

JEL Classification:  
H53; I23; I25

UDC 378.6:005.35

DOI: 10.30857/2415-  
3206.2021.1.3

**SOCIAL RESPONSIBILITY OF THE  
EDUCATIONAL ECOSYSTEM OF A HIGHER  
EDUCATION INSTITUTION UNDER  
CONDITIONS OF STRUCTURAL AND  
INNOVATIVE CHANGE**

**Valentyna YATSENKO<sup>1</sup>**

<sup>1</sup>*Municipal establishment "Kharkiv humanitarian-  
pedagogical academy" of the Kharkiv regional council,  
Kharkiv, Ukraine*

**BACKGROUND AND OBJECTIVES.**

Problems of social responsibility of higher education institution gain particular relevance not only due to changes in the content and conditions of its functioning, but also due to the transformation of many fundamental tenets of higher education institutions' activities. The close relationship between the concepts of "corporate social responsibility" and "educational organisation" manifests itself as the responsibility of the state for the state of the educational system in the country and the responsibility of the educational organisation for the quality of education to its stakeholders.

**METHODS.** The study was based on the principles of corporate social responsibility, sustainability theory and stakeholder theory.

**FINDINGS.** We propose an innovation ecosystem model for higher education institutions, which represents a new organisational integrity and modern way of producing innovation, implemented within a dynamic and adaptive

mechanism that creates, consumes and transforms knowledge into innovative products, using a common innovation infrastructure and common rules among system participants, oriented towards their mutual benefit.

**CONCLUSION.** The identified close relationship between the concepts of ecosystem, innovation ecosystem and business ecosystem made it possible to propose a model of innovative educational ecosystem of higher education institution as a complex self-organizing, self-regulating and self-developing system. The provisions on the need to integrate the principles of corporate social responsibility and the principles of innovative ecosystem functioning implemented in higher education institutions have been substantiated.

**KEYWORDS:** corporate social responsibility; higher education organisation; ecosystem; business ecosystem; university innovation ecosystem.

NUMBER OF REFERENCES	NUMBER OF FIGURES	NUMBER OF TABLES
20	1	1

JEL Classification:  
H53; I23; I25

УДК 378.6:005.35

DOI: 10.30857/2415-  
3206.2021.1.3

## СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ ОСВІТНЬОЇ ЕКОСИСТЕМИ ЗАКЛАДУ ВИЩОЇ ОСВІТИ В УМОВАХ СТРУКТУРНО- ІННОВАЦІЙНИХ ПЕРЕТВОРЕНЬ

Валентина ЯЦЕНКО<sup>1</sup>

<sup>1</sup>Комунальний заклад «Харківська гуманітарно-педагогічна академія» Харківської обласної ради, Харків, Україна

**ПОСТАНОВКА ПРОБЛЕМИ ТА ЗАВДАННЯ.** Проблеми соціальної відповідальності вищої школи набувають особливої актуальності в зв'язку не тільки зі зміною змісту та умов її функціонування, але і з трансформацією багатьох основоположних постулатів діяльності закладів вищої освіти. Тісний взаємозв'язок понять «корпоративна соціальна відповідальність» і «освітня організація» проявляється як відповідальність держави за стан системи освіти в країні та відповідальність освітньої організації за якість освіти перед її зацікавленими сторонами.

**МЕТОДИ.** Дослідження базувалося на принципах корпоративно-соціальної відповідальності, теорії сталого розвитку, теорії зацікавлених груп.

**РЕЗУЛЬТАТИ.** Запропоновано модель інноваційної екосистеми закладу вищої освіти, що представляють собою нову організаційну цілісність і сучасний спосіб виробництва інновацій, що реалізується в рамках динамічного і

адаптивного механізму, який створює, генерує і трансформує знання в інноваційні продукти при використанні учасниками системи загальної інноваційної інфраструктури та загальних правил, орієнтованих на отримання ними взаємних вигод.

**ВИСНОВКИ.** Виявлений тісний взаємозв'язок понять екосистеми, інноваційної екосистеми і бізнес-екосистеми дозволив запропонувати модель інноваційної освітньої екосистеми закладу вищої освіти як складної системи, яка самоорганізується, саморегулюється і саморозвивається. Обґрунтовано положення про необхідність інтеграції принципів корпоративної соціальної відповідальності і принципів функціонування інноваційних екосистем, впроваджуваних в закладах вищої освіти.

**КЛЮЧОВІ СЛОВА:** корпоративна соціальна відповідальність; заклад вищої освіти; екосистема; бізнес-екосистема; інноваційна екосистема закладу вищої освіти.

## **INTRODUCTION.**

Problems of social responsibility of higher education institution become especially relevant due not only to changes in the content and conditions of its functioning, but also due to transformation of many fundamental postulates of higher education institution (HEI) activity. The specificity of the principles of social responsibility of higher education institution is largely determined by its dual role in the market. On the one hand, HEI as a social institution performs the functions defined for it by the state, and its social responsibility fully depends on the standards and regulations established by the state, the level of development of public administration system (Savitska, 2015). The main criteria for effective implementation of this policy are the quality and accessibility of education; the demand for university graduates in the labour market; the demand for scientific research carried out within the higher education system; ensuring state guarantees of human rights and freedoms in education, freedom to choose the form and place of study; guarantees of adequate living conditions for students, including international students, with appropriate stipends; formation of a socially active personality (Gudzinski et al., 2013).

The HEI is responsible to the state for the results of its activities as a social institution serving as an instrument of inheritance of culture, aggregate social experience, their transmission from one generation to another and fulfilling the social order of society, its various social groups (including students themselves, their parents, employers) to implement an effective system of continuing professional education (Grishnova et al., 2014). They are based on the methodological principles of higher education (Grischenko et al., 2015), on the key principle of recognising further vocational education as a catalyst for renewal processes, on the methodology and tools of anticipatory education (Osaulenko et al., 2018).

The state also has an obligation to the higher education institution to comply with the principles of state policy and legal regulation of relations in the field of education, to carry out qualitative and effective legal regulation of relations in the field of education and to guarantee the right of every person to education (Sandul, 2015). On the other hand, as a full-fledged participant of market relations and an independent economic entity, HEI imposes on itself voluntary responsibility to employees, service consumers, partners, public (Yakovenko et al., 2011). Social responsibility, unlike legal responsibility, implies a certain level of voluntary response of an organization to real social problems. In general, it is about rethinking the role of higher education institution in the development of socio-economic space (Shevchenko, 2016). With the rapid development of information and communication technologies and the digitalisation of systems and resources for use in HE, there is a rethinking of the learning process itself, developing new concepts and

paradigms for HE, based on the assumption that nowadays, a time of extensive use of ICT and cyber services that define new types of integrative relationships and interactions, the main overarching construction that defines learning is the environment (Sarioglo, 2016). This approach, in turn, makes use of the basic assumptions inherent in natural (and artificial) ecosystems (Timchenko, 2018).

The aim of the study is to form and adapt proposals to improve the program of social responsibility development of educational ecosystem of higher education institution under conditions of structural-innovative transformations on the basis of analysis of theory and practice of corporate-social responsibility implementation in higher education institutions. The research was conducted in 2020 on the basis of data of Kyiv National University of Technologies and Design.

## MATERIALS AND METHODS.

### *Literature review.*

Transformation processes in the research and education sphere predetermine the necessity to develop the system of research and innovation management in universities and to form their innovation ecosystems. HEIs conducting research in the field of innovation management link research, design, educational activities and business in a common network of cooperation in order to influence the formation of a complex ecosystem of knowledge and its effective use. The concept of ecosystem was introduced into science by the English botanist A.G. Tansley in 1935 to refer to any set of organisms living together and their environment (Tansley, 1935). In this regard, the relevant idea of the educational approach is that new types of relationships and interactions in the educational system are shaped by the educational environment, which is constantly changing in line with scientific and technological (technological) advances (Mercan et al., 2011). It is necessary to systematize the interpretations of "ecosystem", "entrepreneurial ecosystem", "innovation ecosystem", "business ecosystem" (Table 1), which allows to clarify the essence of these concepts, to consider individual elements of ecosystem.

*Table 1*

### **Interpretations of the categories "ecosystem", "entrepreneurial ecosystem", "innovation ecosystem", "business ecosystem"**

<b>Definition</b>	<b>Sources</b>
<b>"Ecosystem"</b>	
A single natural complex formed by living organisms and their habitat (atmosphere, soil, water, etc.), in which the living and non-living components are linked by the exchange of matter and energy.	O. Gudzinski, T. Gurenko, 2013
Energy exchange system, interconnections between its participants. Applying the concept of ecosystems to problems of the innovation process reveals their causes, as well as modelling perspectives	E. Ugnich, M. Izotov, I. Voloshchenko, 2015

End of table 1

Definition	Sources
Any community of living beings and its habitat combined into a single functional unit based on interdependence and cause-effect relationships	J. Moore, 1998
A concept describing the evolution of the nature of interactions of economic agents, the patterns of their innovation activity and their relationship with the operating environment	B. Mercan, D. Goktas, 2011
<b>"Business ecosystem"</b>	
The notion of an ecosystem is closely related to that of a business model, as it recognises the need to move beyond the boundaries of the focal organisation and adopt a more systems perspective that emphasises interdependence and complementarity between the organisation and third parties in order to properly understand how value (and value) is created. However, unlike the business model, the ecosystem is not tied to the parent organisation; different organisations can use the same ecosystem, even with very different business models	D. Timtchenko, 2020
Systemic dynamic and co-evolving communities composed of diverse actors creating and gaining new content through both interaction and competition. Formed at the intersection of technology, open standards and architecture, providing a platform for industry development	H. Savitska, 2015
A set of conditions that enable successful creation and development of organizations; a key feature of such an association is self-organization	A. Grozin, N. Tretiak, H. Sarukhanyan, 2016
A set of production, innovation infrastructure and external environment	A. Shilyaev, 2013
A system where products and services connect to platforms which in turn can integrate with other platforms or services	M. Sandul, 2015
A dynamic economic model of the complex relationships formed between actors whose activities are related to the realisation of entrepreneurial ideas	O. Geshko, 2017
<b>"Innovation ecosystem"</b>	
An entrepreneurial (innovation) ecosystem is a set of conditions for the successful creation and development of an organisation. The key feature of such an association is self-organisation. Such an ecosystem can consist of four main components: the idea, the entrepreneurial expertise, the funding source and the community that brings them together into a coherent whole. Any entrepreneurship is inherently innovative, as it is focused on the constant search for new, more efficient ways to organise activities. Innovation, therefore, is about finding, activating, developing and managing resources and is inherent in the entrepreneurial activity itself.	A. Grozin, N. Tretiak, H. Sarukhanyan, 2016
A variety of entrepreneurial (innovation) ecosystems are mobile ecosystems (or ecosystems of mobile technologies), which may include developers of information product (mobile platforms, management security systems, business service applications, etc.), manufacturers and suppliers of devices, consulting and integration services, users (consumers), etc., and all participants (partners) are linked and the association functions on a mutually beneficial (for all participants) basis.	I. Moshkin, 2009.

*End of table 1*

<b>Definition</b>	<b>Sources</b>
A set of relations between the subjects of the innovation process for the purpose of commercialisation of innovations. This is an open system, which has a certain place in the larger ecosystem, where the partnership relationship with the university is formed. The innovation ecosystem is based on the principle of interaction between the competencies of its participants.	E. Ugnich, M. Izotov, I. Voloshchenko, 2015
A structure, arrangement, set of elements, a part of the institutional environment that provides the conditions for the organization of innovation activities in different areas of the economy	J. Deborah, 2011
A community based on both formal and informal relationships between its participants, the purpose of which is cooperation for the exchange, distribution and dissemination of knowledge and its transformation into commercial innovative products	L. Yakovenko, O. Pashchenko, 2011
A dynamic economic model of complex relationships formed between actors or organisations whose functional purpose is the development of technology and innovation	H. Chesbrough, 2011
A set of virtually "greenhouse" conditions that will ensure the successful creation and sustainable development of small venture capital ventures	I. Osaulenko, 2018
A complex self-organizing system based on the relationships between the elements of the innovation infrastructure.	O. Grishnova, S. Bekh, 2014
Integral characteristic of the quality of the environment of innovation activity, determining the level of favourable (or unfavourable) existing conditions affecting the efficiency of innovation activities	H. Savitska, 2015
IES is a self-organising, self-regulating, self-developing open system characterised by the input flows of ideas, costs, people, information, other resources; its functionality can be described as a set of functions and assignments (search for investors, exchange of ideas and critique of ideas, commercialisation of innovations, creation of functional structures that will implement these innovations).	I. Osaulenko, 2018

The term "business ecosystem" was coined by J. Moore (1998). M. Rothschild has applied biological concepts to real economic phenomena, using the concept of an "ecosystem" and setting up his approach in a separate line of research, bionomics. Moore defines a business ecosystem as an economic community made up of a collection of interlinked institutions and individuals. A. Tansley (2019) shifts the focus from interactions within the business ecosystem to the decentralized decision-making and self-organization of such systems, treating them as extended systems of complementary organizations, communities of customers, suppliers, lead producers and other stakeholders, financial communities, trade associations, trade unions, government and quasi-public institutions that are centered around a key product. In our view, ecosystem equilibrium can be used as one of the key criteria for delineating and studying business ecosystems, which will allow to separate business ecosystems

from various forms of associations of organisations that are temporary and non-systemic in nature. The equilibrium of the business ecosystem can also be used as a key criterion in assessing various types of regulatory effects, consequences of management decisions, which will make it possible to analyze their impact not only on key stakeholders, but also on all elements of the system. The concept of innovation ecosystem was proposed by H. Chesbrough (2003). It offers a tool for creating an environment that enhances the competitiveness of organisations in national and regional economies. At the heart of the concept is the notion of innovation as a process of transforming an idea into a marketable product or service, which requires the collective efforts of multiple actors: manufacturing companies, universities, research companies, venture capital funds. Participants of open IES purposefully use flows of incoming and outgoing knowledge in implementing the innovation process, thereby accelerating internal innovation and expanding markets for its external use.

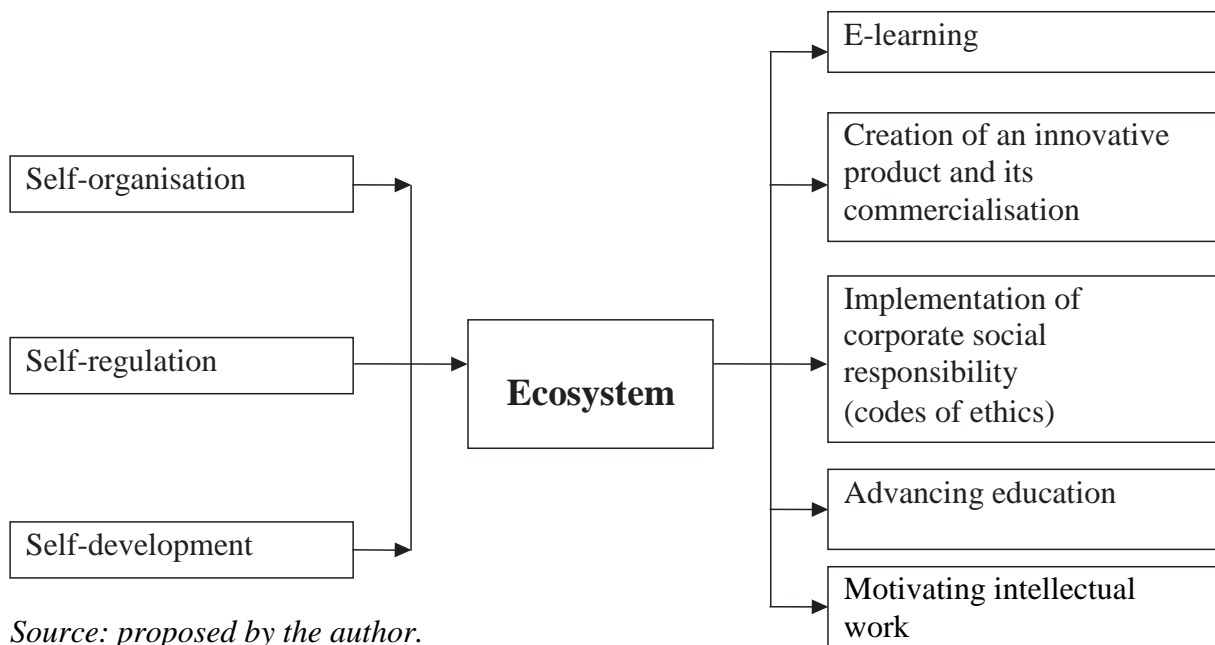
***Method description.***

The study was based on the principles of corporate social responsibility, sustainability theory and stakeholder theory. The main methods of scientific research were: comparison, analysis, synthesis, historical and logical, retrospective, dialectical, structural and functional, comparative, systemic, statistical. The authors analyzed and studied the profile, periodicals and magazines, Internet-portals, monographic publications on social responsibility of business and higher education.

**RESULTS AND DISCUSSION.**

Here is the definition of the university ecosystem provided on the official website of the Massachusetts Institute of Technology <http://web.mit.edu/>: "The university ecosystem is an innovation system, the elements of which are a marketing centre, a business incubator, a technology base, a centre for verification of conceptual technological solutions". In our opinion, the scheme of interaction between the subjects of the MIT ecosystem somewhat violates the logic of the implementation of this process. We believe it is possible to improve the mechanism of interaction between its participants by adjusting the following key points: the startup community should submit information about startup projects to entrepreneurial contests; entrepreneurial contests should select the best projects; based on the corporate investment programme, information about the project should be communicated to corporate investors (venture capitalists, direct investors and accelerators) about the possibility to invest money in this project; the role of business school and education and corporate investors, which will enable the startup community to generate new ideas based on the knowledge gained, and corporate investors to understand where the prospects for investing their funds are better.

The proposed HEI ecosystem model is shown in Fig. 1.



Source: proposed by the author.

**Fig. 1. Model of an innovative educational ecosystem in a higher education institution**

The main characteristics of the proposed educational model of the university ecosystem:

- a closed and complete cycle of training in project-innovation management, starting from entry at the stage of applicants (schools) to graduates (teams or managerial leaders capable of managing a team (creative team leader, technical director of an innovation project));

- the transversal and interdisciplinary nature of the educational model, both vertically (learning through all levels of training) and horizontally (students, faculties, research centres and university innovation environment are involved/involved);

- interdisciplinary nature of the educational model due to: (1) inclusion of students, including undergraduates, in project activities of different training areas (engineer with knowledge of technology features, lawyer, managerial manager, marketer, economist, etc.); (2) use of interdisciplinary projects obtained / formed by centres of excellence, interdisciplinary research laboratories in teaching and practice;

- the learning process allows proper and consistent formation of a set of competences in the field of innovation-project management;

- practice-oriented through the involvement of future specialists, undergraduates, young researchers in real science and technology (innovation) projects.

There is an obvious need for gradual involvement of students in the innovation ecosystem environment. But only with the involvement of other



participants in the ecosystem will the innovation ecosystem be able to function fully and, most importantly, through the chain "basic research – applied research – development – production of innovative products", fulfill its main goal – to commercialize the innovative product, bringing it to the end consumer.

### **CONCLUSION.**

Increased attention to the problems of social responsibility of HEIs requires defining new strategic priorities of higher education system actors, taking into account the interests of all their partners and stakeholders. Development of the triad relationship "state – university – (employees and students)" as a basic element of socially responsible university is possible only in case of forming a qualitatively new innovative culture of university based on social responsibility and innovative activity of teachers, students and all employees. At the same time, corporate social responsibility is interpreted in two aspects:

- as a philosophy of university behaviour in society, a fundamental concept of relations between the organisation and other entities (as social groups), individuals, specifying the goals, principles, methods, tools used by the university to meet the needs and expectations of its stakeholders, determining the possibility of ensuring sustainable development given the limited resources and organisational capabilities available;

- as a systematic and multidimensional activity of HEI that affects the quality of life of society members through the consistent implementation of economic, social, environmental measures aimed at meeting the needs and expectations of stakeholders.

### **ACKNOWLEDGEMENT.**

The authors are grateful to the heads of institutions of higher education for their help in carrying out these studies.

### **ABBREVIATIONS:**

*HEI*                   Institutions of higher education  
*CSR*                   Corporate social responsibility

### **REFERENCES:**

Geshko, O. A. (2017). Predprinimatelskaia ekosistema sovremennogo vuza: otdelnye aspekty formirovaniia [The entrepreneurial ecosystem of a modern university: certain aspects of formation]. *Ekonomika: teoriia i praktika: materialy Mezhdunar. nauch.-prakt. konf.* [Economics: theory and practice: materials of the International Scientific and Practical Conference]. Saratov: Institute of Management and Socio-Economic Development; Saratov State Technical University. P. 65–68 [in Russian].

Hrishnova, O., Bekh, S. (2014). Sotsialna vidpovidalnist universytetiv Ukrainy: porivnialnyi analiz ta osnovni napriamy rozvytku [Social responsibility of Ukrainian universities: comparative analysis and main directions of development]. *Visnyk Kyiv. nats. un-tu imeni Tarasa Shevchenka. Serii: Ekonomika* [Bulletin of Taras Shevchenko National University of Kyiv. Series: Economics], No. 5 (158), P. 11–18 [in Ukrainian].

Grozin, A. N., Tretiak, N. V., Sarukhanian, Kh. S. (2016). Mobilnye ekosistemy – raznovidnost innovatcionnykh ekosistem [Mobile ecosystems – a kind of innovative

ecosystems]. *Problemy sovremennogo pedagogicheskogo obrazovaniia* [Problems of modern pedagogical education], No. 52-5, P. 178–185 [in Russian].

Hudzynskiy, O. D., Hurenko, T. O. (2013). Instytutsionalizm v upravlinni sotsialno-ekonomichnykh systemamy: problemy, napriamy rozvytku [Institutionalism in the management of socio-economic systems: problems, directions of development]. *Nauk. pr. Pivd. filialu Nats. Un-tu bioresursiv i pryrodokorystuvannia Ukrainy "Krym. ahrotekhnoloh. un-t"*. *Ekonomichni nauky* [Scientific works of the Southern branch of the National University of Life and Environmental Sciences of Ukraine "Crimean Agrotechnological University". Economic sciences], Vol. 158, P. 31–36 [in Ukrainian].

Moshkin, I. V. (2009). Predprinimatelskaia ekosistema innovatsionnogo universiteta [Entrepreneurial ecosystem of an innovative university]. *Problemy i perspektivy predprinimatelstva v Rossii* [Problems and prospects of entrepreneurship in Russia]. North Caucasian Academy of Public Administration [in Russian].

Osaulenko, I. A. (2018). Metodolohiia proektno-orientovanoho upravlinnia rehionalnykh strukturamy v systemi nauka – biznes – derzhava: avtoref. dys. na zdobuttia nauk. stupenia dokt. tekhn. nauk: spets. 05.13.22 – Upravlinnia proektamy ta prohramamy [Methodology of project-oriented management of regional structures in the system science – business – state: dissertation abstract for the degree of Doctor of Technical Sciences: specialty 05.13.22 – Project and program management]. Cherkasy. 359 p. [in Ukrainian].

Savytska, N. L. (2015). Instytutsionalni problemy vzaiemodii steikkholderiv u vyshchii osviti [Institutional problems of stakeholder interaction in higher education]. *Sotsialno-ekonomichni transformatsii v epokhu hlobalizatsii: zb. nauk. pr. 6 Vseukr. nauk.-prakt. konf.* [Socio-economic transformations in the era of globalization: a collection of scientific papers of the 6th All-Ukrainian scientific-practical conference]. Poltava: Poltava National Pedagogical University named after V. H Korolenko. P. 48–52 [in Ukrainian].

Sandul, M. S. (2015). Evoliutsiia kontseptsii ta determinanty konkurentospromozhnosti natsionalnykh system vyshchoi osvity [Evolution of concepts and determinants of competitiveness of national higher education systems]. *Ekonom. visnyk un-tu. Serii: Ekonomika znan, innovatsiina systema* [Economic Bulletin of the University. Series: Knowledge economy, innovation system], Vol. 27/1, P. 18–25 [in Ukrainian].

Sariohlo, V. H. (2016). "Velyki dani" yak dzherelo informatsii ta instrumentarii dlia ofitsiinoi statystyky: potentsial, problemy, perspektivy [Big data as a source of information and tools for official statistics: potential, problems, prospects]. *Statystyka Ukrainy* [Statistics of Ukraine], No. 4, P. 12–19 [in Ukrainian].

Gryshchenko, I. M. (ed.) (2015). Teoretyko-metodolohichne obgruntuvannia efektyvnykh finansovo-ekonomichnykh modelei rozvytku vyshchoi shkoly: monohrafiia (rukopys) [Theoretical and methodological substantiation of effective financial and economic models of higher school development: monograph (manuscript)]. Kyiv. 236 p. [in Ukrainian].

Tymchenko, D. O. (2020). Problemy stvorennia innovatsiinoi ekosystemy v Ukraini [Problems of creating an innovative ecosystem in Ukraine]. *Visnyk Natsionalnoho tekhnichnoho universytetu "KhPI", serii: Stratehichne upravlinnia, upravlinnia portfeliamy, prohramamy ta proektamy* [Bulletin of the National Technical University "KhPI", series: Strategic Management, Portfolio Management, Programs and Projects], No. 2, P. 56–63 [in Ukrainian].

Ugnich, E. A., Izotov, M. A., Voloshchenko, I. I. (2015). Kommertzializatsiia rezultatov intellektualnoi deiatelnosti v universitetakh: kontseptciia innovatsionnoi ekosystemy [Commercialization of the Results of Intellectual Activity at Universities: the Concept of an Innovation Ecosystem]. *Naukovedenie* [Science of Science], Vol. 7, No. 4, P. 48–60 [in Russian].

Shevchenko, L. S. (2016). *Universytetska osvita: ekonomichni priorityety ta upravlinnia rozvytkom: monohrafiia* [University education: economic priorities and development management: a monograph]. Kharkiv: Pravo. 188 p. [in Ukrainian].

Shiliaev, A. V. (2013). *Razvitie informatcionno-kommunikatcionnykh biznes-ekosistem vysokotekhnologichnykh TNK (na primere kompanii Nokia): avtoref. dis. ... kand. ekon. Nauk* [Development of information and communication business ecosystems of high-tech multinational corporations (on the example of Nokia): dissertation of the candidate of economic sciences]. St. Petersburg. 17 p. [in Russian].

Yakovenko, L. I., Pashchenko, O. V. (2011). *Ekonomichni osnovy modernizatsii vyshchoi osvity v umovakh stanovlennia ekonomiky znan: monohrafiia* [Economic bases of modernization of higher education in the conditions of formation of knowledge economy: monograph]. Poltava: Skaitek. 216 p. [in Ukrainian].

Chesbrough, H. W. (2003). *Open Innovation: The New Imperative for Creating and Profiting From Technology*. Boston, MA: Harvard Business School Press. 272 p.

Deborah, J. (2011). What is an Innovation Ecosystem? URL: [www.urenio.org/wpcontent/uploads/2011/05/What-is-an-InnovationEcosystem.pdf](http://www.urenio.org/wpcontent/uploads/2011/05/What-is-an-InnovationEcosystem.pdf).

Mercan, B., Goktas, D. (2011). Components of Innovation Ecosystems: A Cross-Country Study. *International Research Journal of Finance and Economics*, No. 76, P. 102–112.

Moore, J. F. (1998). The Rise of a New Corporate Form. *Washington Quarterly*, No. 1 (21), P. 167–181.

Tansley, A. G. (2019). The Use and Abuse of Vegetational Terms and Concept. *Ecology*, No. 16, P. 284–307.

#### AUTHOR (S) BIOSKETCHES



**Yatsenko Valentyna**, PhD in Economics, Associate Professor, Municipal establishment "Kharkiv humanitarian-pedagogical academy" of the Kharkiv regional council, Kharkiv, Ukraine.

E-mail: [valya.yatsenko.1982@gmail.com](mailto:valya.yatsenko.1982@gmail.com)

#### COPYRIGHTS

©2021 The author(s). This is an open access article distributed under the terms of the Creative Commons Attribution (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, as long as the original authors and source are cited. No permission is required from the authors or the publishers.

#### HOW TO CITE THIS ARTICLE

Yatsenko, V. (2021). Social responsibility of the educational ecosystem of a higher education institution under conditions of structural and innovative change. *Management*, 1(33): 32–42. <https://doi.org/10.30857/2415-3206.2021.1.3>.