

Symbolical and Informational Component of the Organizational Culture in Displaced Higher Education Institutions of Ukraine (On the example of Mariupol HEI)

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Abstract

This paper analyzes organizations (corporate groups) that have withdrawn assets and personnel to the territory controlled by Ukraine consistently based on the relevant Ministry (Ministry of Education and Science of Ukraine) decision. In the first years of displacement, the "routine" issues associated with launching the educational process became relevant, as distinguished from the "high third mission" consisting in creating innovative infrastructure facilities, forming the entrepreneurial culture of employees and students, and suchlike. Organizations (rectorates) that followed integrated (overarching) strategies had a consistent (agreed) internal and external image, or they have elaborated a uniform organizational culture and succeeded in assisting their employees in the search for narratives. "Workplace" has become almost the only factor enabling reinforcing the professional and individual self-worth for displaced employees.

Keywords: organizational culture, higher education institutions (HEI), organizational culture of displaced HEIs.

Introduction

The organization, as a part of the social environment, is exposed to threats and risks. One hundred and seven higher education institutions (HEI) functioned in the Donbas in the academic year 2013/2014. This fact testifies to the power of the educational and academic network established in the Donbas, most of which appeared in a challenging situation upon the armed conflict that started in the East of Ukraine. As of June 1, 2017, such sixteen institutions (later joined by the Taurida National

University) and ten scientific institutions have been removed from the Joint Forces Operation (JFO) Area. The study of organizations functioning in unscheduled situations has become relevant under the new conditions of relocation of many leading educational institutions from the combat operation area in the East of Ukraine (accompanied by the inevitable loss of material and technical reserves, human resources, social and moral assets, reduction in social guarantees) (Surovtseva, 2015). The assailability of "migrant organizations" under environmental impact enforces us to consider the theoretical aspects of the transformation of the organizational culture phenomenon.

Organizational culture influences the successfulness of an existing organization (a high cultural level characterizes prosperous organizations) and has significant consequences: it conditions the behavior and competence level of an organization's members in a broad scope of social situations (Zubrieva, 2004; Morhunov, 2005; Pankova, 2010). Currently, new forms of organizational culture are being shaped in the higher education institutions eager to overstep the boundaries of outdated standards, values, regulations, and operation methods (Krasnenko & Shvets, 2014). Introducing the basic principles of corporate culture in the research and teaching staff in higher educational institutions promotes creating a positive image on the external level. On the internal level, it establishes the moral value system for the teacher and student community, in which each individual's values are transformed (Bohdan & Parfyonova, 2009).

Our scientific analysis paid attention to the organizations (corporate groups), which have withdrawn assets and personnel to the territory controlled by Ukraine in a consistent way based on the relevant Ministry (Ministry of Education and Science of Ukraine) decision (mainly – budgetary higher education institutions). Artifacts or constructions (as an architectural and spatial frame for a physical object location) remained in the uncontrolled part of the Donbas and Crimea; that is, the "identification fixed boundaries" were lost as a conventional component of the essence of these social units. Working environment, a set of institution-related concepts, identity features (involvement, faithfulness, team spirit, obligations) have been transformed in the process of forced organizational displacement. In the first years of the displacement, the "routine" issues associated with launching the educational process became relevant, as distinguished from the "high third mission" consisting in creating innovative infrastructure facilities, forming the entrepreneurial culture of employees and students, and suchlike.

All these factors dictate the need to study the essence and basic properties of organizational culture under instability in social and economic and social and cultural processes.

Literature review

The organizational culture study is characterized by a prosperous tradition in organizational sociology and management (Hybson, 2000; Lund, 2003; Tevene, 2003; Heleher, 2006). The terms of reference of the corporate culture institutional foundations have been considered in the scientific works of Ukrainian sociologists: Demkiv (2007), Chepak (2016), Bannikova (2017), Hrytsaienko (2017).

Organizational adjustment acts as the target of research in the theory of organizations and management (Romanov, 1999; Khol, 2001; Pfeffer, 2014). Sociologists address organizational metamorphoses from different perspectives: first, the environmental aspect is indicative of forced changes that take place against the grain of organizations, putting them on the verge of survival; second, public policy and institutional processes associated with the legitimization of new organizational forms work cooperatively to execute organizational adjustments and implement the decisions made. Brazilian sociologists (Borges, Gonçalo, 2010) are sure that unscheduled events, falling beyond the scope of routine, administrative, and scheduled orders, require organizations to make effective decisions, similar to scheduled events.

Language and narrative procedures for creating organizational reality are the targets of sociologists' attention as well (Czarniawska, 2000; Tytts et al., 2004). D. Boje became interested in the importance of founders (owners) in organizational stories, the role of organizational memory in understanding the relationship between the organization's oral and textual history (Boje, 2008).

Tierney (1988, 2008, 2018) reveals the higher education organizational culture: "For mission statements to be effective, their basic principles need to be reinforced by leadership through speeches, letters, and other forms of written and spoken discourse, especially at times of institutional uncertainty."

Folch & Ion (2009) suggested two models of university organizational culture. Conformities to the laws of history in the fate of the evacuated universities in 1914 and 1944 were revealed by a group of chronologists (Terepyschyi et al., 2018): absence of evacuation procedures, long lasted rehabilitation period of launching the educational process in a new place, split of unified universities into independent parts that are directed on extremely opposite, even antagonistic establishments.

A group of Russian scientists (Vasyakin et al., 2016) states that the organizational culture in contemporary higher education institutions is based on the ongoing involvement of teachers and students who intend not only to implement their personal and occupational skills in parallel with career development but to

harmonize intra-corporate and intra-group relations as well. Kolpyna (2014) is confident that it makes sense to generate the social capital of higher education institutions through a system of strengthening trust, building cooperation, and establishing relations.

The study aims to identify symbolic and informational peculiarities of the organizational culture in displaced higher education institutions of Ukraine.

The following hypothesis is put forward in our case: irrespective of the incredible difficulties of moving the HEIs to the controlled territory and the initial chaos in late 2014 – early 2015, individual symbolic aspects of organizational culture impacted sustainable managing development of displaced people's HEIs. Moreover, the formation of bureaucratic organizational frames enabled to resume the functioning of displaced HEIs in the territories controlled by Ukraine.

Methodology

The most common sociological methods to immerse into the organizational culture are as follows:

- Involved observation.
- Social experiment.
- Comparative analysis of organizations.
- Social and anthropological, and ethnographic method.
- Analysis of a historical and cultural variety of economic life organizational forms.
- Ethnomethodology and analysis of an organization as a system of interpretations.

Research methods: The methods of non-involved observation, corporate site content analysis, and case studies were applied to research the content and structure of the organizational culture of displaced HEIs.

Results

The study of organizational culture starts with the first, "superficial" or "symbolic" level, which includes such external manifestations as the application of space and time, language, slogans, patterns of behavior, and communication methods (Adams, 2014).

The second level is represented by the values and beliefs shared by the organization's members. Perception of values and beliefs is conscious-based and depends on human desire. The specified values, which may be of an explicit or an implicit nature, condition the social standards that determine the behavior of the organization members. Noncompliance of declared values with the organization's actual values sometimes allows deviation and conflict (Demkiv, 2007).

"Base notations" concerning the nature of the surrounding community and reality lie at the heart of the organizational culture. The academic environment organizational culture is manifested in the peculiarities of recognition and function of the occupational culture values and its partitioning in the form of a particular type of culture, as well as in understanding the peculiarities of the actual organizational culture by teachers and students as participants in the academic process, administration's search for a perfect type of organizational culture and focus on it in terms of the view of life, prospects for the occupational environment development and own participation in it (Hordiienko, 2004).

As a rule, any educational institution already has its own established organizational culture system. It is developed, improved, corrected, or changed during the displacement. In our opinion, it is almost impossible to change the internal plan of the corporate culture in a relatively short term (in addition to that maintaining the entire regular personnel). It requires significantly more time. Therefore, when developing and improving the organizational/corporate culture of HEIs, it is essential to impact its external manifestations, that is, to proceed "from external to internal" aspects. Herewith, it is imperative to ensure that external manifestations gradually acquire a certain sense and values that comply with the updated corporate culture for the educational institution members (Kubko, 2018).

In summary, the organizational culture acquires a dynamic comprehension. From this point of view, the organizational culture is neither established nor static. It can be stated that the organizational culture can be permanently updated through actions and interaction and that cultural orientations shape the way to perceive and manage the HEI sustainable development (Niedlich, 2019).

General characteristics of displaced higher education institutions in the city of Mariupol, Donetsk region

Military aggression forced educational institutions located in the East of Ukraine and Crimea to change both their legal and actual locations and move their training bases to different cities of Ukraine. Pursuant to the statistics provided by the

Ministry of Education and Science, 3.3 thousand scientific and pedagogical specialists have moved from the occupied territories. The authority has no information regarding the fate of 3.6 thousand people. The evacuation process was often initiated not by rectors but by professors or department heads who chose Ukraine. Teams of displaced HEIs established the Council of displaced HEIs rectors in 2016 to resolve jurisprudential contradictions and accelerate administrative decisions.

The following issues are identified among the fundamental problems associated with ensuring the functioning of evacuated institutions:

- the humanitarian component (the reserve of dormitories and premises) – the creation of basic social and living conditions for students and teachers (assistance rendered by other universities, as well as by local administrations that are capable of stimulating the premise allocation for educational buildings – as it happened in Vinnytsia, Kramatorsk, Kryvyi Rih, Pokrovsk – is very important);
- the need to preserve the institutional capacity of higher education institutions – it was required to allow time for adaptation to new realities, concerning the observance of licensing conditions, standards for several students, and in such wise;
- the need to provide the evacuated universities with laboratory equipment (since all the possibilities for the evacuation of material and technical reserves were not engaged);
- lack of regulatory-legal framework for the scientific entrepreneurship elaboration;
- the issue related to foreigners' entry (whether the evacuated institutions can create appropriate conditions for them).

Thus, universities in the Crimea, Luhansk, and Donetsk regions currently functioning in other areas of Ukraine in connection with the Russian aggression require state support for providing housing for teachers and students, renting premises, and renting premises as a legal response to many issues. Besides, there were also problems associated with resolving jurisprudential contradictions since almost all displaced educational institutions were forced to leave official documentation, seals, archives, and property, technical and material reserves in the uncontrolled and occupied territories. Therefore, it has become impossible to get reinstated for further education and issue references regarding training in these HEIs

in previous years.

Here below, we submit facts taken from the displaced HEIs history concerning the relocation conditions and steps for restoring the controlled territory.

Donetsk National Medical University. According to the order No. 876 of the Ministry of Health of Ukraine dated 21.11.2014, the M. Gorky Donetsk State Medical University has temporarily functioned at a new legal address under the Krasnolimansky Medical College from 01.12.2014. By this time, some of the University's employees had started working at other HEIs of Ukraine (Kyiv, Kharkiv, Dnipro, Zaporizhia, Ivano-Frankivsk, and others.). Some employees moved to Kramatorsk and started to arrange the operation of the University, while some remained in the occupied territory in Donetsk and continued working at the medical university of the so-called "DPR." Despite the numerous difficulties, the initiative group of teachers and students carried out outstanding work associated with arranging the educational process and creating the university's clinical bases under the new circumstances. The Donbas State Machine-Building Academy in Kramatorsk became the primary base for accommodating the university administration and the majority of the theoretical profile departments. Clinical departments were established under the medical and preventative institutions in Kramatorsk, Sloviansk, Druzhkivka. A branch of the internship and postgraduate education department was established in Mariupol. On November 16, 2016, in the city of Mariupol, the Municipal Council and the Mariupol Development Fund passed over the academic building located at Shevchenko Boulevard, house 80 to the Donetsk State Medical University in a solemn ceremony. Classes with resident physicians and physicians on course started in that building on September 1, 2017. The Ilyich iron and steelworks and Azovstal, jointly with the Mariupol Municipal Council and the Mariupol Development Fund, reconstructed the administrative building of the Donetsk State Medical University, purchased the required furniture and computer equipment in order to ensure comfortable conditions for teachers and students (DNMU, 2020).

The Donetsk Law Institute. In July 2014, the Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine was temporarily transferred from the city of Donetsk to the city of Mariupol in the Donetsk region, where it was accommodated under the Mariupol School of Police Officers' Occupational Training. Since October 2014, under the order of the Ministry of Internal Affairs of Ukraine, it has been relocated to the city of Kryvyi Rih and accommodated in the Specialization center of the Dnipropetrovsk State University of Internal Affairs. In March 2015, owing to the Kryvyi Rih Municipal Council, the institute was passed over two buildings located at the address: Kryvyi Rih, Yuvileyna Str., for the accommodation of cadets, and S.

Tilgi (Revolutsiyna) Str., house 21, for the accommodation of the main institute building, where the full-featured academic process is currently being conducted. The memorandum between educational institutions of the Donetsk region, the Mariupol Municipal Council, and the state organization "Mariupol Development Fund" concerning the need for spiritual, cultural, educational, and scientific enrichment of the city was signed on October 18, 2016, under the initiative of the Mariupol community (the 2nd department of the Donetsk Law Institute) and personally of the city mayor V. Boychenko. It gave high status to the restoration of the Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine in the Donetsk region as a specialized higher educational institution that trains professional lawyers for all areas of public life. The Mariupol primary training center, "Police Academy," related to the Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine, is currently functioning in Mariupol. It was included in the university-relocatee structure in the framework of implementing the "Concept of reforming education in the Ministry of Internal Affairs of Ukraine," adopted in November 2016. The major goal of the Center is to ensure proper primary occupational training for the persons recruited to the police for the first time. Based on the license issued by the Education and Science Ministry of Ukraine (order No. 349-I dated 05.04.2018 "Concerning educational activity licensing"), the Mariupol primary training center "Police Academy" related to the Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine executes academic activities in the area of vocational education under the occupation KP 5162 Police officer (by specializations) with a licensing scope of 300 people. Development of the educational premises reserve represented a significant shift in the solution of this issue. Thus, on May 16, 2017, the Mariupol municipal authorities passed over to the Donetsk Law Institute three buildings located at the address: Mariupol, Budivelnikiv Ave, house 145, Lunina Str., house 89 and Nakhimov Str., house 7 (total area of 16,000 m²), is intended to be used as academic buildings to train future police officers and civil lawyers (DLI, 2020).

The Donetsk State University of Management. The Donetsk State University of Management executes its academic activities in Mariupol following the order No. 1384 of the Ministry of Education and Science of Ukraine dated 18.11.2014. The Donetsk State University of Management was displaced to the city of Mariupol (to its branch) without any regulatory legal documents, accounting documents, employee and student personal files; the entire 2015 was dedicated to this documentation renewal and development of staff records management. More than 90 employees moved to the city of Mariupol together with the university.

Content analysis of covering the news related to the HEI relocation

The content analysis of the news covering the relocation of higher education institutions from uncontrolled territory to the host community of Mariupol, which were lodged in the Internet site of the city of Mariupol, was conducted in order to find out the organizational culture in the displaced HEIs. When using the content analysis method, specialists set the objective to identify the text content features and the extra-linguistic reality behind it.

This method enables the analysis of the basic types of self-presentations of HEIs, advertising line of reasoning, routine activities, the organization structure, management sectors, and organizational memory. In addition, to see the merits and flaws of educational institutions and analyze the technique of positioning their educational products and services. The outcomes can be presented in Table 1.

Table 1

Final Form of the Content Analysis of the Mariupol Internet Site (2014-2018)
(URL: <https://www.0629.com.ua>)

N	Unit of analysis	Evaluation indicators	Total
o	Number of articles		14
	Message nature	2.1. positive	12
		2.2. negative	-
		2.3. neutral	2
		2.4. not identified	-
	Message regarding displacement	3.1. Location	4
		3.2. A new building provision	3
	Messages regarding the quality and nature of a displaced HEI functioning	4.1. Re-registration	1
		4.2. Student admission	2
		4.3. Dormitories	1
		4.4. Participation of displaced HEIs in the city events (integration in the United Territorial Community)	3
	Message regarding personnel	5.1. Teachers (research and teaching staff)	1
		5.2. Students (degree-seeking students)	3

Message regarding discussion of the issues associated with displaced HEIs at the state level	6.1. Positive	1
	6.2. Negative	-
	6.3. Neutral	1
Statistical information availability	7.1. Contains the information	3
	7.2. Link to a source is available	2
	7.3. Link to a source is not available	1

Considering the data obtained in the content analysis process, we concluded that positive and negative opinions concerning the situation with HEI relocation are observed with almost the same frequency in the regional mass media: 39.3% – positive characteristics and 34.1% – negative ones (articles, respectively).

Summarizing the above stated, we would like to underline that the content analysis application in the selected topic has enabled us to describe the mass media interest in displaced HEIs, pressing issues and ways of their solution and the situation with education field in our country as a whole. The executed content analysis of regional mass media has highlighted various positive and negative aspects in the studied field based on the quantitative reflection and the nature of references of the selected 7 units of analysis.

Non-involved observation of the displaced HEIs

Non-involved observation (spontaneous visiting round) of HEIs provides significant assistance in diagnosing the organizational culture. The non-involved (external) observation was executed, put it that way, "from the side," with a complete standing apart an object under analysis.

Herewith, we paid particular attention to the following aspects:

Block # 1. "Appearance" of a relocated HEI:

1.1. Building:

- style and shape: height, architectural style, etc.;
- appearance: facade, size and state of a signboard, presence of all letters in it, and so on;
- geographical location: city center, outskirts, etc.;

1.2. Environment:

- distance from main highways, availability of indicators surrounding an organization;
- cleanliness, good order around a building, etc.;
- parking: Who? Where? Near whom? etc.;

Block # 2. “Front gate entrance”:

2.1. Premises for visitors:

- furnishings: flowers, marble, paintings, photos, advertising, etc.;
- an atmosphere of expectation.

2.2. The ceremony of visitors’ reception in an organization:

- the first person you got in contact: Who? How is s/he dressed? Why particular him/her? and so on;
- the time you have spent in a front gate entrance (who have taken you out of there?);
- the tone, delicacy of employees, whether they picked up calls or not;
- willingness of the “welcoming” personnel to assist you, etc.

Block # 3. Visiting round a HEI:

3.1. Accompaniment:

- accompanied person's behavior: story about a company's traditions, pride in the organization, facial gesture, depth in explaining an organization's specific problems, corporate jargon, representation of departments, etc.;
- employee representation: first name, last name, greeting, “en route” negotiations, jokes, etc.;
- attitude to you: fear, respect, kindness, etc.

3.2. Observations during the visiting round:

- logic of the office location;

- environment in an enterprise: humor, social and psychological climate, stress, etc.;
- employee’s behavior: conversations, behavior during breaks, and so on;
- fitting of workplaces: engineering means, colors, music, and so on;
- means of communication;
- other.

In general, significant difficulties in the education system material and technical reserves constitute the important problem that influences the higher education development and the national education system. The education resource base continued to age rapidly and become inconsistent with current conditions in the XXI century. Thus, the fixed assets depreciation rate amounted to 62.5% in 2010, although it was significantly lower in 2000 and amounted to 40.5%. In point of fact, the cost of primary education resources has changed negligibly. New fixed assets in education have been put in commission very slowly over the past decades.

The material base of displaced HEIs has been gradually increasing from 2015 through 2019. It was essential for displaced HEIs to receive their own premises (academic buildings in any state and dormitories), which would bear record to recognition from the host community and the Ministry of Education and Science of Ukraine. The plan-based survey outcomes can be presented in Table 2.

Table 2

The Results of the Survey of Displaced HEIs

Donetsk State University of Management	<p>B#1 It consists of 2 buildings: building # 1: Karpinski Str., house 58 (five-storeyed house built in Soviet times, Kalmiusskiy district); building # 2: Aerodromna Str., house 7 (six-storeyed building of the former business center, passed over by the Municipal Council; the study started in September 2017, Central district). Facades are repaired, state of a signboard – new; its size – large enough. Parking is available only near building # 2.</p> <hr/> <p>B#2 Presence of compulsory duty attendants (retirement age women) who control the issuance of keys to the lecture hall. Perfect figuring out of the visit purpose and intent. A hall with advertising banners; building # 2 is fitted with a monitor screen broadcasting an advertising video</p>
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		concerning the HEI history. The tone, delicacy of employees – calm. The "welcoming" personnel is ready for assistance.
	B#3	The logic of the office location is not convenient enough. The personnel workplaces in the buildings are fitted with new equipment (PCs, laptops, multifunctional devices, etc.). A working atmosphere prevails, humor is welcomed in informal relationships.
Donetsk Law Institute	B#1	Base location in Kryvyi Rih, Stepana Tilgi Str., house 21, Spivdruzhnisti Str., house 92A. In the city of Mariupol, Budivelnikiv Ave, house 145 (a three-storeyed building of the former Militia School; currently it is the Mariupol primary training center "Police Academy" related to the Donetsk Law Institute, which was included in the structure of the university-relocatee) and Lunina Str., 89; Nakhimova Str., house 7. Facades are repaired, state of a signboard – new; its size – large enough.
	B#2	A high-security organization with a strict access system; duty attendants-employees (cadets) who are accommodated in a specially equipped room; entry is prohibited without prior agreement and full name submission. Perfect figuring out of the visit purpose and intent. The tone, delicacy of employees – calm. The "welcoming" personnel is not ready enough to help you.
	B#3	The description is impossible owing to the complications with getting into it. The repair works are in progress.
Donetsk State Medical University	B#1	Initial base location in the city of Liman (Privokzalna Str., house 27) and the city of Kramatorsk (Mashinobudivnykiv Str., house 39); later in the city of Kropyvnytskyi (Velyka Perspectyvna Str., house 1). In the city of Mariupol – a new building of the medical department # 3 is located on Shevchenko Blv., house 80. Facades are repaired, state of a signboard – new; its size is large enough (the building is close to highways, but slightly far away behind trees). An unfinished facility is located next to the building.
	B#2	Presence of compulsory duty attendants (retirement age men) who control visitors; pass entry system.

B#3 The description is impossible owing to the complications with getting into it. The repair works are in progress.

Analysis of corporate websites of displaced HEIs

Maintaining a corporate website is not only a reflection of employees' activities but also a way of communicating with an organization's external audience, primarily the prospective students who "consume" verbal and non-verbal content associated with the history, humanistic mission, civil valuables, democratic and hierarchical traditions, corporate and competitive spirit – essential components of the university reputation capital (Bakhmetyeva, 2020).

Content analysis of Internet sites was selected as the technique of collecting sociological information regarding the organizational culture. This analysis was aimed at finding replies to the following questions:

1. Do HEIs websites contain the section dedicated to the corporate culture in general?
2. Or do websites highlight transformation of the conditions under which the potential of displaced HEIs corporate culture can be implemented?

The system of the categories as follows has been created:

1. Photo and video documentation and reports concerning the "corporate spirit"
2. Motivational speeches and management's reports
3. Personnel awarding for achievements
4. Team building perspectives
5. Material artifacts with logos

The focus was on assessing the level of understanding of the changes in the organizational culture, perception of necessity for its maintenance or update, current difficulties, and satisfaction with the present and declarative organizational culture. These issues have been considered from three points of view: senior management; middle-ranking managers and their deputies; low-ranking managers, specialists, and employees.

Website of a displaced HEI can serve as a tool for translating the organizational culture to the Internet provided that certain conditions are observed:

- orientation on the needs of an organization's target groups;
- involvement of basic subjects of the corporate culture in online communication with target audiences using a website. The authors have selected the following websites for content analysis in Table 3.

Table 3*The Websites of Displaced HEIs*

HEI name	website
Donetsk State University of Management	https://dsum.edu.ua/
Donetsk National Medical University	https://dnmu.edu.ua
Donetsk Law Institute of the Internal Affairs Ministry of Ukraine	http://www.dli.donetsk.ua/

We have summarized the information, marked the most necessary ones, and received the following list of sections available in most corporate websites of displaced HEIs:

- organization-related information (HEI history, structure, divisions, rectorate);
- news (to a teacher/student/prospective student);
- main areas of activity (science, training, education, international cooperation...);
- technical support;
- section for the press (mass media about us);
- information for investors / sponsors / advertisers;
- an organization contacts / addresses;
- career / vacancies;
- feedback;
- portfolio / successful projects;
- auxiliary elements (photo and video galleries, etc.)

No special section is available on the websites of higher education institutions that would be titled "Organizational/corporate culture." However, one can find indirect confirmation in the displaced higher education institutions that the administration and team attribute a certain significance to developing the corporate culture and its potential actualization.

After analyzing websites of displaced HEIs, we can state the following:

- Each section complies with its own function and does not contain redundant information. In general, website content comprises information that is not only useful but also understandable to a visitor. The organization-related information specifies an organization's mission, which demonstrates the

purpose of its establishment and evidences of the orientation of management and the team as a large corporate family to achieve a single global goal (home page of the Donetsk Law Institute website indicates the mission – "Safety of citizens constitutes the supreme law," "Law, Duty, Humanity, Honor"). The drive to achieve the mission underlines the HEI importance, as well as integration opportunities for employees.

- The news section availability represents broadcasting to the outside public not only events in the company but also corporate traditions, holidays, achievements, in such wise - The news page regularly publishes the HEI-related news (otherwise, the organization may experience a decline in the website traffic and public awareness of the events happening in an organization's life, but also lose credibility of its target audiences, which will result in more severe consequences, including an organization collapse as well). Displaying the information of this type reflects an organization's identity. That is why displaying news on the corporate website constitutes the site's important attribute.
- Websites may contain brief biographies of team members, emphasizing their achievements in the occupational activity, their positions with a description of their function in a company, and their corporate contacts. Corporate websites of displaced HEIs must include sections with the information concerning an organization's management and employees. Such information availability indicates employees' competence and qualifications and the readiness of anybody to receive feedback. In addition, employees, aware of the publication of such information, are proud of their merits and engage in an organization that highly appreciates them and encourages continuation.
- The information located in sections "To employees," "To prospective students," "To students," and so on contributes not only to convenience in using a website but also demonstrates respect and care towards various target groups from an HEI side. Careful development of relationships with this kind of audience also demonstrates the HEIs' principles embodied in its corporate culture. Prospective students and their parents, partners, sponsors, researchers, scientists, investors, etc., represent an HEI target audience.
- Availability of the sections reflecting the examples of an organization's activities, its outcomes, and achievements, as well as diplomas and responses that once again prove the organization's successful activity, clearly demonstrate to the public its effectively coordinated corporate culture in its turn ensures competitive advantages. Such auxiliary content elements as

photos, animations, videos, infographics, and diagrams enable to illustrate better the text, convert a website content, and attract visitors with their variety.

- In 90% of cases, corporate websites indicated "the tense social and political situation observed in the Donetsk region in 2014," which forced HEIs to relocate their activities. The website of the Donetsk Law Institute explicitly notes that at that time, the HEI "faced hard times."

Having analyzed the outcomes of the website study, we can say that they cover all levels of the organizational culture. We can get complete information regarding the valuables and achievements in an HEI, which act as indicators of an organization's development demonstration. Description of activities held at universities and changes in the academic sphere are also vividly presented on a website; in addition, photos take the first place in a website structure which, in turn, also submit information concerning the levels. The smallest part of the total volume of online information is formed by interviews with employees, where they express personal opinions about a university and the secrets of their success and life principles. In addition, the analysis has identified elements of the declared organizational culture that expresses the goals set by management implemented superiorly based on issuing certain local law-making instruments that regulate employee behavior in a team, developing rules and procedures for behavior in a workplace, etc. In the first place, rectorate demands from its employees to execute their duties on a professional level. Cooperation, discipline, and responsibility rank an important place in the declared culture of universities.

Corporate websites reflect hierarchy manifestations: that is, the operation of employees is formalized, structured, procedures/ceremonies and plans govern them, formal rules and official policies unite employees to a significant extent. The hierarchical type of the organizational culture can be explained by an HEI's specifics, its emphasis on training specialists for work in state structures characterized by hierarchical relations.

Thus, the Internet website analysis has revealed the following: despite the infrequent use of the term "organizational/corporate culture," websites contain a significant number of sound evidences that the majority of HEIs, irrespective of their specifics, location, and other factors, pay great attention to developing the corporate culture of HEIs, implementing its pedagogical potential. In recent years, despite the difficulties and complications that arose in the new conditions, HEIs have saved their good reputation and traditions, having passed through a period of optimization, and are currently actively progressing in all areas of their activities.

Analysis of annual reports submitted by rectors of displaced HEIs

The elements that combine content parameters based on the most used words were highlighted in the texts of rectors' reports for identifying the peculiarities of a particular level of the information environment. All characteristics complying with the study purpose were identified as well. Further, the entire complex of identified parameters was divided into the minimum possible number of groups so that only semantically similar parameters get into one group. It goes without saying that the texts of rectors' reports are carefully corrected and formatted. And in most cases, HEIs only post positive text concerning their own history, the expenditures associated with adapting to new conditions, advantages, comparative statistical tables, and so on. The reason for this is that reports (and websites) contribute more to image and reputation, i.e., they are focused on the external information environment.

All reports include Clare-obscures "was (in 2014) – now is" to draw attention to the renewed potential of an HEI, which boosts the perception of a university's contribution to the state and society history. It is stated that particularly "Patriotically-minded groups" which took on a conscious risk of "uncertainty" subsequently were granted new status-prestigious indemnification and retained leadership in training personnel to the declared specialties.

Conclusion

Thus, at the end of 2014-2015, the displaced HEIs faced the challenges of "flowing contemporaneity." The number of students has decreased significantly. A certain part of academic staff moved to other cities of Ukraine, some remained and continued to work on the uncontrolled territory of Ukraine, material and technical reserves have been almost wholly lost. However, as the study period displayed, HEIs have renewed licenses, elaborated a strategy for further development, started training specialists under new educational programs, expanded material reserves, and retained the academic staff's core. Functions of the organizational culture are particularly revealed during this mission implementation.

Application of potential of the system, structural and functional, process and situational approaches to the peculiarities of higher education institution management has demonstrated that activity in the new physical space along with the "old" sustainable HEIs, the introduction of commercial targets of the "Entrepreneurial University" paradigms constitute their essential features. Managing the symbolic and informational component in the organizational culture ranks as one

of the key places in managing displaced HEIs, and their own specifics characterize administrative decisions in this area.

Changes in the ways of representation and self-representation of displaced organizations were analyzed based on photo documents from Internet publications, illustrated magazines, and documentary films. The stereotype for registration of organizational "success" for the following objects (indicators) of observation have been revealed:

- organization facades (all displaced HEIs repaired rented old buildings after moving in; subsequently they received new buildings);
- corporate websites (news is permanently updated, mainly image and reputation events are highlighted – speeches of rectors, meetings with mayors, scientific achievements, and so on; images with a brief description of organizations history, information regarding their founders, and past achievements are posted);
- details of interior or landscape (buildings are decorated with national flags, recognition boards dedicated to municipalities, and international donor assistance);
- symbols and signs that mark organizational singularity (for example, participation in the project "It is worth to study here" (hashtags);

Thus, displaced HEIs have strong views on self-presentation in the external information environment (in this case, on their corporate websites), paying additional attention to describing the specifics of their activities, which indicates a high level of professional skills and strategic areas of activity. The problem to be solved through this study was associated with the need to form a new generation of academic staff that initially complies with contemporary challenges and the consciousness transformation and re-equipment with new approaches to own professional activities. Following the study's outcomes, it is revealed that the functioning of the organizational culture can be effective only in those HEIs where employees do not experience particularly severe pecuniary burdens. Upon interpreting the obtained outcomes, it was stated that significant isolation of employees from the rectorates' decision-making process is one of the characteristic features of the organizational culture in displaced HEIs. The study outcomes illustrated that the staff retaining process often envisages "quotas" for "new" and "displaced" personnel groups, and the process of personnel attraction is focused on the personnel's special characteristics associated with residence, housing rental location, work experience abroad.

Organizational cultures in HEIs have preserved the basic bureaucratic features typical to previous years of institutions' location in Donetsk, Luhansk, etc. A specific "caste" nature characterizes adaptation in displaced HEIs, and a significant role is allotted to asymmetric acculturation (the process of interchange between host communities and internally displaced persons). In the environment of a radical transformation of life narratives, displaced HEIs personnel search for meaning and structure, which is generally defined as "the need for integrity." Organizations (rectorates) that followed integrated (overarching) strategies had a consistent (agreed) internal and external image, or they have elaborated a uniform organizational culture and succeeded in assisting their employees in the search for narratives. "Workplace" has become almost the only factor enabling reinforcing the professional and individual self-worth for displaced employees.

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