The work analyses examples of successful use of ranking assessment and proactive branding, as well as strategies that help universities respond to the challenges and opportunities of the globalized educational market.

On the basis of this analysis the ranking assessment and proactive branding of universities are important tools in the quality management system in the process of integration into education at the international level. They contribute increasing the attractiveness of universities for students and researchers from different countries, provide competitive advantages and help meet the modern requirements of the educational market. Given the rapid changes taking place in the educational environment, understanding and effectively using these tools becomes a

critical task for universities to ensure their place in the international educational space.

Materials and Methods

During the research, various sources were used, such as international legislation, legal acts [8], legislation and normative legal acts of Ukraine [9], as well as publications in open scientific sources [10]. The following methods were used for the analysis, generalization and systematization of these documents and sources of the scientific article on the issue of the organization of the system of rating evaluation and branding of higher educational institutions: bibliographic, substantive and analytical. In addition, empirical methods were also applied, including observation, modelling and forecasting. They helped to obtain specific data and conclusions that support the analysis and generalization of the received legislative and regulatory acts. The application of these research methods contributed to a thorough analysis and systematization of legislation and regulatory acts related to the organization of the rating system and branding of higher education institutions.

A methodical approach to the formation of the index, including the identification of categories on the basis of which it is necessary to form daily evaluation indicators, such a model as STEPS (Students-Teachers-Education-Practice-Science) was proposed. The model includes 5 levels of evaluation and contains indicators of different weights (in %) in each category. The assessment corresponds to a certain set of these indicators in specific categories and each of them can be grouped from smaller elements that have measurement criteria. The proposed STEPS model is based on a common set of indicators designed to compare the performance of universities of different types. This model provides an opportunity to evaluate the activity of higher education institutions based on a complex integral indicator, which includes the following main components: the quality indicator of potential in the field of science and pedagogy, index of educational quality, international recognition by potential parties. According to the STEPS methodology, these components allow evaluate and compare the level of achievements of higher education institutions in many important aspects of their activities.

A generalized evaluation method was used, which includes a hierarchical sequence of components of the rating evaluation system. Parameters for determining this hierarchy may include a global rating criterion, indicators of thematic areas, rating indicators and primary information base. In this methodology, the global rating criterion is a parameter by which a general evaluation of the activities of universities is carried out and its rating is determined. The global rating criterion can be represented by an integral rating indicator or the sum of places according to the direction index, depending on the quality of the primary information taken from the database. When developing the STEPS model, the following method was used: benchmarking. The benchmarking method was used to identify the model components based on other recognized evaluation methods mentioned in the publication, as well as the analysis of relevant methods that are internationally recognized. Identification of functional target and autonomous indicators, their optimal ratio and filling was carried out with such methods of scientific research as morphological and comparative analysis, analysis of competitiveness, determination of standard and competitive advantages.

Results and Discussion

In modern conditions of globalization of higher education and standardization to evaluate the activities of educational institutions, the rating status of higher educational institutions becomes an important indicator of its academic reputation, perception by the expert environment and positioning in the scientific and educational space. Ratings of higher educational institutions as modern information and analytical systems contribute to a comprehensive assessment of the current state and development trends of various educational institutions, taking into account their complexity. However, from a marketing point of view, ratings are effective means of media influence that stimulate organizations and target groups of citizens to make decisions about using educational services in the conditions of competition in the knowledge market. They are important tools that influence the decisions of applicants regarding admission to higher education institutions and employers regarding the employment of graduates (Figure 1).

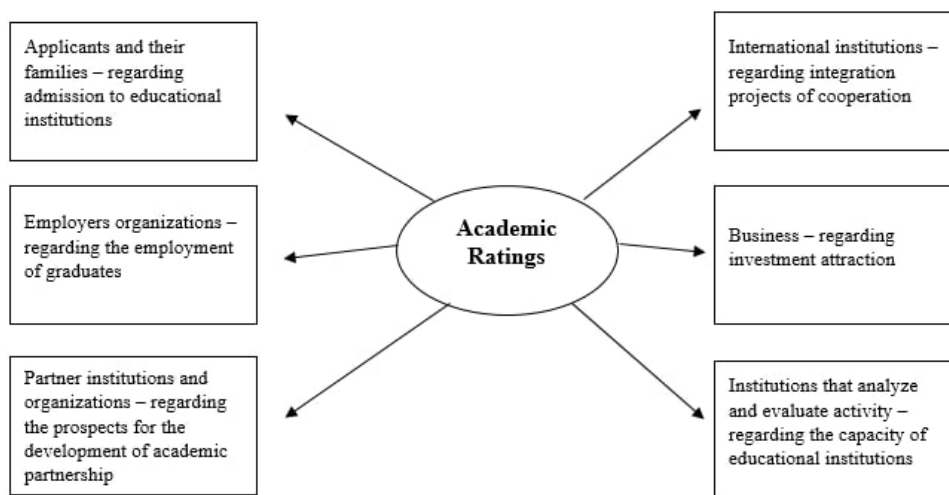


Figure 1. Decisions made using academic ratings in international practice

Source: compiled by the authors.

One of the main strategic goals of a modern university in the international educational space is to identify opportunities to improve its ranking positions both at the international and national levels. Ukrainian universities are already represented in the world rankings, although their presence is currently quite limited. According to the latest data of the two leading world rankings, which cover about 1800 positions, in 2023, 10 Universities of Ukraine were included in The Times Higher Education World University Rankings [11], and 11 Ukrainian universities were included in the annual QS World University Rankings [12].

The presented data confirm that the world rankings mainly include classical and technical Ukrainian universities with a diverse range of activities. This is a reflection of modern trends, as competitive universities in a globalized world are primarily open to integration, interdisciplinarity and flexibility, providing opportunities for expanding education and research even in related fields of knowledge. This combination of classic professions with the latest technologies, as well as the combination of traditional specialized knowledge and skills with universal and flexible “Soft Skills” are becoming decisive for potential employers. World rankings of universities are formed on the basis of the following international principles [13]:

1. Ensuring transparency, objectivity and independence of ranking. To achieve this goal, available data of direct measurements, open on web resources of both universities and independent national and international organizations and institutions, are used.

2. Assessment of the complexity and variety of activities. For this, the assessment is carried out taking into account a wide range of activities (for example, various specialties and educational programs, various scientific directions), which allows for a more objective assessment of universities compared to highly specialized institutions.

3. Giving priority to integration processes. Taking into account the priority of European integration processes in the higher education of Ukraine, the weighting coefficients of international indicators of higher education institutions in the TOP 200 rating are set at a higher level than the weighting coefficients of national indicators.

As for Ukrainian realities, today information systems demonstrate an integrated approach to the rating of universities, which professionally conduct analytics and carry out positioning, providing target audiences with background information of an analytical nature. The “Vstup.osvita.ua” information system compiles the ranking of universities based on the results of the admissions campaign every year. It is aimed at informing the general public. The ranking statistics based on the results of the 2022 admissions campaign are divided into several groups and contains statistics on the average base exam (external independent assessment), the number of entrants to paid and budget forms of education, the competition for a free place, the number of people in private educational institutions.

The rating contains data from the Unified State Database on Education based on the results of the 2022 admissions campaign (information system). The most complete, objective and integrated into the international academic space from the point of view of the expert environment is the Rating “Top-200 Ukraine”, since it is a global rating, and its methodology is comparable to international rating assessments. The annual national rating “Top-200 Ukraine” significantly influences the decisions of applicants and other target categories of stakeholders, industry management bodies regarding giving preference a university in such matters as training, employment of graduates, partnership, government orders and investments [14].

The idea of ranking universities in the rating is to ensure complete openness, transparency and independence of this rating. To create the rating, available data obtained from direct measurements are used, which are published on the websites of national and international independent organizations. The rating methodology is constantly being improved and is increasingly directed towards the use of global international rating systems [15]. In 2022, the evaluation of the activity of higher educational institutions of Ukraine was carried out on the basis of a set of 10 indicators, of which 6 were international, and 4-national. The weighting coefficients of these indicators were also taken into account (Table 1).

Table 1. Indicators of evaluation of university activity in “Top-200 Ukraine”

No.	Indicator	Weight	Activity
1	QS World University Rankings	0.145	Academic activity in a global dimension
2	Scopus	0.145	International scientific and publishing activity
3	Webometrics	0.145	Evaluation by comparing their Internet resources
4	THE University Impact Rankings	0.145	Evaluation of the impact on the goals of sustainable development of the UN
5	Nature Index	0.1	Citation of scientific works of the university in scientific publications on natural sciences
6	QS Graduate Employability Rankings	0.1	International assessment of graduate employability
7	All-Ukrainian competition of scientific student works results	0.025	Quality of educational and scientific work
8	Prizes of the President and the Verkhovna Rada of Ukraine for young scientists	0.065	Scientific work of education seekers
9	Patents obtained by university scientists	0.065	Inventive activity

10	Value according to the number of applicants' applications and the average competitive score	0.065	Attractiveness for applicants
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Source: [15].

Items 1-4 reflect the influence of global ratings, which are part of the international system of evaluation of higher education institutions. Points 5 and 6 are also international in nature, but assess more specific aspects and fields of activity. As for items 7-10, they reflect national components and features of the assessment, and according to the principles of international ratings, may have less weight compared to global indicators. In the QS World University Rankings 2023, which is a global ranking, universities are evaluated according to six categories of indicators. A set of indicators and their weighting factors for the QS World University Rankings [12]:

1. Academic reputation (40%): assesses the quality of teaching and research at the university through expert surveys of the academic community.

2. Employer reputation (10%): takes into account employers' assessment of graduates' competence and their skills and knowledge, which are valuable in the market.

3. Teacher/Student Ratio (20%): evaluates the teacher/student ratio to determine the teaching load and create a conducive environment for students.

4. Citations (20%) and ratio of international students and teachers (10%): assesses the formation of a multinational intercultural environment through the involvement and interaction of quality foreign teachers and students.

Scopus is a database that indexes about 20000 scientific works and publications. The rating result is determined by citations of articles published by higher educational institutions in scientific works. The rating table of Ukrainian universities is ranked according to the Hirsch index. This index is a quantitative indicator based on scientific publications and their citations [16]. In the same time the Webometrics rankings analyses more than 25000 universities worldwide that have their own web resources. This rating is based on an assessment of the level of the university's presence in the Internet space. The main purpose of the rating is to evaluate the scientific, educational and social activities of universities through the indicators of their presence in the web space [17].

The Times Higher Education Impact Rankings is a global ranking of the performance of higher education institutions based on the main UN Sustainable Development Goals. The ranking uses balanced scores to compare the following areas: research, outreach, leadership and teaching. In the direction of research, the rating assesses the extent to which the university contributes to the achievement of sustainable development goals through research in relevant fields, such as the socio-humanitarian component, economics and rational use of resources, ecology and environmental protection [18]. QS graduate employability ratings provide information on the results and job opportunities for graduates. In these rankings, special attention is paid to global players in the market and employers who are actively working at the international level and are represented in the digital environment. This is due to the consequences of the COVID-19 pandemic and the importance for graduates not only to obtain a degree, but also to have universal flexible

communication skills, including modern technologies and means of communication [19].

To obtain additional information about the key elements of the above-mentioned indicators and the possibility of increasing the university's rating by including it in international rating evaluation systems, it is necessary to register on the relevant web portals and provide information about the institution of higher education and its activity. Communication with international rating agencies involves providing complete background information that is accurate and can be used by international rating providers for comparison when preparing ratings. This information allows the university to position its capabilities in the global scientific and educational environment. These indicators of the effectiveness of training in these rating systems cannot fully determine decision-making regarding the results of training in a specific subject area. In this regard, it is logical to consider the introduction of a holistic sectoral (based on the field of knowledge) indicator, which will evaluate the activity of a higher educational institution in accordance with the training of specialists in a certain field. This will allow for a more insightful selection of universities depending on their specifics and the creation of sample groups from the list of higher education institutions based on industry characteristics and subject areas of activity. It is proposed to use the indicator known as the "industry index of evaluation of university activities" to determine the quality of educational activity in a certain field of knowledge. This index can be used as a generalized indicator of the evaluation of a higher educational institution within a certain direction (for licensed specialties), and as a specific indicator of evaluation for a certain specialty (for a specific educational program). The integral index will be defined as the sum of indices for individual specialties and educational programs [20].

Directly measured indicators are used for the calculation, which are objective and can be confirmed and clarified. From these indicators, a general industry rating of higher educational institutions is formed, which reflects the quality of their activities both in broad subject areas and according to individual specialties. Rating by this specialty contributes to the improvement of the general sectoral ranking of higher education institutions, which is calculated by averaging by all specialties and dividing by their number. That is, the integrated industry indicator of a higher educational institution is calculated as a sum of indicators according to specialties, divided into licensed ones, with which educational activities are carried out. To establish the Index and organize the quantitative evaluation indicators into specific categories, a systematic methodology called STEPS was introduced in 2019. This model encompasses five assessment categories, each comprising aggregated indicators with assigned weights (expressed in percentages) from the indicators in that particular category. The evaluation process involves assessing a set of indicators within each defined category, which may consist of smaller components with their own measurement criteria [21].

The evaluation process, following the appropriate approach, is straightforward and follows a step-by-step algorithm for handling a set of indicators within each individual category. The results are then summarized and utilized in the rating evaluation system of the higher education institution. The evaluation system maintains balance by assigning weights to the set of indicators within the defined categories, ranging from 15% to 25%. The first two categories primarily focus on the human capital aspect

of the institution, encompassing both students seeking higher education and educators providing educational services. These categories carry a significant weight of 50%, emphasizing the role of human intellectual factors in the institution's development. The other three are related to the specific resource potential, scientific and methodological support of the institution, application of knowledge in practice in certain areas. These categories have a weight of 50% too (Table 2).

Table 2. Integrated Index components (STEPS model)

No.	Categories	Indicators	Weight
I	Students	x	25%
II	Teachers	x	25%
III	Education	x	20%
IV	Practice	x	15%
V	Science	x	15%

Source: compiled by the authors.

The basic evaluation criteria can be defined as those that provide an unambiguous idea of the effectiveness of student training in a certain specialty within the field of knowledge. Some of these criteria are particularly noteworthy because they characterize:

1. The contingent of students who choose higher education in this specialty.
2. The quality of scientific and pedagogical workers who form specialized groups.
3. Features of educational programs and methodical support.
4. Projects implemented within the framework of support programs and grants within the framework of international cooperation.
5. Solving issues related to employment and student internships.
6. The existence to ensure the quality of internal educational activities adapted to a specific specialty (educational program).
7. Providing information, highlighting it on the website of the educational institution.

These criteria reflect various components of the effectiveness of student training in a higher educational institution according to the chosen specialty. The specific indicators for each category are as follows:

1. Students: Total number of students in a specific specialty (budget, contract) and form of education (including foreign students). Average results of external independent assessments for the specialty in the institution. Average score of the single qualification exam for graduates in the specialty.
2. Professors: Total number of full-time scientific and pedagogical workers in the support group for the specialty. Number of faculty members with doctoral and master's degrees, academic titles.
3. Education: Availability of bachelor's, master's, and doctoral programs in the specialty. Number of accredited educational programs (including international accreditation). Existence of joint degree programs. System of professional development in the specialty. Number of published textbooks, study guides, methodical recommendations.

4. Practice: Official cooperation agreements with partner organizations. Verified data on academic exchanges, internships, and practical training. Project agreements under recognized national or international grants. Involvement of practitioners and employers in practice-oriented training.

5. Science: Availability of a specialized publishing house and professional publications. Number of monographs and publications in scientific journals. Citations according to global international organizations. Conducting scientific events and research projects. Creation of innovative entities and expert advisory bodies.

These indicators provide a comprehensive evaluation of the higher education institution's performance in different areas. The introduced evaluation system, based on an integrated industry index, will contribute to a more rigorous selection and evaluation of the activities of higher educational institutions according to industry and subject characteristics. This will allow the real leaders of higher education to distinguish themselves from the large number of insufficiently qualified providers of educational services, which today are massively engaged in the training of specialists with higher education.

The current level of development of Ukrainian universities takes into account that a significant part of their structure, until recently, belonged to branch educational institutions, such as institutes and academies, which specialized in one or more related areas. However, they have turned into modern European universities that have their own characteristics and qualities, including an interdisciplinary approach to solving problems in various areas of social life and personal development. The most important aspect of the development of leading Ukrainian universities and their integration into the international academic environment is maximum participation in international university communities and compliance with international evaluation criteria. Such a centre of world ratings CWUR, that uses a holistic score – rather than minimum scores or thresholds – to measure an organization's performance against the institutions mission, vision and goals, demonstrated a list of the best educational institutions, among which Kyiv National University named after Taras Shevchenko – 1472

according to the world rating in the Global 2000 list [10]. Branding of such universities should be integrated, proactive and focused on influencing clearly defined components that will ensure its effectiveness in relation to specific target groups of stakeholders [22].

Branding and positioning of the university at the international level should become a separate direction that integrates and accelerates scientific, educational and innovative activities. This will allow Ukrainian universities to demonstrate their leadership qualities and unique features, as well as use new approaches to integration. This process creates challenges, but with it comes great opportunities for resources, investment and international perspectives.

Discussion

Taking into account the modern principles, approaches and tools of rating evaluation of higher educational institutions for the purpose of integration into education at the international level, there is a diversity of views on the creation and functioning of relevant systems on a global scale. The positioning strategy defines a set of actions necessary to distinguish one's own branded products from competitors' products and create a positive perception by consumers.

According to a study by P. Foroudi et al. [23], the key idea is to use multilevel analysis to obtain a comprehensive assessment of educational phenomena. The authors claim that in order to achieve a deep understanding, it is necessary to consider these phenomena in three aspects. The geographic levels presented allow comparison of learning outcomes across regions, countries, states, continents, schools, classes, and more. The upper zone of the cube includes demographic groups: age, ethnic, gender, religious. The lateral side includes elements of society and education, including curriculum, finance, teaching methods, political change, and governance. These levels are interdependent, and ignoring at least one of them significantly impairs the quality of comparisons in the field of education. Therefore, it can be stated that the conclusion made by the scientists about the need for a multi-level analysis of the studied phenomenon is beyond doubt.

S. Panda et al. [24] in their study identify the parameters used for positioning without considering their number. However, this aspect is extremely important because it affects the value of the technique. Selecting a larger number of indicator parameters significantly improves the quality of research, but takes a lot of time. According to P. Sultan and H.Y. Wong [25], although global international non-governmental organizations set themselves the task of evaluating the effectiveness of education systems as a whole, rather than comparing individual educational institutions, many aspects play an important role in the functioning of the education system and affect the activities of individual subjects in higher education institutions as providers of educational services, which is of decisive importance in the international market of educational services. It is necessary to focus on the importance of forming a system of control over education indicators, which will be connected with the already recognized systems of the world, which will allow participation in international comparative studies of education. This can improve the quality of educational

assessment and increase its effectiveness for the formulation of national education policy. The principle of functioning of the system indicates the need to organize the collection and detailed analysis of statistical information. It will make possible to consider Ukrainian education of world educational trends and purposefully plan the development of the national education system.

According to H. de Wit [26], in recent years, various rating systems for higher education institutions have been used to assess the quality of educational activities and higher education. This is explained primarily by the variety of approaches to evaluation in this field and the absence of a monopoly on expert research. It is important to emphasize that all ratings have some value. Each rating is aimed at specific goals and audiences, includes significant components, methodology and approaches to determining the rating. The researcher recommends, first of all, to take into account the target aspect of evaluating the activities of higher educational institutions by involving international and domestic rating agencies and expert institutions, as well as conducting evaluations based on defined sets of criteria that correspond to various evaluation principles and methodologies. At the same time, the methodology of formation and a set of indicators for evaluating the activities of higher educational institutions should be changed depending on the set research goals. A high rating of the institution is the basis for creating a brand. It is important to add that this question also plays a key role, since the correct creation and application of the branding concept is one of the most important tasks for the heads of higher education institutions. At the same time, any activity related to the positioning of the university in the minds of consumers should be based on the management's understanding of both goals and objectives, as well as on the construction of the brand formation process. For this, it is necessary to understand the main objects of branding: the product as an educational service, its corporate values, staff, management and students.

S.N. Barringer et al. [27] are right to point out that industry-specific higher education institutions cannot compete with large research universities. This indicates, on the one hand, a simplified approach to evaluation, and on the other hand, it forces specialized higher education institutions to reorient their educational and scientific activities to "symbolic" indicators that are competitive in the market. This contributes to the strengthening of negative inequalities in the field of education. Unfortunately, with such an approach, important industry specifics can be lost, which makes the training of applicants unique from the point of view of the qualitative characteristics of the future specialist on the market.

H. de Wit and P.G. Altbach [28] in their article about internationalization of higher education examine how the international rating affects the activities of universities, their competitive advantages. It also analyses the strengths and the weaknesses of university evaluation through rankings, focusing on their impact in a competitive educational environment. It is important to agree that the positioning strategy depends on the selection and creation of a comprehensive offer that will ensure the attractiveness and satisfaction of the market more than that of competitors. When the current position and direction of development have already been determined, it is necessary

to consider basic strategic alternatives: improvement of positions; gradual repositioning; radical repositioning; displacement of competitors from the occupied position.

Thus, the management of the positioning of the higher education institution in the international informational and educational space includes the following main strategic directions: identification and presentation of the unique characteristics of an educational institution, educational services and products that distinguish it from competitors; implementation of the mission, goals and directions of development, which contribute to the achievement of a competitive advantage; analysis and assessment of satisfaction by users of education services in higher educational institutions and their competitors; detection of the modern level of positioning of higher education and prospects for its further development; preservation and expansion of the achieved results to strengthen the position in the market of educational services.

Conclusions

To ensure a comprehensive understanding of the social significance and responsibility of higher education institutions, it is crucial to draw the attention of relevant public institutions to the following point: the assessment of achievements in higher education should not solely rely on broad indicators presented in absolute terms, considering the institution's integration into global systems and the strength of its resource base. Instead, the primary focus should be on criteria that evaluate the institution's progress in fulfilling its strategic objective of meeting societal needs in specific areas. By implementing distinct indicators tailored to specific fields and subjects, the assessment process for higher education institutions can be enhanced, leading to improved positioning that aligns with the desired target audience. Introducing an evaluation system based on an integrated industry index will enable a more rigorous selection and assessment of the effectiveness of higher education institutions based on industry and subject-

specific characteristics. This approach will allow top-tier institutions to establish themselves as leaders in training specialists in particular fields, thus optimizing their positioning within the education system.

Enabling top Ukrainian universities to achieve high rankings in global rankings and participate in international performance evaluation systems will create additional avenues for graduates of competitive educational programs to apply their acquired skills and for academic staff to showcase their professional expertise in the international job market. It is important to establish opportunities for effective branding of universities in the target stakeholder categories by focusing on key areas of optimization and identifying the following three integrative components as priority elements for proactive university branding: web resources, stakeholder engagement, and internationalization processes.

Further exploration and investigation in monitoring the educational activities of higher education institutions involve identifying distinct indicators within the rating evaluation system that capture the social importance of these institutions and their efforts to meet the needs of specific groups of consumers of scientific and educational services based on sectoral, regional, or other relevant characteristics. The next stage of this work involves the feasibility of incorporating a comprehensive social indicator into the integrated evaluation framework of the rating system for higher education institutions.

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Conflict of Interest

None.

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Рейтингове оцінювання та проактивний брендинг університетів як складові системи управління якістю в умовах інтеграції до міжнародного освітнього простору

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Анотація

Актуальність. Актуальність проблеми, що досліджується в даній науковій статті, визначається тим, що на сучасному рівні інтеграції в освіті недостатньо конкретизовано методичні підходи до вдосконалення систем рейтингового оцінювання результатів діяльності закладів вищої освіти, а також форми проактивного брендингу та позиціонування у важливості реалізації стратегій.

Мета. Основною метою наукової статті є формування практичної концепції вдосконалення систем оцінювання результатів діяльності вищого навчального закладу, обґрунтування методів проактивного брендингу та позиціонування в умовах інтеграції на європейський освітній рівень.

Методологія. Під час роботи було використано такі методи: аналітичний, семантичний, бібліографічний, методи узагальнення та систематизації, методи спостереження, моделювання, прогнозування та оцінювання.

Результати. Основними результатами є визначення пріоритетних інтегративних складових проактивного брендингу та позиціонування університету, зокрема веб-ресурсів, місця зацікавлених сторін, процесів інтернаціоналізації. Також ґрунтовно обґрунтовано та доведено ефективність інструментів медіа-впливу, які спонукають певні організації та цільові категорії громадян до прийняття рішень щодо користування освітніми послугами в умовах конкуренції на ринку знань. Визначено основні критерії оцінювання ефективності підготовки здобувачів за певною спеціальністю та відповідними освітніми програмами в межах галузі знань.

Висновки. Практичне значення дослідження полягає в тому, що доведено, що міжнародний брендинг та позиціонування університету має стати окремим інтегративним та проактивним напрямом його наукової, освітньої та інноваційної діяльності. Це дозволить продемонструвати лідерські якості та унікальність провідних українських університетів, використовувати нові інтеграційні підходи, відкрити нові інвестиційні та міжнародні перспективи. Отримані результати можуть бути використані фахівцями в галузі педагогіки на практиці для подальших досліджень або впроваджені в освітній процес.

Ключові слова: мас-медіа; показники ефективності; модель STEPS; заклад; стратегія позиціонування.