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RESEARCH UNIVERSITIES AS THE BASIS OF THE SYSTEM OF QUALITY EDUCATION AND RESEARCH: EUROPEAN EXPERIENCE

Background. *The article deals with the peculiarities of the development of research universities in Germany, their modification and tasks in providing quality education and research.*

Results. *The article focuses on the role of research universities which were founded in the early nineteenth century (the author describes the model of the research university by W. Humboldt which became the beginning of a new era in the development of university education) and qualitative changes aimed at modernising European universities to enhance their role in organising and conducting research. The article notes that it was the model of the German university, which was formed in the nineteenth century that became a model for the first wave of development of higher education institutions on the way to the model of a modern research university. The characteristic features of the German university model were academic freedom of the professoriate, independent status of the institution with its own broad rights and power, and close ties with the state.*

In the period from the eighteenth to the nineteenth centuries, many elements of the German education system were taken as a basis for the formation of the US education system in the nineteenth century, including higher education.

Conclusions. *In the period from the eighteenth to the nineteenth centuries, many elements of the German education system were taken as a basis for the formation of the US education system in the nineteenth century, including higher education.*

Taking into account the leading role of the League of European Research Universities (LERU) as an association of the most famous European universities, the author emphasises their role in influencing educational policy in Europe, developing best practices of joint activities and mutual exchange of experience through the publication of relevant documents and reports that offer an analysis of the situation in education and provide certain recommendations for all stakeholders in this process. In addition, he authors of the article focuses on the study of experience and successful strategies for the creation and development of research universities in Ukraine.

Keywords: *research university, research activities of the university, system of ensuring quality education and research, League of European Research Universities (LERU), strategies for the development of research universities in Europe and Ukraine.*

Background

The analysis of the practice of formation and development of research universities shows that the main components of their high level of international competitiveness and factors of transformation into elite educational institutions are the following: a) concentration of talented people, adequate resources and effective management; b) research universities' scientific achievements that are recognized and highly appreciated by the scientific community; c) efficiency of research activities involving talented students; d) efficiency of activities in the field of scientific research with the involvement of talented students; e) direct connection of scientific research with teaching, application of effective organizational forms of education, using the distance learning system; f) involvement of professors and teachers in scientific research; g) increasing the efficiency of internal management of the university, diversification of the resource base, ensuring the research competitiveness of the university through the attraction of state funds and grants for scientific research.

The main purpose of the article is to expand scientific knowledge about the formation and development of research universities for the most effective provision of quality education and research in the national education system. We consider the research universities of the European Union as scientific centers that evolve in the appropriate models and emerged to meet the needs of the development of the European educational area, with the aim of studying its individual areas and applied fields and the corresponding prospects for using these results.

Results

Looking at the global history of university development, we can note qualitative leaps that have changed the positioning of universities and their missions. Thus, from the twelfth to the mid-nineteenth century, the only task assigned to universities was to provide educational services. From the middle of the nineteenth century to the present day, universities have been entrusted with the function of conducting scientific research. After all, no university could be universal without a combination of two components: the provision of educational services and the development of scientific research.

This change caused some controversy among the teaching and research communities, so a separate infrastructure was created to fulfill the research mission. The impetus for this step was the government's efforts to bring universities and businesses closer together. Businesses were interested in using the material and intellectual base of universities to support their own research activities. In this regard, a significant conflict of interest arose among representatives of the academic community regarding the vision of the twentieth-century university concept. Therefore, it was resolved by adopting special rules and creating appropriate structures for the university to fulfill this mission. As a result, the research university officially became another academic form of educational services.

As a modification of classical universities, research universities focus on ensuring the continuous interaction of education and research. As we know, until the mid-twentieth century, universities were mostly educational institutions. Scientific research in them was conducted unsystematically and was mainly of an applied nature. The separation of education from science was the norm at the time. Universities provided the economy with a quality labor force. Under those conditions, it was not mandatory for a future

specialist to combine study with research. However, in the second half of the twentieth century, when science began to transform into a direct productive force, universities realized the need to develop their own basic research and the importance of integrating education and science. Universities, relying on budget funding, are beginning to engage in research, and, above all, fundamental research. At the same time, education remains their main function.

The European Higher Education Area (EHEA), paying great attention to mass education in order to overcome the scientific and technological gap with other regions of the world, relies most of all on research universities. It should be noted that the role of research universities is changing: a) they will have to strengthen the fundamental component in both teaching and research. Critical technologies cannot be created without a deep understanding of their inherent physical, chemical and biological processes at the molecular level and nanoscale one. Successful market implementation of knowledge-intensive products requires deep knowledge of sociology, psychology, pedagogy and economics as fundamental disciplines. To create such knowledge, fundamentally new curricula and research programmes should be developed; b) research universities should be interdisciplinary with less narrow specialisation of curricula and a more open and mobile learning system for students and teachers. At the same time, all traditional values of university education and scientific methodology should remain intact; c) research universities should train not only the creators of new technology, but also professionals who awaken, motivate and stimulate entrepreneurship and commercialisation of science in a socially responsible way.

Today in Europe there is a so-called League of European Research Universities (LERU). LERU is an association of research-intensive universities. It was founded in 2002 as a partnership between twelve multi-faculty research universities. In 2005, the Council of Europe adopted a Communiqué aimed at modernising European universities to enhance their role in organising and conducting research. The most famous research universities in Europe today are the University of Copenhagen (Denmark), the University of Zurich (Switzerland), the University of Toulouse and the University of Marseille (France), the University of Heidelberg, the University of Göttingen (Germany) and others. In 2017 the League of European Research Universities expanded its membership to twenty-three members. The study of the experience of organising, reforming and developing national initiatives for the development of education in different countries has made it possible to state that the experience of Germany deserves special attention. Here, unlike in many other developed countries, the influence of the state on the higher education system is significant, although German universities enjoy a fairly high level of academic autonomy.

For centuries, Germany has been the undisputed world leader in terms of the level and quality of education. The world's first nationwide education system appeared in the eighteenth century in Prussia, and the University of Göttingen, opened in 1734, was the world's leading university at the time (Baker, & Lenhardt, 2008).

It is particularly worth emphasising the significant contribution of German education and recalling the model of a research university proposed by Wilhelm Humboldt (1767-1835). The most educated man of his time, he was the head of the Prussian Ministry of Public Education in 1809-1810, "together with a small group of supporters in the Ministry of the Interior, Humboldt managed to create an effective plan for the development of a new university in a few months in the spring and summer of 1809. With profound delicacy and diplomatic skill, he managed to get this plan approved by the royal administration, despite the warnings of numerous opponents" (Kurbatov, & Humboldt, 2017).

The model of W. Humboldt's research university was the beginning of a new era in the development of university education, based on the following provisions:

- the university is the carrier and "identifier" of the national idea (national identity), national culture (at that time it was the culture of the German people, which at the beginning of the nineteenth century was only in the process of formation);
- the university is a kind of branch of government. Its task is to form the country's ruling elite, and then to become a proponent of the state's ideas. Therefore, the status of the university was very high;
- the essential, if not the primary basis of existence, mission and organic function of the university is the cultural and educational function, which is organically combined with the scientific and educational and research ones;
- university knowledge is consolidated with academic knowledge through the free right of academics to teach at universities, the right of university professors to conduct research, mostly in innovative, unstable areas of knowledge;
- university freedom, autonomy, independence from the will of the authorities are characteristic attributes of a European university.

The Humboldtian model of the university was based on the ideas of German classical philosophy, from Kant and Fichte to W. von Humboldt himself, and on such concepts as Wissenschaft (science) and Bildung (education). Its goal was to prepare students for a lifelong process of learning and improvement. The university, according to W. Humboldt's statute, is an environment of professors and students – carriers of the culture of the people, but not a school for training specialists as such. It is important to note that the model of the Humboldt Research University is based on three main approaches: 1) rejection of primitive utilitarian views on education, when knowledge is valued not for its own sake, but only because of its practical use; 2) priority of fundamental and theoretical knowledge; 3) importance of humanitarian education, without which there can be no educated personality.

Humboldt defines the principle of academic freedom as an important principle of the university's activity, which includes both freedom to learn (Lernfreiheit) and freedom to teach (Lehrfreiheit), emphasising the equality of professors and students: "it is not the professor who is there for the student, but both of them for science". The student's education should take place with external guidance, but independently, in interaction with scientific research. In this way, the student should form his or her spirit and character and prepare, in the end, for working life, which in those days usually meant entering the civil service. Freedom in science is seen primarily as the freedom to express one's own opinions, to choose the subject of study and the direction of research according to one's interests. A student who enjoys such freedom was considered by Humboldt to be an independent personality capable of self-determination (Kurbatov, & Humboldt, 2017).

It is believed that the model of the German university, which was formed in the nineteenth century, became a model for the first wave of development of higher education institutions on the way to the model of a modern research university. The characteristic features of the German

university model were academic freedom of the professoriate, independent status of the institution with its own broad rights and power and close ties with the state.

In the period from the eighteenth to the nineteenth centuries, many elements of the German education system were taken as a basis for the formation of the US education system in the nineteenth century, including higher education. It is known that in the early twentieth century, the founders of American universities such as Johns Hopkins University and the University of Chicago, copied the form of the German model of university education, its inherent institutional values, and, above all, the "unity of teaching, learning and research". However, as society has evolved, the ideas of the eighteenth and nineteenth centuries about how universities should be run and funded to fulfil their mission have been transformed in the American higher education system into a new set of ideas which are now being implemented by most leading universities through the intensification of research, new approaches to teaching and learning and the enhancement of the social role of universities.

In the knowledge society, as emphasised by K. Mohrman, W. Ma and D. Becker, research universities are becoming key institutions for social and economic development. The creation of new knowledge and the formation of a new generation of researchers are impossible without increasing the level of internationalisation. Therefore, in the XXI century, the management of leading universities is based on a new global model of a research university (Emerging global model – EGM) which has eight distinctive characteristics such as a global mission, a new role of teachers, diversification of funding, competitive recruitment in the international labour market, increasing complexity, new relationships with government and industry and global cooperation with similar institutions (Mohrman, Ma, & Baker, 2008).

In the international education market, the paradox of today's balance of power is that those US universities that were once created as original copies of the nineteenth-century German university model are now competing with each other in world-class research universities that meet all the requirements of the times, are now competing world-class research universities that meet all the requirements of the times, the former world leaders – German universities – have been experiencing a crisis of identity and funding in recent decades (Baker, & Lenhardt, 2008).

The German higher education system has always been internationally influential in many ways and the quality of German education has always been high. However, in today's conditions, the dominant structure of higher education on a global scale is no longer the German structure of monolithic 5-year higher education → doctorate → habilitation, but the system of bachelor's → master's → doctorate, which is widespread in the UK and the USA. The main reason for this may be the model that offers more flexibility than a five-year degree, as well as the fact that after the Second World War, American universities became more prestigious as research institutions (Bundeshaushalt 2012 kurz vor..., 2023).

Germany's traditionally powerful and internationally recognised higher education system and its majestic institutional model of the German university have to some extent begun to lose their competitive edge. This was evidenced by the relevant indicators in the second half of the twentieth century. While the number of students in Germany grew steadily and rapidly (although in percentage terms it remains somewhat lower than in other Western countries), public spending on higher education grew much less. German teachers, university administrators and students have expressed dissatisfaction with the fact that the country's universities are not among the leaders in international comparison. It turned out that the university model, which was innovative and internationally competitive in the nineteenth century, has become "institutionally immobile" in modern conditions demonstrating many opposite trends. To a large extent, the preservation of the traditional structure and its slow evolution are considered to be one of the reasons for the inability of the modern German higher education system to fully develop research universities on the lines of the global model of the new research university (Baker, & Lenhardt, 2008). Adapting to the new challenges of the times and solving the problems faced by higher education today, returning German universities to the group of world leaders has become one of the key priorities of the German government at the beginning of the 21st century. At the same time, the federal government and the governments of the German federal states play a significant role in finding solutions to this problem.

The desire to create a "German Harvard and Stanford" for modern scientific research and technology transfer to the higher education systems of other developed countries has become one of the strategic guidelines. The realisation of this intention requires revolutionary changes in the German higher education system. At the same time, the model of the American university of the early twenty-first century, which can be characterised as private, research-oriented, elite, and focused on the student as an individual, is largely a subject of critical debate in both the German academic community and society at large. The dominant model in the ongoing debate about the future of German higher education among German academics, researchers and the public is the new global model of the research university (Baker, & Lenhardt, 2008). Today, the vast majority of students in Germany (almost 95%) study at public higher education institutions. This is despite the fact that in recent years the non-state higher education sector has become more diverse. Today, one third of higher education institutions are private or church-owned but all of them are quite small in terms of student numbers. Private higher education institutions tend to specialise in teaching and offer professional courses in various fields and research is much less important than in public universities. It is worth noting that in Germany, the term "university" has traditionally, since the time of Humboldt, necessarily meant a research institution that combines teaching and research.

Today, there is a need to turn to the most renowned research universities based in Germany, which show quite high results in their research activities. For example, one of the founders of the League of European Research Universities was the Ruprecht-Karl University of Heidelberg. It is a member of the German-Japanese consortium of universities known in Europe and the world, which forms the Heidelberg – Kyoto – Karlsruhe – Sendai – Göttingen – Osaka network, HeKKSaGOn. It is a member of the U15 Association of German National Universities which facilitates its close cooperation with the Erasmus programme and is actively involved in the work of German-speaking universities in Hungary (Budapest) and Poland (in particular, the Jagiellonian University).

No less important is the Ludwig-Maximilians-University of Munich, which, like Heidelberg University, is directly related to the founding of the League of European Research Universities and also has an international status in scientific cooperation in research. In addition, the University of Munich has concluded cooperation agreements with 400

universities around the world which facilitates international cooperation on joint degrees, academic exchanges in research programmes, etc.

Implementing a modern global model of a research university requires significant financial resources. The financing of higher education in Germany has its own peculiarities. According to the German Constitution, the higher education sector is the responsibility of the 16 federal states that make up Germany. At the federal level, there is a Framework Law on Higher Education (Bundesregierung setzt konsequent..., 2020), while the organisation, management and financing of higher education institutions are regulated by the laws of each individual federal state. Accordingly, funds for research and teaching are allocated to higher education institutions by the budgets of the federal states. The results of the analysis show that today, German universities are significantly lagging behind world leaders in terms of funding: for example, spending per student in Germany is almost twice as low as in American higher education. Also, in terms of the student-teacher ratio and other key indicators of higher education, German universities are significantly inferior to those in the United States and other OECD countries (Baker, & Lenhardt, 2008).

Insufficient state funding does not allow universities to fully implement the necessary efforts to increase international competitiveness in basic research. Moreover, the country's universities have traditionally been forced to compete for funding with non-university research organisations such as the Max Planck Institute (Baker, & Lenhardt, 2008).

The creation of centres of excellence outside universities was a part of the German model of higher education, which was innovative in the nineteenth century. The aim was to intensify research activities by accumulating the best and most talented scientists in autonomous research institutes. The example of the Max Planck Institute demonstrates that this system has produced impressive scientific results over time. However, according to experts, in many respects, this system has hindered the implementation of the new global model of a research university. For example, non-university research institutes significantly reduce the research environment of universities and compete with them for the best researchers, which weakens the status of universities as research organisations. In addition, the state provides research funding to research institutes on less competitive terms, which limits the ability of universities to succeed in research (Baker, & Lenhardt, 2008).

Higher education in Germany is governed by three groups: the state, the professoriate (through the chairmanship of the relevant departments) and university presidents (rectors). In this triad, the state and the professoriate have more power than the university president (rector) who, compared to his or her counterparts in the United States, has a rather weak position in the university management system.

Due to the huge increase in the number of students in higher education institutions around the world, we are now witnessing the third stage of the educational revolution that has significantly changed modern society over the past 150 years. Thus, while at the beginning of the twentieth century only about 500,000 students were enrolled in higher education institutions worldwide, which was 1% of the student population, in 2000 the number of students worldwide reached 100.8 million, or 20% of the corresponding age cohort with the largest increase observed after 1960 (Baker, & Lenhardt, 2008). The rate of growth in the twenty-first century is particularly impressive: in 2007 there were already 152.5 million students worldwide (UNESCO, 2009) and by 2025 this figure is expected to rise to 262 million (Marginson, 2012).

The pursuit of a more egalitarian university system (equal rights for all who are eligible for admission to a university on the basis of secondary education of the appropriate type, preparing for higher education) has led to low positions of Germany's leading research institutions in international rankings and less advanced research. But in recent years, there have been changes in this area of university education as well: the list of specialities for which formal requirements (a secondary education) are no longer sufficient for admission is expanding, and qualitative selection is being applied, based on the average score of a secondary education certificate, etc.

While the current German higher education system does not seem to be fully prepared for the new global model of the research university, there are some changes that point to progress in this direction. The homogenising force of EU membership has led to the discussion and implementation of some reforms for a more open higher education system in Germany that is capable of producing globally competitive research. In addition, there have been a number of experiments with private management and funding of universities in Germany, but, as scholars emphasise, it is too early to draw conclusions about their effectiveness. The old model of the traditional German university, although successful for its time, is difficult to change, especially when a large part of society seems to maintain an outdated idea of the university and the secondary education system (Baker, & Lenhardt, 2008, p. 54). However, striking changes in recent years are already becoming visible due to the reform of the German education system at the beginning of the twenty-first century.

Over the past few years, the German Federal Ministry of Education and Research (BMBF) has been pursuing a pan-European initiative to adapt the higher education system to the Anglo-Saxon model, through targeted and effective reforms, to place the German science system (which is closely linked to the education system, especially the higher education institutions that make a significant contribution to research) in the top three in the world by 2025 among the top three world leaders.

The federal government has consciously set education and research as its highest priority. Investments in this area are the only way to awaken and unlock the existing potential. According to the Federal Minister of Education, "in a resource-poor country like Germany, it is crucial to invest in the future" (Bundeshaushalt 2012 kurz vor..., 2023).

For more than 10 years, education reforms in Germany have been carried out under the slogan of "productivity and competition". Through the elements of incentives and accountability, there is a transition from a rigid model of state support focused on "input" (planning the volume of incoming resources) to a more flexible mechanism of financing focused on "output" (performance). This required the introduction of new management structures at universities, as well as new mechanisms of interaction between the university and the government of the respective federal state.

A number of reforms have been developed and implemented to make research funding competitive between teachers and researchers at different universities. In addition, the state, with the help of the German Research Foundation (DFG), is trying to reform research funding and create a more competitive system of research funding at the university level, similar to the system of the US National Science Foundation. There are attempts to use more

approaches to research funding based on prior agreement on the objectives of each project. It is also observed that some of the old norms for professorships are changing: an example of this is the reduction of the requirement for a second doctorate (habilitation) and the granting of greater autonomy to younger professors in research, as is common in the US (Advice paper..., 2016).

In recent years, the German Ministry of Education and Research has launched a number of research funding programmes of strategic importance that are already showing high positive results. These programmes include:

- the "Initiative of Excellence for Higher Education Research" (abbreviated as "Initiative of Excellence" or "Initiative of Distinction") is a programme designed for higher education and provides a new impetus to the science sector, promoting outstanding results in science and research in Germany;
- the Higher Education Pact 2020 envisaged the provision of additional places in higher education institutions, additional funding for research, improving the quality of teaching, etc;
- the High-Tech Strategy for Germany and the Qualification Initiative aim to strengthen education, research and innovation in Germany; and the Research and Innovation Act which provides for financial support for non-university research institutions.

In line with its heavily state-influenced higher education system, Germany has in recent years attempted to create universities that produce research of excellence, but this process has been initiated mainly from the top down in a rather bureaucratic way. The Excellence Initiative, launched in 2005, is a strategy whereby a number of existing universities are selected to receive additional resources in order to strengthen their research activities, enabling Germany to improve its international position (Baker, & Lenhardt, 2008).

As a result of the reforms which are proceeding in parallel and at an accelerated pace, a new format of research competition in German higher education has emerged: between faculties, universities, and federal funds. In recent years, various competitive funding mechanisms have been introduced based on performance-related parameters such as the number of students and graduates, the number of PhDs and doctorates awarded, the level of external funding, achievements in equity, etc. In addition, the international level is increasingly taken into account in order to increase the competitiveness of German higher education in Europe and around the world. At the same time, the initiative has stimulated the growth of differentiation in the higher education sector, creating new forms of cooperation between specialities (disciplines) within successful universities, as well as between universities and non-university research institutions. Among the positive results are also the growth of internationalisation, increased gender equality, and more choices for postgraduate students. On the other hand, the non-state higher education sector which specialises in teaching and providing vocational education for working people is growing. The effect of this Initiative has been tangible for the whole country, its economy and society. One of the proofs of the success of the Initiative is that it has already led to an improvement in the position of some of the supported universities in the global university rankings.

In order to stimulate research, the federal government has developed a comprehensive national innovation strategy "High Technology Strategy" (Bundeshaushalt 2012 kurz vor..., 2023). This strategy is intended to identify key markets and industries for strategic funding and is mainly focused on global challenges in the areas of energy, health, mobility, communications, and security, in which Germany aims to become an innovation leader. The aim is to intensify cooperation between science and industry to create and bring new products to market as early as possible and to improve the framework conditions for research and technology. The High Technology Strategy supports innovative measures through targeted funding of individual projects. An example of this is the German Centres for Health Research, which will be built with around 700 million euros until 2025 to improve the prevention and treatment of common diseases. The new "Research Programme for the Transition to New Energy Sources" supports the generation of energy from renewable or alternative sources. Research on sustainability issues in the areas of climate protection, resource conservation, biodiversity, the earth system and the transition to a sustainable society is to be strengthened.

Discussion and conclusions

Significant results of the reforms in the field of higher education in European countries and Germany in particular are already evident today. However, many problems still need to be solved in the future, including increasing funding for student education, improving the quality of teaching and strengthening support for advanced research. Germany recognises that education is a public good and funding education and research is a priority. Although German higher education institutions will always be dependent on core funding from the respective federal states, the introduction of market mechanisms in the education sector will bring about many changes, including an increased importance of private funding in this area. The German Federal Ministry of Education and Research is already implementing several projects aimed at modernising and supporting research universities and non-university research.

Having familiarised ourselves with the experience of organising the activities of research universities, we can see promising strategies for the development and acquisition of the appropriate status by our national universities, which will allow us to focus on ensuring the quality of education in general and the effective organisation of research work of university teachers and students. Accordingly, the Ukrainian legislation initiated the creation of a regulatory framework for research universities on the basis of the Regulation on Research University. This document contains the official interpretation of the term "research university", the main tasks that require ensuring a high level of educational, scientific, innovative and international activities and provides for the rights and legal criteria for the activities of universities that can be granted (or confirmed) the status of research university.

One of the strategies for the creation and development of research universities in Ukraine is the need to ensure the highest standards of national higher education in both learning and teaching, with the obligatory building of university capacity. The main idea of this strategy is to ensure that universities are competitive in providing the highest quality educational services to students and conducting innovative research.

The second strategy is to form a scientific elite capable of building up its potential and, with active state financial support, creating research universities capable of competing on a global scale. It is particularly important to ensure the financial autonomy of research universities, diversify their funding sources and improve the living standards of education and research workers through effective management and the recruitment and training of research staff.

An in-depth study of these strategies may be promising for scientists in the Ukrainian educational space in order to introduce the best practices of other countries into the educational and research activities of higher education institutions and develop scientifically sound recommendations.

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ДОСЛІДНИЦЬКІ УНІВЕРСИТЕТИ ЯК ОСНОВА СИСТЕМИ ЗАБЕЗПЕЧЕННЯ ЯКІСНОЇ ОСВІТИ ТА НАУКОВИХ ДОСЛІДЖЕНЬ: ЄВРОПЕЙСЬКИЙ ДОСВІД

В с т у п . ***Розглянуто особливості розвитку дослідницьких університетів Німеччини, їхню модифікацію та завдання у забезпеченні якісної освіти й наукових досліджень.***

Р е з у л ь т а т и . ***Акцентовано увагу на ролі дослідницьких університетів, які започатковано на початку XIX ст. (подано характеристику моделі дослідницького університету В. Гумбольдта, яка стала початком нової епохи в розвитку університетської освіти), та якісних змінах, спрямованих на модернізацію європейських університетів із метою підвищення їхньої ролі в організації та проведенні наукових досліджень. Зазначено, що саме модель німецького університету, яка сформувалась у XIX ст., стала зразком для першої хвилі розвитку закладів вищої освіти на шляху до моделі сучасного дослідницького університету. Характерними рисами німецької моделі університету були академічна свобода професури, незалежний статус установи з її широкими власними правами і владою, а також тісні зв'язки з державою.***

В и с н о в к и . ***У період XVIII–XIX ст. багато елементів із німецької системи освіти взято за основу для формування системи освіти США у XIX ст., зокрема і вищої освіти.***

Зважаючи на провідну роль Ліги європейських дослідницьких університетів (LERU), як асоціації найвідоміших європейських університетів, автори підкреслюють їхню роль щодо впливу на освітню політику в Європі, розвиток найкращих практик спільної діяльності та взаємного обміну досвідом через публікацію відповідних документів і звітів, які пропонують аналіз справ в освіті та дають певні рекомендації для всіх зацікавлених у цьому процесі сторін. Автори роблять акцент на вивченні досвіду й успішних стратегіях створення і розвитку дослідницьких університетів в Україні.

К л ю ч о в і с л о в а : ***дослідницький університет, науково-дослідницька діяльність університету, система забезпечення якісної освіти та наукових досліджень, Ліга європейських дослідницьких університетів (LERU), стратегії розвитку дослідницьких університетів у Європі та Україні.***

Автори заявляють про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

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