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**EXAMINING THE STAKEHOLDERS' PERSPECTIVES FOR UNIVERSITIES'
SOCIAL RESPONSIBILITIES: THE CASE OF THE FACULTY OF EDUCATION,
ÇANAKKALE**

DOCTORAL DISSERTATION

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**Examining the Stakeholders' Perspectives for Universities' Social Responsibilities: The
Case of the Faculty of Education, Çanakkale**

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(Doctoral Dissertation)**

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July, 2015**

Undertaking

I hereby declare that the doctoral dissertation "Examining the Stakeholders' Perspectives for Universities' Social Responsibilities: The Case of the Faculty of Education, Çanakkale", was written by me without any contradictory help in terms of academic ethics and values, and all sources which I have benefited during the research have been fully cited in the references.

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ABSTRACT

Examining the Stakeholders' Perspectives for Universities' Social Responsibilities: The Case of the Faculty of Education, Çanakkale

Higher education institutions are the key drivers of social and economic development in every nation. Teaching and research come forth amongst institutions' fundamental responsibilities, whereas the 'third mission' or 'social service' is still under debate. Accordingly, the purpose of this research is to examine the stakeholders' perspectives for higher education institutions' social responsibilities in order to understand how they regard the 'social responsibility' phenomenon on behalf of universities, their mutual expectations and ideas for the future considerations of universities' in terms of social responsibilities.

A mixed methodology is utilized in order to reach the relevant data. For the qualitative part of the research, semi-structured interviews are conducted with a study group of 22 participants and various related documents are analyzed. Qualitative analysis is done by using NVivo 10 software program. For the quantitative part of the research, a survey is utilized with a scale developed to assess the institution's social responsibility accomplishment level from students' perspectives, with a purposefully selected sample of 690 undergraduate students from the Faculty of Education, that are enrolled in the 2014-2015 academic year at Çanakkale Onsekiz Mart University. Quantitative analysis is done with SPSS 21.0 software program.

Findings reveal that participants' knowledge related to the hosting institution's social applications is at a low level, while their expectations are at a high level. Participants prioritize the leadership of universities, educational and cultural development, dealing with environmental problems and forming a specific social responsibility unit, as the futuristic considerations for universities' social responsibilities. From students' perspectives, the social responsibility accomplishment level of the institution is found at a moderate level.

ÖZET

Üniversitelerin Sosyal Sorumluluklarına İlişkin Paydaş Algılarının İncelenmesi:

Eğitim Fakültesi, Çanakkale Örneği

Yükseköğretim kurumları, her ulus tarafından sosyal ve ekonomik gelişimin anahtar unsurları olarak görülmektedir. Öğretim ve araştırma, yükseköğretim kurumlarının sorumlulukları arasında öne çıkmaktadır. Diğer taraftan, üçüncü görevi olarak değerlendirilen ‘topluma hizmet’ sorumluluğu halen tartışılan bir unsurdur. Bu araştırmanın amacı, paydaşların yükseköğretim kurumlarının sosyal sorumluluklarına yönelik algılarının incelenmesi, bu konudaki karşılıklı beklentileri ve gelecekte bu sorumlulukların yerine getirilebilmesi için üniversitelerin üstlenmesi gereken sorumlulukları belirlemektir.

Araştırma bağlamında gerekli verilere ulaşabilmek için karma desen kullanılmıştır. Araştırmanın nitel bölümü için 22 kişilik çalışma gurubu ile yarı yapılandırılmış görüşmeler ve ilgili konuda doküman analizi yapılmıştır. Nitel analizlerde NVivo 10 paket programı kullanılmıştır. Nicel bölüm için, tamamen nitel verilerden elde edilen ve araştırmacı tarafından geliştirilen ölçek kullanılarak, araştırmanın evrenini oluşturan 2014-2015 akademik yılında Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi’nde eğitim gören 690 kişilik seçkili örnekleme anket uygulanmıştır. Nicel analizlerde SPSS 21.0 programı kullanılmıştır.

Elde edilen bulgulara göre, üniversitenin sosyal sorumluluk uygulamaları hususunda katılımcıların bilgilerinin oldukça az olduğu, fakat beklenti seviyelerinin yüksek olduğu görülmüştür. Katılımcılar, eğitimsel ve kültürel gelişime yönelik girişimleri, çevresel problemlere yönelik uygulamaları ve kurum içinde sosyal sorumluluk projelerini planlayan ve uygulayan özel birimlerin oluşturulmasını, üniversitelerin gelecekteki sorumlulukları arasında görmektedir. Lisans öğrencilerinin değerlendirme sonuçlarına göre ise, ilgili kurumun sosyal sorumluluklarını gerçekleştirme düzeyinin orta derecede olduğu tespit edilmiştir.

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LIST OF ABBREVIATIONS

ÇOMÜ: Çanakkale Onsekiz Mart University

YÖK: Turkish Higher Education Council

SR: Social Responsibility

CSR: Corporate Social Responsibility

USR: Universities' Social Responsibility

HEI: Higher Education Institution

HE: Higher Education

NGO: Non-Governmental Organization

LA: Local Authority

S: Student

Chapter I

This section of the dissertation comprises statement of the problem, the purpose and significance of the research, limitations, and assumptions of the researcher, the researcher perspective and definitions of some concepts related to the research subject.

Introduction

Higher education systems all around the world are having a rapid change and globalization is the leading actor for these changes. As Scott (2002) underlined, the active formation of higher education has never been this fast and effective when it is compared with previous years. In the spirit of globalization, there lies the idea of creating a new market which is fed by worldwide economic activities. These economical actions are also followed by political, cultural and technological aspects that make globalization phenomenon a four dimensioned process (Karlsen, 2002; McBurnie, 2002). Kwiek (2002) stated that factors which contribute to globalization process can be grouped in three categories as:

1. Consideration of higher education as a leading aspect of national growth within social and economic developments by national governments.
2. Reconsideration of the welfare state by means of a new vision that affects the finance of public sector's in terms of governmental funding.
3. The potent effect of commercialized organizational culture of public sector globally.

Many scholars believe that, aspects like affinity and convergence of cultural identities as a result of spanned national cultures, mobility of people and thought, despite the national borders, the collapse of the relation between national state autonomy and higher education phenomenon are the effects of globalization process. Different trends of globalization have direct or indirect effects on higher education's development, finance and administration (Ercetin, 2001). According to UNESCO, these trends are *democratization, localization, polarization of inequities, shifts or divisions* in the society. It is believed that these trends

forced Higher Education Institutions to reconsider their alliances with government, industry and the society. Within the process of resolution of the nation-states, governments started to move its place in societal production areas, or globalization itself managed to convince societies that nation-states are in the resolution process and that government must leave its societal production areas (Tekeli, 2003).

Drucker (1996) emphasized that economic factors ruled the administrative and managerial aspects during the last 40-50 years, but in the forthcoming 20-30 years, societal factors would gain importance and his foresight became a living aspect nowadays (Yılmaz, 2011, p. 88). This vision underlines the importance of the efforts that focus on societal aspects for various kinds of organizations to endure and to develop in the new global organizational climate. The social responsibility phenomenon is more than a term that combines state, private and civil society organizations for a unique and target based objective that helps to share the positive outcomes within the efforts to defeat the negative ones by a team work mentality (Paksoy, 2001). Bayraktaroğlu (2008) believes that social responsibility is the obligation of the human activities that are adopted for the benefits of the system to achieve its objectives, by taking the ethical values and employing its resources to modernize the fellowship that the organization is in. Organizations must also focus on the utility of the local region, society, the world and humanity itself as they focus on their economic benefits (Yılmaz, 2006). The crossing point of social responsibility definitions is that, they manage to fit in a common ground in which the primary focus is on the demands of interest groups and societal expectations (Top & Öner, 2008).

HE is neither seen as a unique public sector, nor do the problems related to higher education reforms belong to Central and Eastern Europe anymore. Recently these issues are seen as global problems and the results are under scrutiny of global organizations like the IMF and OECD.

Depending on these current modifications, new definitions must be counted regarding the responsibilities of higher education establishments. The primary cause for this reconsideration of the obligations of higher education from the perspective of politicians, educators and scholars is the gap between society and the higher education institutions (HEIs). The perception of the dualism, as the university and the society are two different worlds, is regarded as the highest indicator of the current situation (Çuhadar, 2008; Mporu, 2007; Sandy & Holland, 2006). Collaboration and coordination of the society and HEIs is the desired virtue to get over the existing gap.

Statement of the Problem

Universities are organizations that perform a key role within contemporary societies by educating large proportions of the population and generating knowledge (Perkmanna et al., 2013, p. 423). Universities are morally accountable to society in general (Cooper, 2005), through scholarship, research and leadership in the residential areas which they function. This moral accountability includes the duty of universities to be engaged in the mental process of societal transformation as well as the performance of the university's natural function of instruction and research (Bernardo, Butcher & Howard, 2011).

The fundamental responsibility of higher education institutions all around the world is to disseminate the valuable knowledge to individuals that can facilitate them to remember and act scientifically by analyzing, regarding to the needs of the company. With the help of research tasks in a wide scope of professions that the companionship needs, development of technologies and reflecting the newly earned knowledge to all strata of society to create an outstanding socio-cultural interaction and economic mood in the neighborhood, that the university facilities are laid with a manner to aid the local development (Durukan, 2004; Sakınç & Bursalıoğlu, 2012, p. 98).

Turkish Republic's constitution of 1982 that forms many changes in the country's future, the item number 130 related to the higher education system and the 2547 Higher Education General Law, the item number 4 states that the duties of higher education institutions like other countries, are defined as '*education*', '*research*' and '*social service*'. In today's circumstances, the duties of '*education*' and '*research*' are generally combined into each other and carried out by scholars of public and private higher education institutions of the country. Institutions are not organized according to their duties and they are trying to accomplish their three dimensioned responsibilities at the same time. It is possible to say that institutions mainly focus on the first two missions, which are '*education*' and '*research*' and the low quantity of graduate study students, when they are compared with undergraduate, is likely to prove this situation (Erdem, 2013, p. 5).

Depending on the findings of a research that is conducted by Mızıkacı (2012) in six European countries with 66 participants, one can state that higher education institutions all around Europe are still preserving their traditional visions and missions, and are not likely to be prepared for the demands of the knowledge society. Institutions are under pressure of national and global demands of change and the actions taken to fulfil this need are far away from solutions, as they cannot exceed their theoretical frames. Because of this situation, it can be possibly mentioned that higher education institutions which are responsible for social changes, cannot keep up the pace with the current issues and demands which ends up with the society and university gap.

Turkish higher education institutions are also going through similar problems and cannot form worthy practices to extend out their duties mentioned in the country's constitution. It is difficult to observe that there are good relations or linkages between the higher education institutions, industry and the society even if the issue of university-industry

is under scrutiny for a long time. Alas, an active cooperation could not be worked despite the efforts and steps that are taken (Günay, 2011, p. 115).

On the other hand, the three paradigm shifts that modern higher education institutions faced all along the history; (a) general focus on '*education*', mainly related to religious doctrines, (b) Alexander Von Humboldt's and 19th Century's German universities' perspective of '*research*' era (c) 20th Century's American universities '*service*' perspective, are believed to be continuing the aims that are stated below into the forthcoming 15-20 years (McGregor & Volckmann, 2010):

- A strong partner of social reforms.
- Keeping the tradition of science applications within the requirements of knowledge society.
- Conducting applied research tasks.
- Hosting culturally and intellectually developed individuals.
- Cooperation with stakeholders and forming different approaches those are inter-sectorial.
- By making a boundary spanning interdisciplinary vision, pulling down the faculty walls.
- By centralizing the university right in the middle of the society to increase the development level.

As it can be distinctly noticed, amongst the themes those are able to form the future by means of higher education; there lies the needs of the society as a leading virtue. Applications deliver a worldwide range, merely when the literature is scanned, it can be easily found out that American higher education institutions are trying to dispense with this issue more than others. Just like other countries, the Turkish higher education system needs good practices to

be conducted in favor of the society and universities' third mission to create a better society and university engagement.

It is believed that educational administration has been under the effect of the positivist paradigm for a long time. Positivity, which derives its theoretical perspectives from natural sciences, emphasizes that reality, must be viewed apart from the value itself. Depending on this fact, one can mention that educational researchers are not questioning the existing order and regarding important virtues like culture, history, power relations, social responsibilities, justice, equality, participation, ambiguity, coincidence. Nevertheless, educational researches must not be in a spectator position of social, political, economic, and cultural oppression. In this context, social service applications and projects must take their place in the educational research literature and SR axis must be created. Alas, in the books that is interrelated to the subject (Aksoy, Çetin & Sönmez, 2009; Kuzucu & Kamer, 2009) or in other researches (Çoban, Kaşkaya & Ağırba, 2010; Tanrıseven, Üredi & Yanpar-Yelken, 2010) social responsibility term cannot take its space. According to Kahraman (2012, p. 53), when Turkish higher education establishment systems, campus facilities and other applications are examined, it can be clearly seen that their 'social service' duty is not accomplished like the other two (education and research). Whereas, higher education institutions' policies that are away from the demands of the society by merely concentrating on pure science, do not have a meaning and this position is not acceptable in today's sociological circumstances.

The service learning concept, which is taking its place in higher education institutions' educational programs (Hatcher & Erasmus, 2008; Eyler, 2000; Harkavy, Puckett & Romer, 2000; Moore, 2000) all around the World for the last 15-20 years with a great interest of researchers, also took its place in the Turkish higher education system dating back to 2006-2007. The conference with the title "Education Faculties and Service Learning from Educational Sciences' Perspective" held at Ankara University, Faculty of Educational

Sciences in 2006, can be seen as the major event of this application's starting point. As a compulsory course for all programs, students are given the chance to observe current problems and needs of the society and perform analytical projects to pass the course (Yükseköğretim Kurumu [YÖK], 2007, p. 64). The service learning concept can be viewed as a bridge between the society and university that can fortify the ties. But, without being restrained by the university level students' course based projects, higher education institutions must be an important component of the society by knowing that they have obligations to produce a better lifestyle and conformance to the latest innovations within a dynamic and resilient structure (Kuyumcu & Erdoğan, 2008, p. 246). Following these expectations, however, HEIs are trying to deal with current needs of the era in an institutional manner, our literature is having a lack of research and project based studies nationwide. Moreover, it has critical importance to examine the stakeholders like Non-Governmental Organizations (NGOs) and Local Authorities (LAs) which can participate in service learning activities in collaboration and coordination for the welfare of the society, which will back up the character and range of current applications.

Depending on this reason, examining the stakeholders' perspectives for social responsibilities of higher education institutions is chosen to be the main subject of this dissertation.

Problem sentence

The main query of this research is; "From the stakeholders' perspective, what are the social responsibilities of higher education institutions, to what extent they are able to fulfil these responsibilities and what must be the future considerations?"

Research questions

In order to reach the relevant data the sub-queries are as follows:

- 1) What kind of social responsibility applications are conducted currently?

- 2) What are the expectations of higher education institutions' from Local Authorities' related to social responsibilities?
- 3) What are the expectations of higher education institutions' from Non-Governmental Organizations related to social responsibilities?
- 4) What are the expectations of Local Authorities from higher education institutions' to fulfil their social responsibilities?
- 5) What are the expectations of Non-Governmental Organizations from higher education institutions' to fulfil their social responsibilities?
- 6) What must be higher education institutions' future considerations of social responsibilities in order to fulfil this duty?
- 7) From undergraduate students' perspective, to what extent higher education institutions' fulfil their duties related to social responsibilities?

Purpose of the Research

The purpose of the research is to examine the stakeholders' perspectives for higher education institutions' social responsibilities. By conducting interviews for the qualitative part of the research, in depth understanding of faculty members' and stakeholders' decisions and feelings about the third mission of universities would be examined. With the help of the data that is gathered by semi-structured interviews, the assessment of the hosting institution's USR accomplishment level from undergraduate students' perceptions would be available by means of a scale that is developed by the researcher.

Gathering and examining the global visions of engagement and the leading measurement practices within a scientific manner to create a road map for the Turkish higher education system is another purpose of this research. With the assist of the detailed literature review, it will be easier to interpret the current topics and internalize the famous motto of our era which is "think globally, act locally".

Significance of the Research

The effects of globalization put HEIs into a leading position to come over the side effects as they fed by society's inputs. The responsibilities of the campus members are now of critical importance when it's compared with previous years, as they are responsible for creating a transforming society which can compete with the demands of the era that external stimuli are at their highest level.

With the help of the document analysis and the data that is collected by interviews and the survey, it will be possible to compare the social responsibilities (SR) perceptions of scholars, LAs, NGOs and students to gain the general knowledge level of the society, compare the outcomes of current applications, focus on the causes of the university and society gap and to clarify the future considerations for a better fulfillment of the third mission of universities for a better engaged society.

Depending on the fact that there is a lack of studies that focus on the subject in the national field of literature, this dissertation's significance comes forth depending on its aim to gather the leading practices of community engagement and the efforts to measure the engagement level. Evaluation of the ideas and the best practices are believed to serve as an insight spots for further research from various fields to help our institutions fulfill their duties of SR that would prevent Turkish HEIs falling behind the global changes.

Assumptions of the Research

The researchers assumed that, for the qualitative part of the research, the selection of the study group is proper and the amount is enough to reach the relevant data, in order to understand the perspectives of stakeholders in terms of universities' social responsibilities. Besides, it is assumed that the purposefully selected participants have suitable backgrounds to reflect their ideas related to the subject.

Participants in the study group sincerely reported their perceptions of universities' social responsibilities (USR), experiences and observations related to the subject and their mutual expectations from for a better fulfillment of community-university engagement

For the quantitative part of the research it is assumed that the participants in the purposefully selected sample reflected their ideas sincerely and the amount is suitable enough to generalize the results.

Limitations of the Research

For researchers more familiar with quantitative methods, which aim to measure the effects of variables, the aims and methods of qualitative research can seem imprecise. Common criticisms: the samples are small and not necessarily representative of the broader population that is considered to be difficult to know how far the results can be generalized; the findings lack rigor; it is difficult to tell how far the findings are biased by the researcher's own opinions (Patton & Cochran, 2002).

Depending on this information, the study group of the research consisting seven academicians, seven NGO members, four LA employees and four students totaling 22 participants can be considered as a limitation of the qualitative part of the research.

The other limitation of the research is the purposefully selected sample ($n= 690$) of undergraduate students, that is drawn from the population ($N= 4251$), whom are enrolled at the Faculty of Education, Çanakkale Onsekiz Mart University in 2014-2015 academic year.

The Researcher Perspective

The researcher lives in a city which involves a considerable amount of active NGOs ($N= 34$ for only educational associations; total $N= 923$ involving a rich blend of fields; <http://www.dernekler.gov.tr/tr/Anasayfalinkler/illere-gore-faal-dernekler.aspx>) that is modern and peaceful, and studies at a university which is one of the leading universities in Turkey with its nearly 44.000 students and qualified academic and administrative staff established in

1992. Çanakkale Onsekiz Mart University's remarkable global appeal continues to grow with 13 faculties, 4 institutes, 8 colleges, 12 vocational high schools, 26 research and application centers and a Research Hospital (<http://www.comu.edu.tr/en/about>) that arranged seven international NGO conferences between 2004-2010 (the Proceedings of VII. International NGO's Conference, 2010), but then suddenly moved through a silence.

After reaching a wide scope of international information about USR by means of the detailed literature review during the research process, the researcher has the desire to understand the facts behind the scene and personally asks the following questions; "Does this silence mean that no action takes place institutionally or individually; is there still an interaction in the city that we are not aware?; What is really going on in the HEI business in favor of the society in our city and in Turkey?; What has been done so far and what must be done from now on?", which can be considered as the starting point of this research and the basis for research and interview questions.

Therefore, the researcher acknowledges the personal background and interest, as a researcher bias in conducting the research and assessing the findings, depending on the fact that in qualitative studies, researchers bring their own subjective perspective to bear (Bloomberg & Volpe, 2008).

Definitions

Social responsibility (SR) is the individuals' actions not only to incorporate social rules and relation to a community of people and society at large, but also as engaging in actions that benefit the environment in desirable ways (Berkowitz & Lutterman, 1968; Bufford, Gordon, Hansen, & Campbell, 2004). In other words, SR can be anything from paying taxes, driving within the speed limit, recycling, protecting wildlife, or even civil disobedience (Ridenour, 2007).

Corporate Social Responsibility (CSR) term does not have an accepted definition and arguments have existed related to its significance and key elements ever since the term was first used (Davis, 1973; Frederick, 1986; Wood, 1991; Whetten, Rands, & Godfrey, 2002). One early definition was proposed by Carroll (1979), who argued that the societal obligation of business encompasses the economic, legal, ethical and discretionary expectations that society has of organizations at a given period in time (p. 500).

According to Nedd (2008), CSR assumes a moral approach to business operation in which the corporation is conscious of the impact of its activities on stakeholders. CSR is often perceived as a response to pressure from outside stakeholders who may be adversely affected by company practices, or a pro-active effort by firms to predict or at least alleviate these pressures and enhance the image and value of the corporation (Apostolakou & Jackson, 2009).

Universities and Social Responsibility According to Karima, Oshima & Yamamoto (2006), universities have social responsibilities, which can be called ‘University Social Responsibility (USR)’.

According to Goossen (2009), “Universities have an opportunity to embrace the concerns of their stakeholders, such as students and business supporters, and lead in responding in the realm of practicing and communicating CSR. Universities are realizing that it is a competitive market in terms of creating an ongoing stream of satisfied alumni, attracting new students and addressing the concerns of business supporters—a strategy which incorporates CSR is a start.”

The Third Mission. It is believed that universities are powerful drivers of innovation and change in the society. All pursue the three missions, but different institutions have different contributions to make (Newcastle University [NU], 2009). Institutions must choose the role which best suits their strengths (Business/ Higher Education Round Table [B-HERT],

2006). Recently, often on the initiative of policy-makers, many universities have taken action to develop a 'third mission' by fostering links with knowledge users and facilitating technology transfer (Etzkowitz, Webster, Gebhardt, & Terra, 2000b; Florida & Cohen, 1999; Gulbrandsen & Slipersæter, 2007). This 'other' HE goal, apart from teaching and research, is what UNESCO (2008) terms as the "Third Mission". This third mission of higher education similarly identified as "Community Engagement (CE)" which expands the roles of universities beyond the traditional roles of teaching and research.

Community Engagement. This term in higher education is defined as a university's active role in supporting a mutually beneficial relationship with on- and off-campus community partners in a range of ways (Fitzgerald, 2012, p. 101).

According to Hall (2010), community engagement (CE) in higher education (HE) is often described in terms of a cluster of activities that include service-learning, programs and research that address specific social, economic and political needs. These needs of the society are beyond education and research activities, the first two missions, but not separated (Hall, 2010).

Service Learning. One of the many frameworks used to concretize CE in educational institutions is the 'service learning', which is an experiential pedagogy (Furco, 1996; Serow, Calleson, Parker, & Morgan, 1996) that provides contextual learning through active, integrated and motivated experiences (Cantor, 1995), and builds upon and enriches students' understanding of their individual and collective potential. For many scholars, it is a methodology that connects academic work in classrooms with experience in communities (Furco, 1996; Morton & Troppe, 1996; Zlotkowski, 1996) to help students learn how to contribute to the development and maintenance of communities.

The Stakeholders. Are actors—organizations, agencies, clubs, groups or individuals—who may gain or lose from an organization's activities (Ackoff 1981; Allen 1988) with an interest in the organization's performance.

Freeman's definition of the stakeholder (1984, p. 46) is very broad (Benneworth & Jongbloed, 2009), 'any group or individual who can affect or is affected by the achievement of the organization's objectives'. Universities' main stakeholders therefore include the international scientific community, industry, politics, the public sector and the general public (Jongbloed, Enders & Salerno, 2007).

Chapter II

This chapter is designed for indicating theoretical frames after a detailed literature review consisted of broader definitions of the related terms from different perspectives, global visions of engagement, global engagement networks and international reports on community engagement (CE), measuring approaches of CE and related studies that present similar subjects and results of the research.

Theoretical Background

The review begins with the explanation of social responsibility as a key term and its effect on corporations that forms corporate social responsibility (CSR) phenomenon, which then turns into universities' social responsibilities (USR) that both underlines a fundamental purpose of corporations, universities and other stakeholders which is engaging with the community that they serve and get benefits from.

Global visions of engagement follow the first section to inform the reader about community-university engagement process from different countries with different visions. International networks and reports on CE that gathers a considerable amount of information are presented as a third section. Finally, leading scholars' studies to develop measuring instruments, measurement approaches to community engagement from various reports and related studies would be presented in this section of the research.

Social Responsibility

As the subject that is under examination is still globally discussed from different views and clarifications, it is hard to find a single accepted explanation of the terms that take place in the dissertation. The researcher found it convenient to reflect a wide scope of the definitions that emerge and differ from each other, to help the reader get a better perception of the social responsibility (SR) phenomenon.

Promulgation of the Magna Charta of European universities, signed by 430 rectors in 1988 in Bologna, can be regarded as the overture of academic, sociological reflection on the future of the university (Hrubos, 2011, p. 347). The author underlines that for the first time as a body institutional leaders, representatives of the academic community, proclaimed the fundamental principles to be observed in relation to the function of the university, which can be seen as a starting point of the changes in HEIs including the rise of social acts by means of SR phenomenon, with a rich blend of determinations and applications depending on the fact that, when those 430 rectors are asked to determine SR a considerable amount of definition is likely to come out.

Depending on this issue, one can easily find in the extant literature that there are numerous definitions of SR which reflect the emphases of the disciplines that give rise to them. It's been emphasized that, particularly within the area of instruction, it is determined as social adherence to the principles and expectations that society placed upon an individual (Bierhoff & Rohmann, 2004; Wentzel, 1991). Ridenour (2007), states that the implication of the adherence to rules seems to be an aspect of SR, but lacks the motivational factor and this can benefit the government as well as the individual, but the motivation behind obedience or even civil disobedience should be considered instead of a broad generalization of complying with governmental or societal rules (p. 2).

SR incorporates social, private and civic duty to one's own community or society at large, states Ridenour and adds that the definition of the term becomes even broader in the sense that it cannot only include positive actions, but the absence of negative ones (Ridenour, 2007, p. 3). Ennis (1994) demonstrated this by incorporating the ability to restrain from violence or disruptive behaviors, whereas Berman (1990) defined it, "the personal investment in the well-being of others and the planet" (p. 2).

Hopkins (2000) states that “SR is defined as a pattern of behavior, motivated by personal and social values, that demonstrate an attitude of concern for the welfare of others in all levels of society where no previous personal relationship exists” (p. 3). This definition is believed to echo Starrett’s (1996), which involves a social attitude and pattern of behavior that seeks to foster constructive changes in community and society (Ridenour, 2007, p. 2).

SR is defined as pro-social behavior (Bierhoff, 2002) that seeks to advance and promote community among the broad spectrum of society (Starrett, 1996). This promotion of community is an increasing topic of interest as society becomes more global, diverse, and complex in what defines community and where an individual finds relationships.

Colby, Ehrlich, Beaumont, & Stephens (2003) maintain that SR is based on two ‘inseparable responsibilities’ that are moral and civic. According to Colby, Ehrlich, Beaumont, & Stephens (2000), “a morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments and to take action when appropriate”, whom can be called as a ‘socially responsible citizen’ (Colby et al., 2000; Tosado 2011).

Ridenour (2007) states that research has shown that there is a distinction between general empathy, altruism, and social responsibility. Bierhoff & Rohmann (2004) proposed an empathy-altruism hypothesis and concluded a difference between altruism and egotistic motivation. Social responsibility is viewed as broader and more encompassing than either empathy or altruism.

After making a brief explanation of the SR term, the researcher will put the reader through the related terms that are molded as a historical development in the global context for a fuller discernment of the research basis beneath the accompanying sub-titles.

Corporate Social Responsibility

Likewise the wide range of explanations and definitions of the SR phenomenon, there are also terms and phrases in the extant literature that share the same destiny of their premise word. This range of definitions can be considered as an outcome of social science research nature, which allows many scholars to work on the subject from different perspectives.

Firstly mentioned by American experts (Bowen, 1953) of business management during the 1960s, over the past few years corporate social responsibility (CSR) has become a mainstream concern, for big corporations, small and medium-sized enterprises, public authorities and other organizations at the international level.

Depending on this fact, one can state that SR has direct connections with the actions that are taken by individual's own will, which can be clarified as 'voluntarism'. Volunteering phenomenon has been suggested by Hodgkinson (2003) to be a key component of most societies throughout history. Volunteering is believed to be a growing and global phenomenon (Rochester, 2006; UN General Assembly, 2005). With the rise in voluntary work, the growth of volunteer and charity work in business and commercial companies came forth, where it is called corporate social responsibility (Arshad, 2006; Matten & Crane, 2005; Matten, 2005).

It's been observed by many scholars, that there is an increasing worldwide expectation from the public, the government, employees and employment organizations that CSR activities are for the 'common good' of society, the communities in which employers are based and the personal and individual development of employees (Gallimore, 2006; Moon, Crane & Matten, 2005, 2006; Matten & Crane, 2005).

One can suggest that, there has been a shift or change so far as CSR activities are increasingly expected as a routine matter of course, whereas ten or twenty years ago CSR was far less prevalent, promoted and expected (Matten, 2005). Matten (2005) also questions whether the rise in CSR is down to corporations hitherto being 'socially irresponsible'. Like

voluntary work, which frequently centers on assisting people who are disadvantaged and socially excluded and which receives a citizenship dimension (Blunkett, 2003; Russell, 2005), CSR focuses on similar topics of inclusion and community participation, meaning that CSR is as a form of 'corporate citizenship' as a desire for greater responsibility of the business and corporate world (Moon et al., 2005, 2006; Matten & Crane 2005; Gallimore 2006).

Shawyun, Al-Kami, Al-Shehri, & Al-Hamali (2012, p. 115) emphasize that, CSR has been widely discussed, argued (Friedman, 1962, 1970; Carroll, 1974, 1991; Davis, 1973; Epstein & Roy, 2001) and researched (Dahlsrud, 2006; Heslin & Ochoa, 2008) over the last decades, but it has eluded a definitive and standardized concept as accepted by all (COM, 2001, p. 6; Ethos Institute, 2007). It has also been discussed from the corporate social performance perspectives (Hocevar & Bhambri, 1989; Sethi, 1979; Preston, 1978; Ullmann; 1985; Wartick & Cochran, 1985; Wood, 1991) and its impingement on the fiscal bottom line (Margolis & Walsh, 2003; Orlitzky, Schmidt & Rynes, 2003) and the firm's competitiveness (Kong, Salzmann, Steger, & Ionescu-Somers, 2002; Burke & Logsdon, 1996; Porter & Kramer, 2002 & 2006; Weber, 2008).

According to Shawyun et al. (2012, p. 115), although there are multifarious and diverse perspectives, approaches and frameworks, most of this literature on CSR, are converging into some widely accepted aspects that underpin the CSR directions for the future of CSR. This key convergence, as emphasized by the same group of authors, is the general acknowledgement and acceptance of CSR with respect to (a) the basic triple bottom line of 'people, planet and profit' or the economic, social and environmental aspects that most firms should aim to achieve; (b) there is an 'ethical' and a 'moral' dimension of the firm towards its stakeholders, both internal and external; (c) that a successful organization strives and succeed in a healthy society that is sustainable.

Shawyun et al. (2012, p. 116) also underline that cases and arguments for CSR (Caroll, 1974; Davis, 1973; Epstein & Roy, 2001) centers around; long range self-interest of firms through increased market share (Epstein & Roy, 2001) and long-term survival (Kong et al., 2002, p. 2), public image through improved image and reputation (Epstein & Roy, 2001, p. 3), viability of business through employees motivations, risk management, cost reductions, differentiations, efficiency gains (Turban & Greening, 1997, Schaltegger & Buritt, 2005), resource preservations (Rondinelli & London, 2002) as CSR can improve competitiveness of a company (Burke & Logsdon, 1996; Weber, 2008), through process and product benefits (Porter & van der Linde, 1998), and positively related to financial performance (Margolis & Walsh, 2003; Orlitzky, Schmidt & Rynes, 2003) like tax advantage, financial advantages and better capital access (Schaltegger & Frigge, 1998), avoidance of government interventions and regulations, responsibility toward social and cultural norms, and finally stakeholders' interest.

CSR is also defined as “a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment” (COM, 2001, p. 4) and by “integrating social and environmental concerns in their business operations and in their interactions with their stakeholders” (COM, 2001, p. 6).

As summarized by Shawyun et al. (2012), the stakeholder theory of Freeman (Freeman, 1984; Evan & Freeman, 1988) defined stakeholders as “members of groups whose existence was necessary for the survival of the firm-stockholders, employees, customers, suppliers, local community and the managers themselves” (p. 117). The authors underline that, this situation is believed to be a re-argument of Friedman's stance that “the main purpose of the corporation is to make profits for the stockholders” (Friedman, 1962, 1970).

Dahlsrud (2006), conducted an analysis of 37 Definitions of CSR and sunnised that there are five main dimensions as ‘*environmental, social, economic, stakeholder*’ and

'voluntariness', which are in line with most of the fundamental research directions into CSR, which is also in support of Carroll's Pyramid, with four levers as; (a) eco-responsibility-doing what is required by global capitalism, (b) legal responsibility-doing what is required by global stakeholders,(c) ethical responsibility-doing what is expected by global stakeholders and (d) philanthropic responsibility-doing what is desired by global stakeholders (Carroll, 1991) and the main Stakeholder's theory (Freeman, 1984; Evan & Freeman, 1988; Shawyun et al., 2012).

The motivations and morality behind voluntary work and CSR was complex, but can be broadly grouped under three themes or 'ideal types' (Weber, 2008; Giddens, 1992) of why people and organizations engage in voluntary work and CSR (summarized from Gray, 2010, p. 4):

- Genuineness: The belief of the high level of dedication by students and graduate employees regarding to CSR activities that is viewed as an own reward.
- Self-interest: The belief of the actions that are taken out of self-interest, but just to commercially 'look good' in the public eye for profits by graduate employees or to fulfill the courses that are registered by students.
- Practical or Utilitarian: The result or end (e.g. raising money for charity; getting people to participate in voluntary work and CSR) was considered more important than the motivation or reason behind people engaging in voluntary work or CSR (Gray, 2010, p. 4).

As Gray (2010) suggests, voluntary work is a 'secret ingredient' in personal and character development. It develops the skills, maturity, personalities, values and experience of students as well as showing a willingness to contribute and make a difference to society and the wider community in which both universities and employment organizations are based.

Rather than being self-serving or hiding an ulterior motive, voluntary work and CSR were conceived of as ‘the right thing to do’ (p. 105).

And to do the right thing, International Standards Organization (ISO) identified CSR standards with the code ISO 26000 as; (a) accountability, (b) transparency, (c) ethical behavior, (d) respect for law, (e) respect for human rights, (f) respect to stakeholders’ demands, (g) respect to international norms. With the reference number 2.1.18 ISO 26000 identifies SR as “the responsibility of the effects that an organization’s decision about the society and its territory by considering transparency and ethical issues” and clarified the seven steps mentioned above to make it real and underlined that this phenomenon is a voluntary act for a better engaged society (see: <http://www.iso.org/iso/home/standards/iso26000.htm>).

Corporate Social Responsibility in Turkey

In 2005, Agence Française de Développement financed a study to better understand the sustainability challenges faced by Turkish businesses and to find out guidance for investment opportunities. The study was carried out by consultants from Bankakademie International – Frankfurt School of Finance and Management.

The report prepared by Cozannet, Roper & Gurgoz (2007) provides case studies of organizations and businesses that have taken concrete steps to integrate CSR into their strategy and practices. The authors propose that, while being a potential tool to respond to some of the country’s challenges, current state of CSR is neither well known as a concept nor as a specific practice in Turkey. Existing ‘CSR-like’ practices generally limit their scope to corporate philanthropy or sponsorship of education, arts or sports are regarded as a reflection of the Ottoman era, in which the ‘Vakıf’ (Association) was the premier institutional mechanism for philanthropic provision of public services (p. 18).

The report offers a linkage related to the cultural context that CSR have historically been strongly influenced by religious values. And the reason is believed to be the injunction

for business people to respect moral values, which is strongly recognized in Muslim society that a number of verses in the Koran encourage ‘CSR-like’ commercial conduct stressing the ‘good neighbour’ principle. More specifically emphasized by the authors, according to the Koran, companies should give 1/40 or 2.5% of their profit to the poor (Cozannet et al., 2007, p. 18).

The authors of the report state that, while the concept of CSR is still rather new in the country, it is commonly acknowledged in the business community that the rise of CSR is an element that will contribute to Turkey’s sustainable future. It is stated that, companies are not necessarily aware of the social and environmental impacts of their business. Another bias in the current implementation of CSR-like activities is that most activities are sectional, focusing on social, governance or environmental issues, rather than adopting the systemic and transversal nature of CSR (p. 19).

The key findings of the report are, as stated by Cozannet et al. (2007, p. 21), the Turkish context of CSR-related issues: from a *normative* point of view, faces the challenge of rapidly adapting its laws and regulations to EU norms. From an *economic* point of view, the opportunities offered by the EU and US markets for Turkish products and services as well as the prospect of a rapid growth in tourism could become key drivers for the promotion of CSR in Turkey. From a cultural point of view, the analysis demonstrates that in the Turkish context, businessmen are already intimate with some core values related to the concept of CSR. Given the *environmental* challenges faced by Turkey, innovations and investments in the energy, water treatment, agro-ecology or “sustainable construction” sectors are urgently needed to ensure a sustainable future (p. 21). Even more than the environment, *social* progress is of utmost importance for Turkey in areas where progress is needed ranges from women and children as well as minority protection to workers' rights, and regional integrations.

Based on such findings, the report encourages the nation by stating that it seems clear, if well adapted and targeted, CSR could be a channel through which public authorities build a concrete partnership with companies and financial institutions to help them respond to the challenge of ensuring a sustainable future for Turkey (p. 22). To achieve the goal, the report demonstrates two *internal drivers* of CSR in Turkey as (p. 40); (a) ‘good neighbour’ behaviour and personal contributions to employees and their families as well as to local society are important elements of Turkish business culture, (b) the importance of quality in the corporate conception of ethics as reflected in the strong quality movement and four *external drivers* as; (a) the EU partnership as a key regulatory driver for CSR, (b) pressure from foreign companies sourcing or operating in the country, (c) growing awareness in the financial sector with the entry of foreign capital of global banks and finally (d) new markets arising as an answer to the growing need to actively manage environmental degradation.

The report also demonstrates *internal key constraints* as (pp. 41-42); the current understanding of CSR still being restricted to philanthropic or sponsoring activities and the lack of sufficient knowledge of the relationship between CSR and business performance that most Turkish business managers’ face, particularly in the small and medium scaled enterprises.

External constraints on the other hand, are stated as the lack of a coherent and supportive strategy by public authorities, lack of expertise to service/support companies in their efforts to integrate CSR, insufficiently developed civil society to exert significant pressure, the structure of the media being not conducive to CSR and the lack of a harmonized CSR approach and joint initiatives of international organizations in Turkey.

According to another research conducted with companies and stakeholder groups, the National Team of Turkey (NET) has concluded the following key findings regarding the

situation of CSR in the Turkey CSR Baseline Report's (2008) executive summary as (drawn from the report, p. 39):

- In the business environment of Turkey, there is confusion over the definition of CSR and this confusion reflects itself on the practices of CSR. However, on the part of the business community, a strong incentive for efforts developing business and society is observed. The sponsorship activities as well as social projects organized with Non-Governmental Organizations (NGOs) are among those efforts.
- Private/individual leadership is a strong driving factor of CSR issues in Turkey.
- Stakeholder engagement is restricted with partnerships or joint projects with NGOs. This strategy is followed by government agencies, especially the Ministry of Education, which has been a valuable partner in sponsorship activities for education. In general, the companies have a positive attitude towards soft issues like community involvement or environmental protection.
- Multinational Companies (MNCs) positively affect the CSR practices in Turkey. The MNCs put positive pressures to their local branches and their suppliers, and this process sets trends for Turkish companies.
- CSR in Turkey is supported by external drivers such as the international organizations and NGOs. Local initiatives, such as NGOs and customers, are needed to be developed and encouraged to create pressure on companies.
- Finally, the CSR is widely known as a business case and considered especially on the basis of marketing and reputation. By projects through sponsorships, many companies and stakeholder groups are actively trying to be involved and to shape this process. On the other hand, CSR discussions in Turkey suffer from the lack of institutional leadership that would create a better understanding, tools and systems (p. 39).

In her Master Thesis, Pusak (2014) aimed to evaluate the current work in the field of CSR of managements in Turkey by examining CSR reports of companies which were selected in order of magnitude among the Istanbul Chamber of Industry's 500 largest companies in the country determined by total net sales in 2012. The author worked on 14 companies' 14 units of the report, entitled CSR or sustainability that are examined by content analysis, screening the largest 200 companies in 2012 according to ISO 500 online, and found that few companies in Turkey have published reports so far. The results of this study are demonstrated in Table 1.

Table 1

*CSR Reports of Companies in Order of Magnitude**

Company Size	Published Reports (N)	With CSR Title	With SD** Title
The First Biggest (1-50)	10	1	9
The Second Biggest (51-100)	5	1	4
The Third Biggest (101-150)	2	1	1
The Fourth Biggest (151-200)	0	0	0
Total	17	3	14

*Derived from Pusak (2014, p. 56)

**SD: Sustainable Development

Presumably, recognizing the gap that later mentioned by Pusak (2014) in her thesis, the MediaCat journal has released the fourth edition of the CSR catalogue in 2013, which the team of the journal has published since 2010. As it's been stated on the foreword page, the journal involves every single CSR application that is conducted by various organizations in the stated year, by means of a decision that is taken by the committee at the very first year.

The journal is consisted of every detail within a range as an idea, the process and the outcomes, serving as a useful handbook. 2013 edition of the journal is 92 pages reflecting 82 applications individually and as a table that can be found on the last pages involving the

names of the corporations, the title and duration of the application as a summary for better comparisons.

Universities' Social Responsibilities

After the developments and different ideas, that can be easily found in the field of literature throughout history, the idea of CSR has effected HEIs so that they are drivers of change and innovation for all nations globally, holding a great amount of funds, expertise personnel and human capital like students within their structure, HEIs took their part in this being socially responsible and effect.

There is a worldwide acceptance, that HEIs are organizations that perform a key role within contemporary societies by educating large proportions of the population and generating knowledge (Perkmanna et al., 2013, p. 423) and it is believed that the general goal of higher education has been, for many centuries, to mold individuals with attitudes and skills that lead to intellectual activity and upright moral and ethical character (AAC&U, 2002; Astin, 2003; Baxter-Magolda, 2002; Berkowitz & Fekula, 1999; Chickering, 1998; Chickering, 2001; Chickering & Stamm, 2002; Colby et al., 2003; Cronon, 2002; Ehrlich, 1999; Terenzini, 1993; Thomas, 2001; Tosado, 2011).

Universities are morally accountable to society in general (Cooper, 2005), through scholarship, research and leadership with the communities which they serve. This moral accountability includes the responsibility of higher education to be engaged in the process of social transformation as well as the performance of the university's natural function of instruction and research (OECD Observer, 2006; Bernardo et al. 2011). As they are the top educational institutions in all countries, in the way to educate for SR, which is imparting "learning that emphasizes what students can do with their knowledge and that involves students, individually and collectively, in analyzing and working to solve significant problems in the larger world" (Schneider, 2005, p. 127), HEIs should be able to teach and foster the

human capacities necessary to achieve moral and civic responsibility (Tosado, 2011, p. 4). Colby et al. (2003) classified these capacities in three categories as: *moral and civic understanding*, *moral and civic motivation* and *core skills for carrying out moral and civic responsibility* (Tosado, 2011, p. 4).

In her research, Tosado (2011, p. 5) underlines that The Council on Higher Education, USA, shares the principles laid out by Colby et al. , that knowledge and skills are not sufficient to mold responsible citizens. A third element, values, is seen as an essential ‘trait’ of the personality unique to socially responsible citizens. This third element aspect is supported by another term that is used for the social service of HEIs which is the ‘*third mission*’, emphasizing the actions that are taken to create better interaction with the community that the university campus is settled.

Dan (2012, p. 50) states that the third mission of universities has been in debate since 1990, and it is the subject of many official documents that establish rules, a way of thinking and strategies for promoting this function and evaluating and recognizing the quality and excellence of performance. “*The Green Paper - Fostering and Measuring Third Mission in Higher Education Institutions*” is a result of an EU funded project under the Lifelong Learning Program after analyzing the definition of the third mission, stated that this term must be included in the mission statement of the universities, which may be defined as a single function or as a part of the core values. Dan also underlines that the scholars divide the third mission into activities related to research, education and to social engagement, and recognize that HEIs’ contribution to the society must be encouraged and improved. The Green Paper gives some recommendations to (drawn from Dan, 2012, p. 51):

- *Institutions and their leaders* should make a commitment to the society, influence the culture of the university and motivate students and staff to engage with society, fostering trust;

- *Academic staff* should bring their personal share to the “social contract with society”, behave entrepreneurial, establish relationships also with non-academic people, and people outside the university for knowledge sharing;
- *Business people* – it would be good to consider trusting, engaging and working with universities, share and exchange organizational culture, thinking on a medium and long-term horizon;
- *Public authorities* should facilitate “the recovery” of the social contract between higher education institutions and society, and “abstaining from rapid/or repeated changes in funding or policy regimes”.

According to Montesions et al. (2008, pp. 259-271) the third mission means “services to society” and is a complex notion that has three sides:

- *The social third mission*: the university offers services without a monetary benefit, improving the image of the university and bringing a contribution to the society, (e.g. services for the retired senior personnel, non-academic dissemination of the research results, social networking, art exhibitions);
- *The enterprising third mission*: the universities are delivering services with the scope of increasing the income (e.g. consultancy to the industry, patent registration, contract and collaborative research);
- *The innovative third mission*: universities are active in searching for venture capital, consulting for governments, develop and innovate in specific industries.

According to B-HERT (2006) ‘The Third Mission’ complements the mission of teaching and the mission of research. The Higher Education Funding Council for Wales (HEFCW) defines it thus: “Third mission activities in universities stimulate and direct the application and exploitation of knowledge for the benefit of the social, cultural and economic development of our society” (HEFCW, 2004).

The third mission of universities is believed to be a disputable term and the question about the role of the university in the society gives place for many pros and cons (Dan, 2012, p. 50). In English speaking countries, universities have strong relationships with the industry, strategic partnerships are build permanent and are consciously cultivated by a specific behavior, states Dan (2012, p. 51) and underlines that in continental Europe this type of link is weak or inexistent. The European universities were ‘obliged’ to look also at the industry because of the budget cuts and not because of a natural behavior of being connected to the real world.

Universities’ Social Responsibilities in Turkey

As it is stated in the statement of the problem section of the dissertation, Turkish Republic’s constitution of 1982, item number 130 and the 2547 Higher Education General Law, the item number 4 states that the duties of higher education like other countries, are defined as ‘*education*’, ‘*research*’ and ‘*social service*’.

Likewise the global change, Turkish HE system is also going through changes that will help to revise its goals and the ways to accomplish them. One can state that, there is a growing concern on universities’ social responsibilities (USR) in Turkey, just like the CSR activities that are conducted by nationwide corporations. The current difference between these efforts is that CSR is a couple of steps forward when it's compared to HEIs.

When the national thesis center is searched, it is possible to find plenty of graduate studies related to CSR, whereas there is not a single study currently available that is uploaded to the link of the center of YÖK (Turkish Higher Education Council). It is, of course, possible to find plenty of studies that are published in several journals by different authors at different time ranges underlining the global changes and emphasis of USR, community engagement, service learning and other related subjects. This situation stands for the significance of this research to fill in the existing gap in the Turkish HE system.

Hereby, in order to see what our HEIs are doing along with the USR issue, the researcher conducted a web based search examining the current amount of HEIs in Turkey. After downloading the list of the HEIs nationwide, from the YÖK website, the researcher visited the web sites of all private and state institutions, according to the list, read the vision and mission statements of HEIs, and examined their strategic plans. While doing this web based research, the researcher typed the phrase ‘social responsibility projects’ into the internal site search link that is provided by most HEIs and prepared a display chart that can be seen in Appendix A in order to gather the relevant information together.

The researcher provided the name, web address of the institution, the type (state or private) of the institution, USR information searched on the main web page, USR information searched on the Faculty of Education web page and the information related to the vision and mission statements which are rated according to the Holland Matrix (1997, pp. 35-36).

The Matrix (see Appendix B) is consisted of seven dimensions with various component ratings from Level (L) 1 to Level 4. During the web based search, the researcher used the first dimension of the matrix related to the mission statements of HEIs. The assessment statements for levels are as follows; (L1) *“no mention or undefined rhetorical reference”*; (L2) *“service is part of what we do as citizens”*; (L3) *“service is a vital element of our academic agenda”*; and (L4) *“service is a central and defining characteristic”*.

Within every web site, the researcher wrote down the search title ‘social responsibility projects’ in the internal web search engine if it exists (some HEIs’ web sites do not have). If no information is found, the researcher then searched the title in ‘news’ and ‘announcement’ links on the main web page, Faculty of Education web page and scanned the first three pages on every site. If an information is found, the related box signed with ‘X’, in the reverse case the box signed with ‘-’.

Some additional writings can be seen in the display boxes that are prepared by the researcher with the purpose to state what is found instead of the targeted phrase. This is done because, on some web pages the only information has relation to disabled units (demonstrated as ‘d.u.’), service learning information (demonstrated as ‘CBSL’).

While rating the mission and vision statements (not only mission, as the targeted phrase is also found in the vision statements) Holland Matrix is used as it is stated before. But in some occasions, not a single information was found on the web page neither mission and vision statements nor the strategic plan. Presumably, the page was either under construction or the strategic plan was out of date, so that the researcher signed the display box of related HEI with an additional word which is ‘NO’ as no valid information is found out.

The findings of this web based search in order to understand the Turkish HEIs’ current status of USR are demonstrated in Table 2 as a summary of the USR display chart (see Appendix A).

Table 2

Turkish HEIs’ USR Display on Websites and Mission Statements’ Analysis

Type of HEIs	USR info. main page	USR info Edu. Fac. page	L1	L2	L3	L4	No
State (N=102)	54	22	81	1	17	-	2
Private (N=79)	30	3	62	1	12	1	2
Total (N=181)	84	23	123	2	29	1	4

As it can be clearly seen from the Table 2, there are 181 HEIs in Turkey nationwide as a combination of state and private institutions and 84 (46 %) of them reflected their USR applications on their web pages which can be considered as a good amount, in order to disseminate the knowledge and experience that is gained through social applications that are conducted at an institutional basis.

This seems to be the comforting side of the web based research, but when the mission statements are checked, one can see that HEIs are generally rated as L1 according to the Holland Matrix (1997) that means the mission statements either do not “mention” USR or the clarifications are done by “undefined rhetoric references” (pp. 35-36).

There are a few L2 and L3 ratings and only one L4 rating in the table that the researcher is going to discuss them with details with the help of data that is derived from the main USR display chart at Appendix A. In order to help the reader understand the Turkish HEIs current status of USR more details to be considered are as follows:

- There are 102 state HEIs involving 74 Faculty of Education. This means, according to the Table 2, 50 state Faculty of Education do not mention any of their USR applications consisting CBSL activities on their web sites.
- There are 79 Private HEIs involving only 14 Faculty of Education (this can be interpreted as private sector gives more importance to industrial departments as a consequence of global and local capitalist pressures, as it is generally accepted to be extant) and only three of them mention USR applications on their web pages, as it seems to be, but when the USR display chart is examined carefully two of them direct the web visitor to the main page of the HEI. This means only one left, which is related to CBSL activities, a compulsory course for Faculty of Education and the same situation is valid for seven state Faculty of Education that put you through the main page of the HEI resulting with the subtraction from the Table 2 above and that makes 15 Faculty of Education.
- When the USR chart is examined, one can find that amongst the 54 state HEIs’ USR applications 37 of them are directly connected with USR, 12 of them involves disabled links or units. The private HEIs’ situation is pretty much the same as, amongst 30

USR applications 23 of them are the USR, only one involves disabled link and four of them are a mixture of USR and disabled units.

- One point of frustration (from personal viewpoint) is that the ratings seem to be high as L2 and L3. As such, amongst 17 HEIs rated as L3, depending on their mission statements, six of them do not have any information related to USR and two of them only have disabled units. Furthermore, one of the HEI that is rated with L2 again does not contain USR information. Likewise, six out of 12 Private HEIs lack the information of USR on their web pages, even if they have stated colorful missions rated as L3.
- The only HEI that got L4 from the ‘test’ deserves applause, as it is the leading family cooperation of Turkey, well known for both trade and fine arts applications nationwide coming from the early days of the Republic.
- Another institution that deserves more attention is the only one that has created a CSR department and its link, presumably depending on the fact that it is a private HEI, but serves a database for others. Likewise, there are two more private HEIs that have created separate links to enable the curious mind to reach with a less effort.
- The only state HEI that created a separate link with a rich blend of USR applications almost in every field with the participation of the faculty, students and citizens stands as a good source of insight and inspiration for practitioners and other HEIs.

To sum up the information that is gathered by means of the web based search, it is possible to state that the lack of information that cannot be found on the web pages of HEIs does not mean that they are not conducting appropriate social applications or they are not in an effort of community engagement, which is one of the aims of this research to find out what is really going on related to the USR issue, but there is a lack of reflecting what it is done and what it is going to be done.

One criticism that can possibly be done by the researcher is for the HEIs which have written idealistic mission statements that fulfill Holland's Matrix criteria, but without any applications that can be found on their web pages.

One question related to this web based research is, how can an individual possibly reach the relevant data in the age of Information and Communication Technologies, where almost every primary kid has either a smartphone or an iPad, most scholars use the net very effectively and daily; but we cannot find actual information on our HEIs' web sites?

Nonetheless, the researcher carries the motivation and hope that Turkish HEIs are not going to fall behind the global aspects depending on their flexible nature and ability of rapid adaptation, which can be perfectly seen through the changes in the national history going through the Republic from the Ottoman Empire.

Community Engagement

The efforts of both CSR and USR emerge on a specific issue that is to serve the territory that they are settled in. By doing these, enterprises, corporations and other formations seek for better advertisement and profit for the benefit of their structure economically in short terms and prevalence in the competitive world throughout the history in long terms. HEIs are also chasing some benefits for themselves to be leaders by proving their wisdom and experiences and profits as a reflection of human capital. And engaging with the community stands for the key for both formations with their diverse aims and goals.

Within these outstanding efforts to prevail, whether it is called 'USR' or 'the third mission' there seems to be an agreement on the effect of the terms by scholars as they state that SR in higher education occurs when HEIs engage in "two principle activities as; advancing knowledge and educating students who in turn will serve others, within [their] nation and beyond it, both through their specific vocations and as citizens. Universities,

therefore, are responsible for imparting civic and democratic values that are essential to the functioning of [their] nation” (Bowen & Chambers, 2005; as cited by Tosado, 2011, p. 8).

As Fraser (2005) & Gilchrist (2009) express, what is meant by a ‘community’ involves one or two of the common clarifications related to; *geography* (shared a physical place, such as neighborhood, city, or region), *identity* (shared race, gender, or other characteristics), *circumstances* (shared a common experience such as surviving a natural disaster or managing a specific disease), *profession or practice* (shared specific knowledge to occupation, skill, or trade), *faith* (shared belief system, customs, and religious or spiritual practice), *kinship* (shared relationships through family and/or marriage), *affiliation or interest* (shared a common set of values or concerns) (Fitzgerald & Bargerstock, 2013).

Aslin & Brown (2004) define, which the researcher is likely to use in this research, that a community is usually thought of as all the people living in one specific area, whereas it can also mean a ‘community of interests’ where members may not live near each other, but will all have something in common about which they respond as a group. They also emphasize the importance of recognizing not everyone has to agree, but it does mean finding a way for everyone to work together and acknowledge and respect other people’s views (p. 4).

Fitzgerald, Smith, Book, & Rodin (2005) state that, ‘engagement’ is the partnership of university knowledge and resources with those of the public and private sectors to; (a) enrich scholarship and research, (b) enhance curricular content and process, (c) prepare citizen scholars, (d) endorse democratic values and civic responsibility, (e) address critical societal issues and (f) contribute to the public good.

Holland (2000, 2001) reminds us, says Kecskes (2008, p. 24), that Russell Edgerton, then President of the American Association of Higher Education (AAHE), brought the term ‘engagement’ into the focus of higher education in 1994 when he explored the topic of ‘engaged institutions’ at the AAHE Annual Meeting (Edgerton, 1994). As Kecskes

summarized in his research (2008), the Kellogg Commission on the Future of State and Land-Grant Universities (1999) published a report that established 'engagement' as separate from and indeed beyond traditional concepts of 'outreach and service'. By arguing that engagement requires a "commitment to sharing and reciprocity" (p. vii), Kellogg helped catalyze a major shift in the culture of HE.

It is believed that the commission helped to shift the focus from a one-way tradition of providing expertise to society, to a newer two-way model that emphasized community-university partnerships that connect colleges and universities much more directly with specific community issues (Holland, 2000). Complementing this shift toward a two-way 'partnership' instead of a one-way 'service' approach is a concomitant movement to deepen the understanding of community engagement to explicitly include concepts of political engagement (Kecskes, 2008, p. 26).

Moreover, it is believed that the academy must provide students, many more opportunities to learn why, when, and how to effectively engage with the community on multiple levels (Battistoni, 2006; Boyte, 2004; Putnam & Feldstein, 2003; Ramaley, 2006; among many others, as cited by Kecskes (2008, p. 30) that can be regarded as the basis of Community Based Service Learning activities (CBSL), which the Turkish HE system has also inspired and started to work on in 2006 as mentioned before.

McPherson (1991, p. 50) comments on the fundamental need for university-community engagement: "By the time they reach college, many students have learned to refer to the larger society beyond the walls of academia as the 'real world'. The separation this reflects is perhaps one of the most ironic, and tragic, aspects of traditional educational models, we isolate learners from the very culture we profess to be preparing them for. Yet for many students, a deep encounter with those in need may be the most educational thing that ever happens to them" (Feagan & Rossiter, 2011).

As reported by Bruning, McGrew & Cooper (2006), relationships between HEIs and their local communities have a history of being difficult. As universities have begun reaching beyond their walls for research sites and internship opportunities, they struggle with recognizing the needs and priorities of the community (Shannon & Wang, 2010). A collaboration between community partners and universities can be a difficult process as there are often differences in professional expectations and there are many scholars that cite university support for CE activities as a crucial factor in the success of partnerships (Chickering, 2001; Ferman & Hill, 2004; Fisher, Fabricant & Simmons, 2004; Gelmon, Holland, Seifer, Shinnamon & Connors, 1998; Holland, 1997; Holland, 2000; Mulroy, 2004; Thornton & Jaeger, 2006; Ward, 1996).

Thus, CE can be a means of enhancing the public perception of the role and value of the university (Goia, Schultz & Corley, 2000). The literature supports the premise that leadership plays an important role in reinforcing organizational identity and image (Ashforth & Mael, 1989; Haslam, Postumes & Ellemers, 2003; Scottand & Lane, 2000; Albert, Ashforth & Dutton, 2000; Goia et al., 2000). Leadership legitimizes CE as an academic activity and through the appropriation of resource-support (Winter, Wiseman & Muirhead, 2008).

It is believed that there are distinctions between leadership and management; with leadership as one pertaining to concepts as values, vision, mission, organizational culture or 'doing the right thing'(Gunter, 2001), whereas management deals with technical or operational issues which concerns itself with resources, maintaining organizational structure, planning, working effectively with people or 'doing things right'(Gunter, 2001). These two concepts often overlap and are intimately connected. To ensure sustainable and effective community engagement, application of both leadership and management is needed, often, with management being a key dimension of leadership.

In order to underline to ‘doing the right thing’ recently, O’Meara, Louder & Hodges (2013) studied on this leadership issue in their paper called ‘University Leaders’ Use of Episodic Power to Support Faculty Community Engagement’ by means of interviews that are conducted with 30 faculty members all past winners and nominees of major national and international CE awards as Ernest Lynton Award for the Scholarship of Engagement, Thomas Ehrlich Civically Engaged Faculty Award and the International Association for Research on Service-Learning and Community Engagement’s Distinguished Research Award (p. 8).

And the study resulted that there are six ways of faculty perceived the usage of ‘episodic power’, which is defined by Lawrence (2008, p. 174) as; “relatively discrete, systematic, acts of mobilization initiated by self-interested actors”, and they are; (a) raising the CE profile on campus, (b) offering encouragement and advocacy, (c) providing new funding and acting flexibly with the use of existing funds, (d) creating and maintaining centers for CE and human resources, (e) reforming promotion, tenure, and merit pay criteria and, (f) shaping academic spaces that offered faculty autonomy and feedback which can be employed by organizational leaders to support CE (O’Meara et al., 2013, p. 10).

This study shows that there must be criteria, principals to be followed, tools to be used and in order to achieve the desired level of CE and to reach the planned outcomes for both sides as the appliers (e.g. awards, more funds, fulfillment of the duties as scholars) and the applicants (e.g. social, spiritual and in some cases economic benefits of CE, interactions with a wider range of people, supplement of specific demands).

Principles and indicators of community engagement

So that the world has its own natural principals, that are on the run for many billions of years, mankind and every form that is created by has to have principles in order to survive and move on. The CE term, as it's been mentioned before, has a wide range of definitions that

possibly followed by many principals for the application procedures. This section of the research takes the readers' attention to variations of principals and its formations.

As a start, it would be appropriate to mention Clinical and Translational Science Awards (CTSA) Consortium Community Engagement Key Function Committee Task Force on the Principles of Community Engagement (2011) which releases some principles that are believed to be important and useful as community engagement is a continuum, and its specifics must be determined in response to the nature of one's endeavor and the organizational and community context in which it occurs (p. 43).

The principles are organized in three sections as; (a) items to consider prior to beginning engagement, (b) what is necessary for engagement to occur, and (c) what to consider for engagement to be successful. Each principle covers a broad practice area of engagement, often addressing multiple issues (CTSA, 2011). The report underlines that before starting a community engagement effort organizations need to (p. 45):

- Be clear about the purpose or goals of the engagement effort and the populations and/or communities you want to engage.
- Become knowledgeable about the community's culture, economic conditions, social networks, political and power structures, norms and values, demographic trends, history, and experience with efforts by outside groups to engage it in various programs. Learn about the community's perceptions of those initiating the engagement activities.

The report emphasizes that for engagement to occur, it is necessary to:

- Go to the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organizations and leaders to create processes for mobilizing the community.

- Remember and accept that collective self-determination is the responsibility and the right of all people in a community. No external entity should assume it can bestow on a community the power to act in its own self-interest.

And finally, to reach the desired goals and for engagement to succeed:

- Partnering with the community is necessary to create change and improve health.
- All aspects of community engagement must recognize and respect the diversity of the community. Awareness of the various cultures of a community and other factors affecting diversity must be paramount in planning, designing, and implementing approaches to engaging a community.

The report also states that, community engagement can only be sustained by identifying and mobilizing community assets and strengths, by developing the community's capacity and resources to make decisions and taking action. Organizations that wish to engage a community, as well as individuals seeking a desired effect, a change must be prepared to release control of actions or interventions to the community and be flexible enough to meet its changing needs. It must be kept in mind that, community collaboration requires long-term commitment by the engaging organization and its partners (pp. 46-52).

On the other hand, Australian Catholic University's (ACU) Community Engagement Advisory Committee recommend performance indicators for CE those considered to be most appropriate after gathering information from various sources on approaches used elsewhere.

The committee states that engagement with the distinction between service and engagement gives rise to three possible categories to assess community engagement by staff and students which are drawn from the report (2011, p. 3) as:

- A category of service to the community, which the committee underlines the distinction from the service of HEIs, can be further considered in terms of service to professional bodies as regional committee members or office holders; service to policy

advisory bodies as government and community organizations; contribution to the common good and public interest areas as religion focused formations and schools.

- A category of community engagement through Teaching and Research that involves undergraduate or postgraduate units or courses that require participation in some form of community engagement that could be categorized into units that are compulsory and those that are optional with the distinction that are mandated by an external body to the university and those that are initiated by the university with research projects initiated with community groups or organizations to identify, clarify, or address social issues.
- Partnerships with community groups or organizations that are directed to areas of mutual concern or benefit where there is a sharing of resources.

The Committee also considers that any set of indicators of community engagement should attempt to embody the following principles:

- Community engagement is to be a whole-of-university commitment that involves academic and administrative staff.
- Community engagement, because of its significance for the University, has discernible effects on the structures as well as the functioning of the university.
- Community engagement moves from a stance of compassion for those in need of solidarity with and sustained commitment to them.
- Community engagement is expressed at the local, national, and international levels.
- Community engagement must involve reflection and the capacity to form new knowledge as a result of engagement.

Another effort for a better community and HEI engagement has taken by Aslin & Brown (2004, p. 6) preparing a community engagement tool kit for the Murray-Darling Basin Commission, Australia, involving four categories with 13 tools to be used for specific

purposes as: generic tools consist of (a) general public involvement and participation tools, (b) negotiation and conflict resolution tools, (c) information, education and extension tools; descriptive tools consist of (d) rapid and participatory rural appraisal tools, (e) stakeholder analysis and social profiling tools, (f) survey and interview tools; designing tools consist of (g) planning and visioning tools, (h) team building and leadership tools; doing tools consist of (i) participatory action research tools, (j) deliberative democracy tools; developing tools consist of (k) lobbying and campaigning tools, (l) participatory monitoring and valuation tools. During the toolkit preparation process, the authors found that different groups tend to use a different language to describe engagement, consider different issues important, and hold different priorities for action. As an example, they stated some different views from four typical groups about two topics (derived from the toolkit, p. 6):

Indicators of success in community engagement:

- for local community members: improved project outcomes
- for specialist advisers: validity, accuracy, and reliability of the information
- for government agencies: degree of clarification of project aims and objectives
- for coordinators: flexibility, diversity, and inclusiveness of the engagement process.

Experience of impediments to good practice community engagement:

- for local community members: no history of formal negotiation
- for specialist advisers: gap between different knowledge systems and perspectives
- for government agencies: people not taking responsibility for their decisions
- for coordinators: lack of long-term, stable, and continuing communication channels.

Moreover, as a solution Aslin and Brown recommend that it is the best way to take all realities seriously so that this combination of knowledge, experiences and expectations can be thought of as a knowledge system.

The study of Bernardo et al. (2011) supports Aslin & Brown (2004) by showing that there are variations in the way CE is understood and implemented by HEIs across different countries. Furthermore, such variations relate in part to the complex inter-connectedness among economic, cultural and political influences. One of the leading aspects is the connection between the way community engagement is enacted and the way in which social justice, as a concept, is constructed and enacted (NU, 2009). The dimension of ethnicity, including religion, race, culture and language (Johnson & Stewart, 2007) are strong forces that shape the nature of both social justice and community engagement.

According to Benjamin & Carroll (1998), HEIs have to restructure their programmatic agenda based on the most imperative needs of their constituencies, so that there is a rich blend of understanding and implementing CE activities. The authors highlight that the social responsibility of institutions relies on their initiatives “to identify, strengthen, and give visibility to programs” and educational practices that meet the required educational preparation of citizens (p. 24).

In order to create better initiatives, Mayfield (2001) suggests that HEIs must be able to integrate the teaching, research and service functions of the institution; fulfill the function of the academy in society and, if necessary, deflect criticism that universities take public support but ignore the concerns of the community.

Likewise, in a report by the Russell Group of Universities (2004) on Higher Education Community Engagement Models for the United Kingdom, it is stated that the motives for community engagement can possibly include responding to a specific need of the community without any return to the university, investing on a particular interest in the community which can be mutually beneficial to the university and addressing the core needs of the university but structured in a way that also benefits the community.

NU (2009) states that a key issue for societal engagement is that outputs are very difficult to specify and to measure a range of learned societies, research councils, education ministries, HE lobby groups and universities have spent a huge amount of time trying to identify clear social impacts (inter alia SSHRC, 2001; Metrics Expert Group, 2006; British Academy, 2008; U-Map, 2008). This effort is likely to prove that variations of applications depending on different principals and also create a rich blend of outputs.

Winter et al. (2008) reporting on CE in the Australian context, present nine dimensions of community engagement in HE which can be proposed to specify the outcomes by putting them into an order within dimensions and these dimensions are (a) engagement through teaching and learning, (b) curriculum design, policies, research, external relations, (c) social and cultural engagement, (d) partnerships with school and educational providers', (e) economic engagement and organization, and finally (f) participation of students.

So far, one can state that many scholars and organizations, that are stated before are likely to prove that CE process has a problematic structure from its beginning of planning to the end of evaluating the outcomes, so that CE process involves many bodies to be properly formed. The key participants of CE are believed to be students as Winter et al. (2008) mentioned and the stakeholders that the researcher mainly focused on this research.

Service Learning

Increasingly, HEIs are recognizing that engagement with their local communities for other collaborative projects or for research are positive additions to a HEI's mission. And for students, it is the service learning applications that put them into the center for community-university engagement through a series of activities, that alleviates the heavy load of universities and scholars to pass the desired knowledge and experience to the students that take part in. Even if it can be regarded as a course to pass or a project to have benefits (from students' perspective), the experience that students have during the planning, application and

evaluation processes of the projects, generally enlarge the 'thinking globally-acting locally' vision by just implementing small scale applications with a great spirit that can help the individual to feel better, for the reason that he/she is dealing with the current issues and demands of the society that will end up with a better engaged society. Increased student curiosity and focus on social problems with the help of CE and community based service learning applications (CBSL), cooperation and collaboration between stakeholders and the university would be the triggering factor for the rise of the knowledge society.

According to McCarthy (2003), service learning has become increasingly popular among educational institutions in many countries, including Asia over the last two decades. Vickers, Rees & Zollman (2004) emphasize that among its many advocates, it is variously perceived as a means of energizing classroom curricula (Battistoni, 19995), re-engaging students in their own learning, and prompting forms of social and civic development (Marcus, Santorini & Marcinkiewicz, 1993; Eyler & Giles, 1999; Roschelle, Pea, Hoadley, Gordin, & Means, 2000) or establishing linkages among universities and schools with their local community agencies (Gardner, 1997; Hollander & Saltmarsh, 2000).

As such, the service learning links academic instruction with community service guided by reflection. Reflection is considered the critical piece in service learning as without it student's involvement in service remains as some form of volunteering or a 'feel good' exercise without linking students' experiences with curriculum content, or with more considered analysis of the social conditions giving rise to service needs in the first place (Vickers et al., 2004). The inherent strengths of the stakeholders make up a strong service learning program. (Vargas et al., 2012)

In their study of institutional support for service-learning, Chadwick & Pawlowski (2007) point to the issue of funding as a crucial indicator of an institution's level of commitment. Defining funding as being either 'soft' (external) or 'hard' (internal), the authors

argue that institutions that support community engagement mostly through internal money are more likely to institutionalize and sustain the activity.

In order to underline the things to be done in terms community-university engagement beyond CBSL activities, Bloomgarden & O'Meara (2007) state that, scholars widely maintain that, institutionalizing civic work in higher education and creating sustainable community partnerships requires colleges and universities to go beyond dependence upon student volunteer service and to connect communities with faculty teaching and research (Bringle & Hatcher, 2000; Furco, 2001). Creating ties to the 'academic core' (Lombardi, 2001) means, as underlined by Bloomgarden & O'Meara (2007), connecting civic work to pedagogies, academic programs, and research agendas, which is easy to see the advantages to this approach, so that while student volunteers may come and go, faculty members, courses, and programs persist.

The Stakeholders

Shawyun et al. (2012) state that managing USR strategically within the institution is an imperative of the future sustainability of the institution and as requirements in meeting the needs of stakeholders and societal needs. The identification of the most important stakeholder groups that the expectations are to be fulfilled, on the other hand, is not straightforward (Benneworth & Jongbloed, 2010). The Stakeholder theory classifies stakeholders according to their relative importance or salience (Mitchell, Agle & Wood, 1997), and allows us to explore the impact of differential salience on influence over universities (Jongbloed & Goedegebuure, 2001).

Benneworth & Jongbloed (2010, p. 4) prepared a table by using information from Burrows (1999, p. 9) presenting typical HEI stakeholder set, exemplifying specific groups within various categories that is presented in Table 3.

Table 3

*Stakeholder Categories and Constitutive Groups**

Stakeholder category	Constitutive groups, communities
Governing entities	State & federal government; governing board; board of trustees, buffer organizations; sponsoring religious organizations
Administration	President (vice-chancellor); senior administrators
Employees	Faculty; administrative staff; support staff
Clienteles	Students; parents/spouses; tuition reimbursement providers; service partners; employers; field placement sites...
Suppliers	Secondary education providers; alumni; other colleges and universities; food purveyors; insurance companies; utilities; contracted services
Competitors	Direct: private and public providers of post-secondary education Potential: distance providers; new ventures Substitutes: employer-sponsored training programs
Donors	Individuals (includes trustees, friends, parents, alumni, employees, industry, research councils, foundations, ...)
Communities	Neighbours; school systems; social services; chambers of commerce; special interest groups...
Government regulators	Ministry of Education; buffer organizations; state & federal financial aid agencies; research councils; federal research support; tax authorities; social security; Patent Office
Non-governmental regulators	Foundations; institutional and programmatic accrediting bodies; professional associations; church sponsors
Financial intermediaries	Banks; fund managers; analysts
Joint venture partners	Alliances & consortia; corporate co-sponsors of research and educational services

*Drieved from Benneworth & Jongbloed (2010) after Burrows (1999)

University success has always depended on capacity to secure resources to achieve their core missions (Ernste, 2007). An important element of this is the creation of ‘useful knowledge’ embedded in people, technologies, books and networks (Spaapen, Dijstelbloem & Warmelink, 2007; Marginson 2007). The value of that knowledge is defined by universities’ key stakeholders through terms such as its quality, utility and relevance that can have a considerable influence on universities.

Mitchell et al. (1997) distinguished three defining attributes of stakeholders' influence:

- The stakeholder's power to influence the organization growing pressure from students, parents and legislators to force (Jongbloed & Goedegebuure 2009; p. 571) universities adopt more cost-conscious operating principles.
- The legitimacy of the stakeholder relationship with the organization is that, the traditional university stakeholders (e.g. students and governments) have been supplemented by, amongst others, local industry, growth coalitions and property developers (Barnett, 2003; Slaughter & Leslie, 2001) in today's circumstances.
- The urgency of the stakeholder's claim on the organization is, as an example, the greater emphasis put on research in health (Jongbloed & Goedegebuure 2009; p. 571) and engineering fields on the challenges of ageing and renewable energy, respectively.

What is actually being believed and practiced by universities in their USR is still open to debate and these are practiced within their own interpretations and understanding of what USR is and what constitutes USR to be achieved (Shawyun et al., 2012, p. 120). Since it is still an open field and open for discussions and debates, most of what the universities' practices as USR are within the requirements of quality management and accreditation requirements. Depending on this fact, Shawyun et al. (2012) state that managing SR requires the use of appropriate management approaches, measures and leadership responsibility for these approaches and measures.

Shawyun et al. (2012, p. 121), emphasize that the schools or universities need to address their current and future impacts on society in a proactive manner and how they accomplish ethical practices in all student and stakeholder interactions.

The authors underline that they administrators need to identify, support and strengthen their key communities as part of good citizenship practices and to do this will need to define

performance indicators to ensure that the social consciousness and responsibility meet the basic requirements and expectations of the stakeholders.

With the assumption that the authors emphasize some of the issues pertaining to CSR in the business can be relevant to the universities in terms of (p. 121):

- What is the role of social responsibility within the context of the university and what would it mean to the university as a definitive part of the university mission?
- What is the generic social responsibility or moral duty of the university to the society at large in order to define the USR of an education institution?
- What existing CSR fundamentals, principles, models or frameworks can be adapted for the USR of the education institution?
- What strategic models can be developed for the USR of the education institution?
- Based on these academic issues that will need to be addressed, according to Shawyun et al. (2012, p. 122) issues on USR that need to be addressed should aim to achieve the following:
 - Reviewing the role of the universities in a knowledge society within the context of the existing CSR literature and determine the relevance and applicability of the CSR to the universities.
 - Determining what would constitute the USR of the university.
 - Determining the operational variables that the university should envisage and manage as a fully socially responsible university.
 - Developing a strategic USR management model that can be used to manage the context of a socially responsible university in a knowledge society.

The basic premise is that, the university's final output is a set of “socially and ethically conscious group of knowledgeable and competent graduates in a community of scholars” of

which knowledge is interpreted and exercised by the human scholars that affects society (Shawyun et al. 2012, p.123).

On the other hand, Bloomgarden & O'Meara (2007) emphasize that assisting faculty members to develop community based teaching and research projects that serve civic ends presents common faculty development challenges and it is hard to accomplish the basic premise which Shawyun et al. mentioned above.

It is also questioned by Bloomgarden & O'Meara (2007) that for faculty prepared to embrace civic pedagogies or scholarship, the question of *how* to incorporate it into teaching and research can loom as large as the question *why* might for others less oriented to community-based projects, and this quest stands for one of the core elements that shapes this research (p. 5).

In order to understand what scholars really face in terms of the difficulties of CE applications and how can they manage to deal with the problematic structure, it can be useful to examine the global applications of CE and the efforts that are taken by many scholars and organizations to measure CE. Depending on this reason, the researcher found it appropriate to reflect summarized visions of different countries and different applications for a better understanding, insight and inspiration for the readers.

Global Visions of Community Engagement

Countries are focusing on social responsibilities of higher education institutions with a great interest by knowing that it is the key to sustainable development. Many examples of applications and research projects can be found in the field of literature.

In the Newcastle University's Report (2009) on community engagement, a very wide definition of the term 'engagement' is used to refer to all the relationships and connections which universities have with the wider society, including businesses, government, the voluntary and community sector and other societal actors. The report emphasizes that

engagement finds itself caught between pressures at a variety of different scales, from the conceptual, around how engagement fits with the 'idea' of a university, to issues in governance, around whether universities provide collective benefits or individual benefits, and also the balance between different types of engagement with different classes of what Jongbloed & Salerno (2007) call 'stakeholders'.

Jongbloed & Salerno (2007) note that there are a large number of what they term 'stakeholders' and constitutive groups of communities which have relationships with universities, and who are involved in knowledge exchange with universities (Perkmanna et al., 2013).

Business-Higher Education Round Table (B-HERT, 2006) underlines in the position paper number 11, that they have used "communities" term, to stress the various communities involved not only business, but all communities like artistic, religious, educational, sporting, charitable, indigenous, professional associations, local councils, families and so forth.

B-HERT recognizes that engagement is not new and all universities are already engaged with communities in a number of ways. Whilst communities engagement is, and must be, a core business of universities, until now it has not received sufficient recognition as such (p. 3).

As Favish (2003, cited by Hall, 2010; Bernardo et al., 2011) claims current concepts of community engagement fail to recognize social, cultural, political and economic dimensions. Such elements are seldom reported in the literature, which more often focuses on the form, structure, and impact of community engagement (Sandmann, Williams & Abrams, 2009; Winter et al., 2008; Russell Group of Universities, 2004).

Engagement takes place in the 'natural region' around universities, states Ernste (2007) and adds that in the last decade, there is an increasingly recognized regional dimension

of innovation. But this has led to engagement being seen as ‘regional’ as opposed to ‘global’, leading to a potentially false dichotomy between excellence and engagement.

In 2007, with the support of the Templeton Association and on behalf of the American Association of Colleges and Universities (AAC&U) Michigan Center of Secondary and Higher Education Studies conducted a research named ‘Personal and Social Responsibility Institutional Inventory (PSRII) in 23 institutions involving 23,000 undergraduate students, 9000 campus employees (academic and administrative).

According to the findings of the research, five dimensioned personal and social responsibility identifications were made for the campus as; (a) efforts for excellence, (b) formation of personal and academic integrity, (c) contribution to a larger community, (d) adoption of the vision of others, (e) developing ethical and moral abilities. The findings also state that, even if the faculty and administration of the campus agree on the importance and the value of implementing social projects and applications, current status is not at the desired level (AAC&U, 2008, p. 3).

As it has been stated in The Conference of Universities’ Social Responsibilities that was held in Spain, November, 2013, social responsibility phenomenon is gaining interest worldwide. A broad scope of universities has great consideration of this important topic, merely due to the global and local economic difficulties many ideas connected to the social obligations are being stopped by this undesired outcome (Conferencia de Consejos Sociales, 2013, p. 2).

Asian Universities Network’s ‘Asian Universities Social Responsibilities and Sustainability Workshop’ (AUN, 2011) emphasized that social responsibility projects and applications that are conducted by academicians and students whom are the members of universities as the highest educational level of the society can have considerable effects on personal development and characteristics that can aid ethical and moral values of the society

which can create a sustainable development at all levels and a better integrity (AUN, 2011, p. 2).

According to Lowry (2008), social networks are widely believed to play a different and more prominent role in Asian societies than in Western states where liberal democratic political systems with robust civil societies, and well developed legal systems characterized by rule of law and a modern bureaucratic administrative system. Civil societies in Asian countries, however, are highly diverse in composition, resource endowment, and goals. Lowry (2008) states that to understand the dynamics of civil society engagement, there needs to be an analysis of five or six variables in Asian countries:

- The context specific history and pattern of growth of civil society organizations
- The legal framework under which civil society organizations are established,
- The capacity of civil society organizations to deliver on their mission,
- Their upward and downward accountability of civil society organizations,
- The civil society organizations' role in democratic change, and where illuminating
- The stage of political development of the respective country.

According to a research done by Nejati, Shafaei, Salamzadeh, & Daraei (2011, p. 443) examining the websites of leading universities as Harvard, Cambridge, Yale, College of London, Imperial College of London, Oxford, Chicago, Princeton, MIT, California Institute of Technology it is found that these universities declared that social responsibility issue is one of their prior objectives. The study also emphasized that these 10 universities are 100 % effective on topics like organizational management. USA institutions are 83 % and UK universities are 73 % effective on social interaction and local developments. This situation also states that universities are considering education and research activities as a part of social responsibility and do not regard the issue as a separate aspect.

It is also possible to find counter ideas stating that universities are fulfilling their social responsibility duties by their education and research missions. According to Geryk (2011) HEIs are of great importance for the society, depending on the fact that they form the future elites of the society and the quest of their missions is inevitable as current focus is on knowledge in today's circumstances. According to a study titled "Social Responsibility Perceptions of Stakeholders" that were conducted in different parts of Europe during 2007-2010 a road map was desired to be established for a better understanding of the issue. Depending on the report, social responsibility of the institutions is regarded as education and research in general. Other perceptions were ethical issues (24 %), highly qualified education (18 %), responsibility to students, employees and society (8 %) and preparing students for their roles in the society (6 %) (p. 62).

Newcastle University's (NU) Report (2009) on CE, provides a context to particular institutional practices, to understand the national systems within which particular best practices in engagement have emerged so that is stated that a higher education system is not purely formed by national regulations and policies, but also the more informal cultures and agreements which are shaped by accepted practices and goals (p. 37). The following information is summarized from the report:

- Finland has developed a model to create effective HEI in the territory encouraging scholars to work on new research areas.
- Germany involves effective intermediary centers and organizations at state level
- Spain is taking actions to create strong regional systems and HEI is at the center of these acts with a commitment
- United Kingdom gradually becoming mainstreamed into an engagement policy measure since the HE reform

- Australia is dealing with the CE issue since 1990s at a state level with partnerships of the community
- Canada offers a double research funding for the development of the society
- The Netherlands where HEIs are dealing with social purposes since 1890s peripherally
- Latin America encouraging the students to take part in voluntary work and significant new engagement philosophies have emerged (pp. 37-40).

The report also states that there are many organizations like The Global University Network for Innovation (GUNI) created in 1999 by UNESCO, the United Nations University (UNU) and the Technical University of Catalonia (UPC), composed of nearly 150 members from over 60 countries, includes the UNESCO Chairs in Higher Education, higher education institutions, research centers and networks related to innovation and the social commitment to higher education with the mission to contribute to the strengthening of higher education throughout the world, by reflecting upon and fostering innovation, social commitment, and quality in higher education and its institutions (<http://www.guni-rmies.net/info/default.php?id=1>) and Talloires Network, having roots in an occasional conference organized by the Tufts University (USA) organized a series of HE Leadership conferences each leading to a declaration signed by the participants, concerning how they would improve the way higher education contributed to these problems (NU, 2009, p. 31).

Global Engagement Networks

According to the report of Newcastle University (2009, p. 33) there are other organizations committed to the promotion of CE by HEIs, bringing together and support universities in becoming engaged institutions, and these are:

The Higher Education Network for Community Engagement (HENCE), emphasizing the core values of HEIs as research, practice, policy, and advocacy for community

engagement with the ideas to reform the civic mission of HEI and transform the academic culture.

Living Knowledge: the International Science Shops Network, acting as the network of international science shops and publishing a journal and organizing a conference to help develop and disseminate understanding of their role in the university / community engagement.

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is an international, non-profit organization devoted to promoting research and discussion about service-learning and community engagement.

The Global Alliance on Community-Engaged Research, with the goal to facilitate the sharing of knowledge and information across continents and countries to enable interaction and collaboration to further the application and impact of community-based research for a sustainable just future for the people of the world.

Campus Coalition, representing more than a quarter of all American Higher Education Institutions started in 1985 out of a concern that universities were neglecting their role in the development of citizenship in their students.

Australian Universities' Community Engagement Alliance Inc. (AUCEA) is an alliance of 34 Australian universities committed to university-community engagement in order to promote the social, environmental and economic and cultural development of communities.

Apart from the NU (2009) Report, *Center of Engaged Democracy* (CED, 2011), the Association of American College and Universities (AAC&U), in concert with other organizations and individuals, and with the United States Department of Education, has also articulated student civic engagement competencies in a report entitled *A Crucible Moment: College Learning and Democracy's Future* (The National Task Force, 2012). Writers of CED

(2011) Report, underline that they have examined this report, and earlier AAC&U reports and programs such as the *Value Rubrics* (Rhodes, 2010), *College Learning for the New Global Century* (The National Leadership Council, 2007), the *Core Commitments program* (Association of American Colleges and Universities, 2012), and the *Shared Futures Initiative* (Musil, 2007).

Also, it is stated that they have reviewed documents obtained from The American Democracy Project (ADP) of the American Association of State Colleges and Universities (AASCU) (American Democracy Project, 2012), the American Association of Community Colleges (AACC) (Gottlieb & Robinson, 2002), the Higher Education Research Institute (HERI) (Astin et al., 2006), the Bonner Association (2011; Meisel, 1996), and the Lumina Association (Adelman et al., 2011) and they studied to summarize this select national surveys including the Wabash Studies (Center of Inquiry, 2011), questions about global learning in an AAC&U report (Musil, 2007), the Shared Futures Survey (Musil, 2007) and civic engagement questions adds to the United States Decennial Census (National Conference on Citizenship, 2012) and they summarize their wide range of literature review research by stating “Just about every report we examined wants students to come away with a desire to contribute to the common good and to engage diverse perspectives as valuable ways to inform one’s own views (CED, 2011, p. 12)”.

The report also states that there is much more consensus than difference across the national reports; “The language used in the documents is broad in scope and stated in ways that are carefully apolitical. Words like ‘advocacy’ and ‘social justice’ are mostly eschewed in the national reports. Economics or other inequalities are rarely mentioned in most of the reports. On the other hand, there is a heavy and unapologetic emphasis on diversity, and the need to find common ground. The ability to bring people together to make a change at any

level (e.g. local to global) is a given, as is educating students to have the desire to do so” (CED, 2011, p. 13).

Understanding of societal issues and the ability to sort out the evidence for positions is consistently stressed in the reports, as is the ability to communicate positions both orally and in written forms. In addition, several of the reports, as well as the scales, mention the importance of critical thinking and taking leadership roles. Notably, these skills are commonly associated with a liberal education, whether or not they are acquired through, or applied to civic engagement (CED, 2011, p. 13).

Even if the visions and application procedures of the steps that are taken to ensure CE have a wide description and activation differences, on account of the professionals that participate in, and the effects of sociological and educational perspectives of the countries, the focus is clear and set to create an active interaction between the HEIs and the community partners. Likewise the efforts of setting up an application procedure within specific principals, various approaches and by means of several tools to enable an interaction between HEI and its stakeholders, many scholars and organizations also put effort to develop measuring devices for CE, in order to sustain the application when concrete and desired outcomes are reached, or to change the dimension, application procedure and may be the vision of engagement when the reverse findings are faced.

The following section of the research offers a wide range of efforts taken to measure CE, from which the researcher also inspired and developed a specific measuring device in order to find out the current status of the hosting institution.

Measuring Community Engagement

This part of the research is divided into two sections to reflect the changes throughout the time that is passed, with leading scholars’ studies on the subject and some organizations’

aims to bring together the extant literature by means of leading examples which are all inspired by the scholars that are stated in the following section.

Scholars' Studies on Measuring Community Engagement

This section briefly comprises the individual scholars' studies on development processes of scales, rubrics and other self-assessment tools for community engagement and related issues.

As a start, it is possible to state that practitioners and other curious minds must know that Holland (1997) was one of the first scholars to develop a matrix to discover 'institutional commitment to service' based on a few institutional case studies, identifying "four potential levels of commitment and seven organizational factors that characterize institutional choice and behaviors regarding service" (p. 33).

Holland's Matrix (1997) which "is meant to be a useful diagnostic tool to describe and interpret the dimensions, approaches, and levels of institutional commitment to community service and service-learning and, there to facilitate institutional planning, decision-making and evaluation (p. 33)" has clearly influenced the development of all of the measurement and descriptive instruments which he found out that the matrix's strategy has been maintained in all of the other measurement instruments that are investigated in his dissertation (Kecskes, 2008, p. 40).

Kecskes & Muyllaert (1997) developed a *Benchmark Worksheet* maintaining the concept of "levels of engagement" but reduced the number from four to three: (a) Critical Mass Building; (b) Quality Building; (c) Sustained Institutionalization. The numbers of organizational factors are also reduced, which they called 'indicators,' from seven to four as: *Faculty; Students; Institutional; and Evaluation* (Kecskes, 2008, p. 41). This tool, similar to the Kecskes & Muyllaert (1997) benchmark, the Furco (2000, 2003) rubric, and the Bringle &

Hatcher CAPSL matrix (2000), was designed for application at the institutional level (Kecskes, 2008).

Furco (2000), observing Kecskes & Muylleert's (1997) *Benchmark Worksheet* responses of the 43 institutions involved in the Western Region Campus Compact Consortium program, developed the *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* which is published through National Campus Compact (2002). The non-prescriptive Furco rubric, maintaining the three-level approach and wording used by Kecskes & Muylleert (1997): Critical Mass Building (level one); Quality Building (level two); and Sustained Institutionalization (level three), builds on the predecessors in two key ways (Kecskes, 2008, p. 41): (a) it divides the organizational factors into broad 'dimensions,' and delineates associated 'components' within those dimensions; and (b) it populates the cells of the rubric with short descriptions for each of the levels that has been used by over 200 higher education institutions globally and has been repeatedly adapted and translated into multiple languages (p. 42).

Kecskes (2008) states that Bringle & Hatcher (2000) developed *the Comprehensive Action Plan for Service-Learning (CAPSL) Matrix* identifying four constituencies as being critical stakeholders in service learning and describes ten activities for each stakeholder: *Planning, Awareness, Prototype, Resources, Expansion, Recognition, Monitoring, Evaluation, Research, and Institutionalization*. The structure of the CAPSL Matrix deviates significantly from the other five instruments, as underlined by Kecskes, and it stands as the most prescriptive one amongst others depending on the author's suggestion of activities to be accomplished in a sequential order, even if the diverse climate and cultures of multiple campuses make ordering somewhat (p. 43) tenuous.

Gelmon, Seifer et al. (2005) developed *Building Capacity for Community Engagement: Institutional Self-Assessment* having the similarities with the proceeding studies

like: (a) suggesting a developmental approach as evidenced by the use of ‘levels’; (b) maintaining the overall structure of the Furco rubric in the use of broad ‘dimensions’ and embedded ‘components,’ which are called ‘elements’; (c) notwithstanding nuanced language differences, the first five dimensions largely mirror those of the Furco rubric. As summarized by Kecskes (2008, p. 44), the differences of the self-assessment tool from the Furco rubric and the others, representing the first time in the literature that scholars have created an instrument that is intended for use at different levels of organization within the academy instead of solely at the institutional level, that are: (a) increased number of ‘levels’ from three to four, mirroring Holland’s (1997) original matrix; (b) adding a completely new, sixth dimension called ‘Community-Engaged Scholarship’; (c) explicitly intended to be used for building capacity for ‘community engagement,’ instead of focusing on service learning narrowly; and (4) the term ‘Institutional’ used in the title of the instrument is defined as a generic term for the level of organization on which the assessment is focused (e.g., a department, college, school, or university).

Kecskes’s (2006) community engagement measurement instrument *Characteristics of Engaged Departments Matrix* developed solely for academic departments interested in building community engagement which is descriptive in nature and was designed largely as a heuristic tool to increase understanding about the community-focused agenda of the academic department among its faculty, staff, students, and associated community partners (Kecskes, 2008, p. 45). Following the ‘dimension’ and ‘component’ format of most of the predecessors, it’s been stated that, this tool does not provide a graduated scale for different stages of implementation rather providing only a brief description of an advanced level of implementation for each of the components which stood for an inspiration for the ‘son’ Kecskes (2008, p. 46) getting aware of the need for a more robust and focused rubric that

explores and explicates key dimensions and components of community-engaged departments and displays them along a self-assessment continuum.

Following and examining the leading experts in the field, with a couple of assumptions like; community engagement in higher education is increasingly re-emerging as a key component in the overall landscape of American higher education (p. 49), that the academic disciplines and academic departments play a critical role in institutionalizing community engagement on campuses, and the development of a self-assessment rubric specifically designed for application in academic departments would add significantly to the literature, as well as provide academic units with both a heuristic and assessment instrument to support reform efforts toward increased community engagement in the unit (p. 50), Kecskes (2008) conducted a research by means of interviews as a part of his grounded theory methodology with leading scholar participants from the field, who have previously developed the worldwide scales and other measurement tools of engagement.

Kecskes (2008) states the aim of his research as “the extant assessment instruments associated with community engagement at the institutional level feature many common themes, dimensions and/or components. Yet, while none of these efforts focus specifically on assessing community engagement at the organizational level of the academic department (p. 57).”

The researcher gathered data, feedback and confirmation concerning measurement criteria for departmental engagement from nine leading experts of the field as (p. 58); Battistoni, Driscoll, Furco, Gelmon, Holland, Jones, Saltmarsh, Wergin, Zlotkowski, and formed *The Rubric* containing two measures: (a) a self-assessment instrument that departments utilized to rate their relative level of institutionalization of community engagement containing six dimensions, each with embedded constructs/component parts; and (b) a survey consisting of six open-ended questions that are used to obtain qualitative

feedback on the utility of the instrument (p. 88) that are all accepted as ‘*useful*’ and a ‘*valid*’ assessment by the expert participants (pp. 149-153).

More recently, Doolittle & Faul (2013) developed a scale called as ‘Community Engagement Scale’ (CES) to be easily administered and useful to educators who are seeking to measure the attitudes and behaviors that have been affected by a service-learning experience. According to the authors, the instrument was administered as a validation study with a purposive sample of social work and education majors at three universities ($N = 513$) with a return of 354 (69 %) with two subscales as; the Attitude subscale with eight items and a Cronbach’s Alpha level of .91, and The Behavior subscale, with six items and a Cronbach’s Alpha level of .85. It's been stated that the principal component analysis indicated a two-dimensional scale with high factor loadings (p. 3).

The authors suggest that CES is strong enough to recommend its use in educational settings and preliminary use which will be useful to researchers seeking to better understand the relationship of attitudes and behaviors with civic engagement in the service-learning setting (p. 4).

Akın, Usta & Akın, U. (2014) examined the validity and reliability of the Turkish version of the Civic Engagement Scale of Doolittle & Faul (2013), studying with the sample of 275 undergraduate students and the findings showed that confirmatory factor analysis indicated that the 14 items and two-dimensional civic engagement model was well fitted for the Turkish version and have high validity and reliability scores (p. 55).

After examining the works of above mentioned scholars, the researcher found it appropriate to reflect the information related to the efforts to create and measure proper CE that is gathered from many reports in the following section.

Various Reports on Measuring Community Engagement

So that there is an international convergence of interest in community engagement as Watson (2007) stated, like other reports *Hannover Research Report* (2011) focuses on this issue and examines the topic of measuring university-community engagement by stating that the development of effective measurement approaches and tools is currently at a formative stage, as evidenced by the relative absence of the topic in recent literature (pp. 2-3).

The report also underlines that in 2010, a thorough literature search conducted by researchers at the University of Brighton and the findings listed three current problems with measuring university-community engagement as; (a) a lack of focus on outcomes, (b) a lack of standardized instruments and tools, and (c) the variety of approaches currently being adopted.

Furthermore, it is stated by the report that researchers at the University of Brighton, reflecting on the institution's own experience in developing measurement approaches, recommended that institutions ultimately try to measure impact and change, not only engagement activity.

The report underlines that there is a very wide variety of activities that could be categorized as community engagement (p. 4), which stands as a challenge related to developing measures of engagement depending on another challenge that long-term time scales are required for institutional and community outcomes.

Despite these approaches which have its own strengths and purposes and varying applicability to any given institution depending on the needs and goals in assessing engagement, there is still a discrepancy between locally-developed measures and indicators that are designed to evaluate specific engagement activities at a single institution, and measures that are designed to be used universally among all institutions.

The report suggests that the 2009 briefing paper published by the National Coordinating Centre for Public Engagement (NCCPE) in England is a useful resource that provides an overview of a number of measurement approaches and frameworks that have been developed, highlighting the potential uses and overlapping aspects of each approach (Hannover Research, 2011, p. 8). Due to the diversity of university-community engagement activity from institution to institution, the paper also outlines seven dimensions of engagement to help clarify the types of activities that universities might want to capture.

For each type of approach and framework, the NCCPE briefing paper lists various purposes for which the specific approach or tool that is created by organizations and Associations like Higher Education Funding Council for England (HEFCE) Benchmarking Tool, HEFCE Survey, Higher Education Community Engagement Model, University of Bradford (REAP), Work Association, University of Brighton Audit Tool, American Council on Exercise (ACE), Carnegie Classification, Campus Compact, Kellogg Commission, Council of Independent Colleges, Civic Engagement Task Force (University of Minnesota), Australian Universities Community Engagement Alliance (AUCEA), Talloires Inventory Tool for Higher Education Civic Engagement, that took part in the research is relevant or not relevant.

Likewise, *The Kellogg Commission* on the Future of State and Land-Grant Universities published a report on 'The Engaged University', which provides two useful resources for developing and measuring community engagement that are adapted from literature on the subject of community engagement.

The first one is, 'Holland Matrix' (mentioned and used before) which includes seven categories as *Mission, Promotion-Tenure-Hiring, Organization Structure, Student Involvement, Faculty Involvement, Community Involvement* and *Campus Publications* within four levels as; (a) Low Relevance, (b) Medium Relevance, (c) High Relevance and (d) Full

Integration highlighting the accomplishment level of the institution's community engagement applications.

The second one is 'Gelmon Assessment Approach' with five categories as; *University-Community Partnerships, Impact of service learning on preparation of health professionals, Faculty Commitment, Institutional Capacity, Impact on Community Partners* questioning the subject of the application (e.g. establishment of partnerships, type/variety of student activities, commitment to service), the objectives to be measured (e.g. number/duration of partnerships, content of service learning activities, attitude toward involvement and participation) and how to be measured (e.g. surveys, interviews).

The report also demonstrates some institutional examples like University of Bradford's REAP Tool, AUCEA Benchmarking Pilot, The University of Brighton's Community-University Partnership Programme (CUPP), Michigan State University, The University of Western Sydney and The University of Texas – Austin, which are all needed to be examined carefully for a better understanding of the community engagement issue, the ways to accomplish this duty and of course to how to measure the institutional accomplishment level.

Another community-university engagement report, *Tamarack* (2010), a Canadian Institute for Community Engagement provides twelve different approaches to measuring more community engagement, which are reflected as summaries here, but all of them are highly recommended to the readers in order to get a better understanding of the measurement approaches of community engagement.

Tamarack Report underlines that many of the evaluation strategies presented are based on similar theories and ways of thinking about measurement and evaluation, but two such examples are believed to stand out for further explanation which are *Theory of Change* and *Developmental Evaluation* (Tamarack, 2010, p. 4).

As it's been summarized in the report, Theory of Change is a method or technique that can assist communities to think about, plan and evaluate their work. It involves 'backwards mapping' from the goals or desired outcomes of the program to identify what is needed in the program design to accomplish these goals (see: <http://www.theoryofchange.org>) (p. 5).

Developmental evaluation, on the other hand, is explained as a complete approach to evaluation. Differing from *formative evaluation* that is focused on refining existing models, programs or strategies, and *summative evaluation* that is focused on judging the worth of those models, programs or strategies, *developmental evaluation* is intended to help people and organizations create and continually adapt interventions. Unlike traditional situations where the emphasis is on 'think, plan, implement and monitor', the process of thinking, planning, implementing and evaluation is continuous and simultaneous (for more information see the website: <http://www.mcconnellAssociation.ca/default.aspx?page=139>).

The following information is summarized from the Tamarack Report (2012, pp. 7-37) serving a rich blend of CE practices with details.

Waterloo Region Crime Prevention Council is a good example of community engagement in action, focusing on crime prevention strategy including; information-sharing and decision-making with the public and the building of community partnerships to develop social capital by using performance targets grouping the data beneath three categories as 'objectives', 'indicators' and 'timeline' (pp. 8-9).

Smart Growth BC, incorporated in 1999 as a part of the Smart Growth movement aiming to reduce the effects of urban development on the natural environment while also making development more user-friendly to citizens (p. 11). By setting out a guide for how the community should be engaged including a policy for engagement and tools like; *regional growth strategies, official community plans, local and neighborhood plans, urban design guidelines, development approval information, smart growth performance indicators, monitor*

development processes and *lobbying*, which can be used to develop measures to monitor progress. Stakeholders' participation in decision-making processes to enable sustainable communities is considered to be important (p. 12).

Community Indicators Victoria based their approach to measuring engagement of communities on the work of Adams and Hess in *Measuring Community Engagement* (2005), measures the well-being of the communities and regions located in the State of Victoria, Australia (p. 13). Data is collected through identified domain based indicators and aggregated to the community or regional level, which is then compared for all Victoria area communities. The profiled indicator measures go beyond simple counts, such as numbers attending meetings, and include subjective data about how much people feel engaged in their community, and the data were examined beneath two categories as '*what is measured*' and '*how data collected and measured*', with Community Indicators Victoria Survey (CIV) that is not capable of to measure the impacts of CE, but serve as a rich source for it.

Communities Scotland uses a well-developed model emphasizing early and inclusive citizen engagement in community planning activities for CE and a standardized framework for measuring engagement and its impact which are measured after indicators and metrics have been designed in collaboration with community members (p. 14). Some of the key elements of the model include the development of ten national standards (the first five are; involvement, support, planning, methods, working together) for effective community engagement and nine indicators (the first five are; CE process and effects are evaluated to measure progress, progress is evaluated against the intended results, appropriate participants collect information, the information is presented accurately, the participants agree on the lessons to be drawn for evaluating these national standards (p. 16).

Living in Niagara 2008 describes indicators in different areas of life in the Region of Niagara, Ontario, emphasizing six measures of engagement that are tracked and reported,

offering an example using the determinants of health as indicator-driven measures of wellbeing which place an emphasis on community engagement.

The report reflects that after a consultation process with the leading social actors 11 key areas were identified that are affecting the quality of community life in Niagara and the *Belonging and Leadership* domain specifically details community engagement measuring *volunteering, charitable giving, political involvement, sense of community belonging, participation in social networks and social activities* in Niagara and *religious affiliation*. The measures are then compared with other cities by using a Likert-like scale from 1-5 (p. 19).

Auditing Community Participation is one of the most comprehensive and complete evaluation packages for assessing community engagement, including a set of community mapping tools, indicators and an impact assessment tool to evaluate the effectiveness of the engagement process with the aim to create and develop a sustainable community (p. 21).

The audit tools can also be used for self-assessment with a recommendation of an independent facilitator and the procedure to be followed is; (a) mapping the history and pattern of participation, (b) the quality of participation strategies adopted by partners and partnerships (c) the capacity of partner organizations to support community participation (d) Assessing the communities' capacity to participate effectively (e) impact assessments (f) Action planning and Bench-marking (g) Action and implementation of plans.

So that measuring value and impact provides a deeper understanding of the effectiveness of the community engagement process, the report underlines that a key part of this resource is the *impact assessment framework* determining the value of and the impact of the engagement (p. 22).

Vibrant Communities Canada model encourages the engagement of individuals representing all sectors of the community including business, government, voluntary and individuals living with low income. Being comprehensive, community initiatives focuses on

poverty reduction employing a framework for change planning approach and each framework for change details economic, social and systems change initiatives meant to reduce poverty in the specific community or neighborhood (p. 24).

Robert D. Putnam and the Saguaro Seminar measures social capital in the United States using telephone surveys, in which some questions are directly related to community engagement, while others are for social capital in general. The data is collected and measured against benchmarks. The report states that the surveys began with a 25 minutes in 2000 & 2006, later refined to 5-10 minutes with CE questions like; (a) currently registered to vote (b) voted in last election (c) signed a petition in the past 12 months (d) attended a political meeting or rally in the past 12 months (e) participate in religious organization, just to cite a few (p. 27).

Youth Engagement – Laidlaw Association endowed in 1949 to benefit charitable, educational and cultural organizations in Ontario, it provides an example of a youth engagement initiative which involves a detailed and well-developed evaluation process to measure the progress and impact of projects. Program and evaluation examples are youth-led. Outcomes are identified and tracked over different periods. The Laidlaw Association is a good example of project-based youth leadership and engagement.

On the Association's web site youth engagement is defines as a process of meaningful, voluntary participation of people 12 to 24 years in the decision making and governance of organizations and programs which results in: (a) an impact or contribution towards change (b) an increase in youth's understanding of what impacts them (c) shared power between youth and adults (d) youth opinions, perspectives valued (e) youth building their vocabulary of experiences (p. 29).

Community Scales use "dimensions of change" to measure the community and systems change that is expected to result in permanent reduction of poverty at the community

level. Dimensions of change include; (a) public policy, (b) equity, (c) civic capital (d) service and support systems, (e) economic opportunity with the thresholds as; (a) in crisis, (b) vulnerable (c) stable, (d) safe, (e) thriving (p. 32). Using an assessment tool, indicators are evaluated based on these thresholds and tracked over time.

Neighbourhood Vitality Index measures the overall health and well-being of a community and includes indicators of community engagement which is a good example of neighbourhood level measures (p. 34). The index consists of a number assigned to each indicator identified during project development. Examples of measures relevant to engagement are; (a) neighbourhood conditions, (b) access to community facilities, (c) connection to community services, (d) collective efficacy, (e) business connection, (f) demographic cohesion, and (d) participation in community structures.

Canadian Index of Wellbeing launched in June 2009 and developed by the Institute of Wellbeing, which describes itself as independent and non-partisan and intended to be a source of information to Canadians about wellbeing in general. The index collects data from community level indicators which are aggregated to the National level. Categories that are being tracked include; (a) arts, culture and recreation, (b) civic engagement, (c) community vitality, (d) education, (e) environment, (f) healthy populations, (g) living standards and (h) time use (p. 36).

On their website civic engagement is explained as:

“...measures the participation of citizens in public life and in governance; the functioning of Canadian governments with respect to openness, transparency, effectiveness, fairness, equity and accessibility; and the role Canadians and their institutions play as global citizens.” (p. 37)

Another useful report is created by *The Metropolitan Area Planning Council* (MAPC), which is a regional planning agency serving the people who live and work in the 101 cities and towns of Metropolitan Boston.

The report underlines that as a regional planning agency, community outreach and civic engagement is at the core of MAPC's success. *The Community Engagement Guide* (2013) was originally developed, using previous project experiences, ideas submitted by MAPC staff, and guidance from other public agencies, and is intended as an internal tool to assist in achieving MAPC's outreach objective. This latest version of the guide has been modified to allow any organization to use the strategies that have been developed internally to pursue their own community engagement efforts (p. 2), aiming to serve as a tool to assist in achieving an organization's outreach objective.

It proposes a standard for public outreach and engagement, which is based upon the belief that if public outreach and engagement is to be successful, it must be thoughtfully integrated throughout the lifecycle of a place-based planning or outreach project and suggests a road map demonstrated in Table 4 and a scale for a better community engagement applications when followed.

Table 4

*The Road Map of the Metropolitan Area Planning Council Report**

Project	}	1	Project idea
		2	Set goals & project deliverables
Scoping	}	3	Decide purpose & level of engagement based on type of project
		4	Identify stakeholders
		5	Brainstorm & create engagement strategy
Implement	}	6	Start the project & implement engagement
		7	Evaluate stakeholders & strategies-modify as needed
Follow Up	}	8	Finalize project
		9	Follow up with stakeholders post project & capture relationships in
			database

*Derived from the report (p. 4-5)

Related Studies

In this section of the dissertation, the researcher presents selected studies, of various graduate studies dealing with SR phenomenon within different approaches. So that the Turkish field of literature is having the lack of studies related to the subject, especially graduate, a wide scope of international studies are presented and the main source of the graduate works is the Proquest.

The researcher grouped the related studies within two-three pairs in order to take the readers' attention and also to underline purposes of the researchers. In the first group, two studies come forth focusing on the effects of SR phenomenon on undergraduate and graduate students within different approaches.

By utilizing data from the Multi-Institutional Study of Leadership (MSL), Chowdhry (2010) explored the differences between college students involved with service, advocacy, and identity-based student organizations, as well as those not involved in any of these

organizations, in their perceived sense of civic responsibility, as well as their frequency of engagement in social change behaviors. In addition, the relationship between students' perceived sense of civic responsibility and their frequency of engagement in social change behaviors are explored.

The findings state that there are significant differences between students in the different organizations, with students in a combination of organizations and students involved exclusively in advocacy organizations having the highest mean scores on perceived sense of civic responsibility and frequency of engagement in social change behaviors (p. iii). Students in identity-based organizations and those not involved in any of the organizations had the lowest mean scores on these two variables. In addition, the researcher found a positive, medium strength correlation between students' perceived sense of civic responsibility and frequency of engagement in social change behaviors among all of the involvement categories

Trail (2008), studying with graduate students, conducted a research on a total of 49 students and 10 faculty from the Adler School completing three assessment instruments included the Shumer's Self-Assessment for Service-Learning (SSASL), the Sulliman Scale of Social Interest (SSSI), and the Community Engagement Survey (CES), as a part of the program evaluation of the Community Service Practicum (CSP) expecting to provide information on the strengths/assets as well as weaknesses/barriers of the CSP, which is a new service learning component of the Adler School of Professional Psychology curriculum.

The researchers hypothesized that scores from the measure of service learning (SSASL) would be positively correlated with both the scores on a measure of social interest (SSSI) and the ratings on a measure of the actual activity level of those serving the community (CES). Results showed at least half of all participants scored all the items on the SSASL (with the exception of two items) as, 'meeting expectation', 'exceeding expectation', or 'exceptional'. Weak negative correlations were found between the SSASL and the CES,

and should be looked at as trends only, informing future service learning evaluation questions. And finally the researcher states (p. vii) that the results showed no correlation between social interest as measured by the SSSI and civic engagement.

The second group of studies involves a different field of research, which is business, apart from the researcher's domain but reflecting the differences between undergraduate and graduate students again, emphasizing the difference according to the business and non-business domains.

Kucher (2012) conducted a research on undergraduate students from the College of Business and Economics and the College of Arts and Sciences at West Virginia University, to better understand the factors that influence student attitudes towards CSR, aiming to examine business and non-business students' attitudes toward CSR by comparing their attitudes to the "classical" and "stakeholder" approaches to CSR by using a fully-structured, self-administered questionnaire with a sample size of 414 students. The researcher also explored the relationships and relative impact of social predictors on students' attitudes based on sociological theories and previous research findings.

The study results showed that students' attitudes toward CSR have connections with their liberal attitudes on other social issues. The CSR index shows that 85% of the students agree with the idea that business has broader responsibilities to society, supporting the "stakeholder" approach to CSR. Additional findings state that gender and political views are significant predictors of attitudes toward CSR that would help policy makers and educators to understand the opinions of young members of society toward the business-society relationship (p. ii).

In her research, Ninneman (2011) contacted 1000 students from a private, online university in the Midwest, with 500 graduate business students and 500 non-business graduate students to determine whether a difference exists between graduate business students and non-

business graduate students in their personal business ethics and social responsibility by using a survey created by John Clark in 1966, to calculate each individual's Personal Business Ethics Score and Social Responsibility Score. Clark's survey is designed to measure an individual's commitment to personal integrity and honesty in business decisions and his or her attitudes regarding various laws. Ninneman (2011, p. ii) states that by surveying people at the same stage in their educational journeys, from one school, at one moment in time and employing one instrument, the research ended up with results that there is little difference in how graduate business students and other graduate students perceive and deal with ethical dilemmas.

The third group of this section is taking the readers' attention to regional differences as the researcher reached three interesting studies from two different countries with diverse religious, economic and social backgrounds.

Steel (2009) conducted an exploratory case study research at a school in Ecuador, where the author defines as a lesser-developed nation and school-related academic literature can be seen as competing goals when it is compared to developed nations. The research subject is to examine the ways in which one school in Ecuador reconciles such public and private interests. By means of face to face interviews the researcher questioned the students' identification with several school-identified social and civic goals. Students' routinely interactions with their community were also analyzed to measure their social consciousness and sense of citizenship, as conceptualized by the school's institutional mission and curricular definitions.

The findings of the research show that students' understanding of the instructional goals is parallel to the ones that are stated by the school. The author adds that students expressed personal examples of social and civic development, but these notions were generally associated with personal interest rather than participatory responsibility.

Additionally, the social-justice orientation of citizenship was acknowledged, but with limited detail and data indicate that the site school influences civic identity via its academic coursework, service-learning engagements, and various non-class activities (p. vi).

With the aim to explore *how students experience* the learning of social responsibility and *what students learn* from this experience in the context of a community-based service learning (CBSL) program at the Universidad del Sagrado Corazon (USC) in Puerto Rico Tosado (2011) employed a qualitative case study methodology, including the interview of 16 participants, a checklist, document analysis, and a focus group discussion with 15 students as data collection techniques.

Identifying five components as an institutional framework for social responsibility, the researcher found out that USC shapes the experience of learning social responsibility by; (a) creating an educational philosophy, “learning to undertake”; (b) getting all students and university leaders involved; (c) selecting effective educational strategies such as CBSL, (d) selecting effective educational activities such as civic engagement; and (e) developing learning methodologies.

Within the question of *what students learn*. the researcher found that students acquired knowledge of human rights, social needs/realities of Puerto Rico, and social responsibility beneath moral and civic understanding category; learned about teamwork, the integration of theory and practice, and critical thinking beneath moral and civic motivation and students learned virtues such as the willingness to be agents of social change, respectful to others, and open-minded, and other values such as striving for the common well-being, justice, and integrity beneath core skills for moral and civic responsibility. Finally, the researcher captured the meaning of civic engagement, as an activity with two dimensions: the dimension of doing something for others in society and the dimension of growing as socially responsible citizens on a continuous basis (pp. i-ii).

Youness (2012) attempted to explore the stance of the Lebanese universities regarding social responsibility through taking a sample which is Notre Dame University (NDU). With the main objective to show how Corporate Social Responsibility (CSR) could be a value enhancer for Lebanese universities rather than being an incurred cost. The assessment of social responsibility at NDU is done through document analysis of publicly available data (p. 1).

By an analysis of the Balanced Scorecard (BSC), developed by Kaplan and Norton which is a business practice designed to align corporate strategy and operating processes that is well-known to firms around the world, and provides a solid and familiar Association upon which to overlay an integrated model of CSR. The BSC is formed of four components as (a) the financial perspective, (b) the customer perspective, (c) the process perspective and (d) the learning and development perspective, whose analysis requires an observation and primary data collection in addition to the data obtained through the literature review.

According to the author, the stance of NDU regarding social responsibility is based on the following components: financial, customer, learning and growth and educational process (p. 75). The financial perspective of the BSC over a period of four years has shown a slight increase in the indicators which revealed that NDU has a growing tendency towards being more environmentally friendly, concerned about the stakeholders and subsequently more socially responsible (p. 76).

The results of this study also revealed a need to conduct more research on CSR practices in Lebanon, in addition to establishing advocacy groups and holding awareness campaigns to teach on this key issue. Civil society, business associations, universities, media, think tanks and others need to be involved in the awareness process and in the building of coalitions, to enhance CSR culture and strengthen CSR practices (p. 83).

The fourth group involves two studies that are both conducted in the USA, approaching the SR phenomenon from a holistic point of view and the former one question the social compact and the latter seek way to reach the desired outcomes in terms of SR by using arts education.

Exploring the nature, applicability and usefulness of social contract theory, and the resulting compact between higher education and society as a way to understand the growth and development of higher education in the United States, Woodward (2010) conducted a research with an in-depth look at two different universities in the state of Minnesota at four different periods or pivotal points depending on the underlying assumption of an existing social compact between higher education and society, traces of its existence would be found in the historical evidence concerning the relationship of these two institutions to society at distinct points in time.

According to the researcher, the study reaffirms the idea that the social compact between higher education and society is a shared reality, constructed and reconstructed each time that expectations of either party change – it is a social construct. As such, it is always changing and reforming as colleges and universities balance demands from the public and services they provide (v). The nature of the compact has changed as the nature of Higher Education has changed

Nelson (2012) conducted research at both The Ohio State University and Graham Expeditionary Middle School, where participants from both schools participated in an art-based service-learning project. At the Ohio State University, the research was conducted through an Art Education course called A Service-Learning Experience with the Computer in the Visual Arts. The university participants range from freshman through senior and represent a diverse demographic in race, ethnicity, ability and class. At Graham Expeditionary Middle School, the research was conducted through a digital art based course, during the school's

extension period. The middle school participants also represent a diverse demographic in race, ethnicity, ability and class (p. 73).

The researcher states that she systematically analyzed the data through the lens of cultural identifiers, including privilege, educational equity, socioeconomic status, race, gender, and age (p. 170). The findings state signifies in the data that demonstrated students' questioning, reflecting and understanding in regards to these key terms and described how this evidence of awareness and change relates to a growth in critical consciousness and serves as the evidence cooperative learning provides for social continuousness.

The fifth group involves two studies with two different perspectives getting their strength from important historical values that mankind struggled all along the path of life as 'racism' and 'spirituality'.

Arguing that, while social responsibility endorsement is influenced by background and contextual factors and individual's experiences with race, the meaning and significance they attribute to their racial status, and their attitudes towards the racial group likely influence the extent to which individuals endorse social responsibility, White (2008) in her dissertation surveyed African American college students from Historically Black and Predominantly White universities about their attitudes towards social responsibility and their engagement in socially responsible behaviors. The researcher also explored the link between social responsibility endorsement and psychological outcomes.

The results show that differences in social responsibility endorsement emerged for religious service attendance, employment status, and university racial composition. Results also indicate that social responsibility attitudes were related to perceptions of societal oppression, Public Regard, and Nationalist Ideology. White stated that racial identity attitudes and experiences with racial discrimination did not moderate the relationship between social responsibility endorsement and perceptions of societal oppression (p. xiii). Aspects of social

responsibility endorsement are positively related to self-esteem, psychological well-being, and life satisfaction. Overall, these findings suggest endorsement of social responsibility attitudes is fairly common among African American college students, but that actual engagement in behaviors consistent with social responsibility is less frequent.

Ridenour (2007), having the assumption that there is a positive correlation between spirituality and social responsibility, surveyed 136 undergraduate students at two Pacific Northwest Universities by a number of scales measuring social responsibility, religiosity, spirituality, and demographic information. The researcher used The Social Responsibility Scale (Starrett, 1996) administered and scored to include Starrett's original subscales and the alternate subscales proposed by Bufford, Gordon, Hansen, & Campbell (2004). For the religious and spiritual measures the researcher mentions that the Religious Orientation Scale (Feagin, 1964; Allport & Ross, 1967) and Quest (Batson & Schoenrade, 1991) is used.

According to the author, results indicated a significant difference in spiritual preference, religious affiliation, and form of social responsibility for the two groups. The religiously affiliated 65 university students were intrinsically spiritually oriented and approached social responsibility from a perspective of benefiting those in their immediate environment and the belief that others were intrinsically socially responsible. The non-religiously affiliated 71 university students were extrinsically spiritually oriented and viewed social responsibility from a global perspective favoring institutional involvement in social responsibility (p. iv).

The final group of related studies involves two diverse example of university-community engagement serve as a perfect match with the focus of this research, in which the first study presents concrete indicators of engagement and its outcomes from an Australian HEI, and the other is from Turkey modeling the current picture.

Howitt & Cappelli (2013) aimed to review the developing scope of Australian partnership, in order to identify its achievements and the challenges it faces, studied on Macquarie University, established in the mid-1960s, as a non-traditional university (Mansfield & Hutchinson, 1992) that currently involves a student body of over 34,000 students, including more than 1,500 higher degree research students signed a memorandum of understanding aimed at fostering a relationship research activity that would build a strong Association for collaboration across a wide portfolio, including sustainability and social inclusion with the City of Ryde Council both of which are key performance areas for the university and the council (p. 2).

The authors state that, the university was established in a rural area a marker of the northern edge of the growing suburban sprawl of the Sydney and built the Macquarie Park , which has become a hi-tech business park that positions the University's situation in Sydney's knowledge economy as 'global economic arc', and it is currently experiencing rapid economic, residential and commercial growth, including rapid campus-based development including new university industry- government partnerships such as the Macquarie Park Transport Management Association, the Macquarie University Hospital, the global headquarters of Cochlear the Australian Hearing Hub and new transport-oriented development as part of the Herring Rd Urban Activation Precinct (p. 4).

The role of the university in fostering strong research linkages to organizations in Macquarie Park is seen by the state government, City of Ryde Council and many stakeholders in Macquarie Park as central to the success of this urban design exercise (pp. 4-5).

Ryde's Community Strategic Plan (City of Ryde, 2011) emphasized sustainability in several key areas (p. 6) by following planning and reporting requirements for all New South Wales local councils in 2009 to lodge a community strategic plan and clear plans for delivery of the strategic objectives and management of finances, workforce and assets.

The university and the council made commitments to the development of a number of research projects within the council. Both the council and the university agreed to commit funds and other resources to projects focusing on areas of need like sustainable transport, waste-to-energy and community engagement , and governance of the partnership by a steering group drawn from the executive management of each institution was established (p. 7).

The authors underline that, the outcomes for this active interaction for council is the opportunity to strengthen many of its key sustainability goals, increase access to information and understanding of key issues for both council and community and increase connections that will underpin the development of the sort of regional community referred to in the community strategic plan (City of Ryde, 2011).

For the university, increased research capacity and commitment to commercial value, key learning and teaching priorities, social responsibilities, social inclusion and environmental sustainability which will help the university to be a valued presence in its local neighbourhood – a ‘destination’ and ‘venue’; a place where local community members anticipate pursuing their own transformative education, and take up opportunities to engage with research, creativity and performance in all sorts of ways (p. 8).

Sezgin, Büyükalaca & Gül (2011) conducted a qualitative research by using focus group with undergraduate students ($N= 9$) and academic personnel ($N= 7$) of the Osmaniye Korkut Ata University (private, founded in 2007), in-depth interviews with representatives of NGOs, other representatives of formations (Municipality, Local Branches of the Ministry of Education, Health, Tourism etc.) related to the subject ($N=$ not defined) and on-phone interviews with randomly dialed locals ($N= 71$) of Osmaniye city, Turkey.

The results of the focus group study show that the majority of undergraduate students are pleased about the positive attitudes of locals towards students, but two of them complained about the struggle with the land lords for not renting their flats to students and the

locals being narrow minded. So that the city is a small scaled, students complained about the lack of socio-cultural events, which force them to travel bigger cities nearby to supply their needs and the lack of transportation to the campus.

The other focus group consisted of academicians mentioned problems pretty much the same with students underlining the transportation problem, the lack of cultural events and the limited sources for self-development due to the small scale of the city.

By means of the in-depth interviews, the authors reached to information underlining the limited interaction with industrial stakeholders, depending on the low level of self-promotion activities of the university, which is mentioned by almost every group of participants, and the lack of socio-cultural events as mentioned by other participants.

The data gathered by on-phone interviews also support the former findings. In addition, representatives of formal institutions and the locals agree that the university has a positive effect on the development of the city within economic and social perspectives, stating that more work and time needed for a better engagement and development so that the university can possibly named as 'new' for the local setting.

So far, the researcher sequentially presented key definitions that serve as a basis of the research related to the research subject, the development of USR after CSR and SR phenomenon, a wide scope of literature involving many reports on CE and the measurement approaches, and finally plenty of studies having relation with the major focus of the research all of which believed and designed to strengthen the purpose and the structure of the research that will be presented in the following section of the research.

Chapter III

This chapter describes the methodology that is used to conduct the research within three sections. The first section of the chapter clarifies the rationale for the mixed methodology, as it has been considered well fit for the aims of the research and provides an overview of qualitative research design, the researcher's perspective, preparation for interviews and the interviewing process, as one of the data collection tool, documentation as the second data collection tool, the information about the study group, time and duration of the research, reliability and validity issues, and finally the data coding and data analysis process.

The second section of the chapter involves quantitative part of the research, involving rationale to conduct a survey, the development process of the Community Engagement Institutional Scale (CEIS) which is designed for undergraduate students to assess the hosting institution's USR accomplishment level, issues of trustworthiness, and the application process of CEIS, data analysis and quantitative findings of the research.

Methodology

Research Design

This research is conducted by using a mixed methodology, consisted of a qualitative single case study within interviews and document analysis, and a quantitative survey in order to reach the research aims and outcomes. The rationale for the mixed methodology and its components (qualitative and quantitative) are discussed in details in the following pages of this section.

Recapitulation of the research purpose

The purpose of this research was threefold. The first one was to gather a considerable amount of information by means of a detailed literature review involving global definitions of SR phenomenon that turns into CSR and then USR all around the world, and USR's major

focus which is CE and its extension CBSL. Moreover, best practices of international attempts for CE and the efforts of various scholars that enables to measure CE, information that is reflected from international report on CE and its measurement approaches, which are considered to be fulfilled in the previous sections of the dissertation.

The second, and the fundamental purpose of the research was to examine the perceptions of various groups of organizations, referred as ‘stakeholders’ (NGOs and LAs in this research) during the research process, that have direct connection with HEIs and impact on the society in various ways. By doing this, the researcher aimed to reach the definitions of the terms that are mentioned in the literature review from participants’ viewpoints as national clarifications of the terms, their experiences and beliefs related to the subject, and their expectations from HEIs in the future to break the boundaries between HEIs and the citizens in order to create a better engaged society.

The final purpose was to develop a measurement tool to assess the CE, or in other words USR accomplishment level of the hosting HEI, from the undergraduate students’ viewpoints, with whom the HEIs is able reach the society and also have the responsibility to teach the benefits of voluntary work as a moral and ethical outcome.

Recapitulation of the research questions

In order to reach relevant data to accomplish the purposes of the research that are mentioned before and above, after the literature review and consultation to the experts of the field, the researcher prepared the research questions that are to be asked after the main research query that is; “From the stakeholders’ perspective, what are the social responsibilities of HEIs, to what extent they are able to fulfil these responsibilities and what must be the future considerations?” and the sub-queries are as follows:

- 1) What kind of social responsibility applications are conducted currently?

- 2) What are the expectations of HEIs' from Local Authorities' related to social responsibilities?
- 3) What are the expectations of HEIs' from Non-Governmental Organizations related to social responsibilities?
- 4) What are the expectations of Local Authorities from HEIs' to fulfil their social responsibilities?
- 5) What are the expectations of Non-Governmental Organizations from HEIs' to fulfil their social responsibilities?
- 6) What must be HEIs' future considerations of social responsibilities in order to fulfil this duty?
- 7) From undergraduate students' perspective, to what extent HEIs' fulfil their duties related to social responsibilities?

After recapitulating the research purpose and the research questions, the reasons for the selection of a mixed methodology are mentioned in the following pages.

Conceptual Framework

By using a qualitative methodology as a first step, the researcher constructs knowledge according to the conceptual world of the subjects that experience the social responsibility phenomenon in participants' daily lives (Bogdan & Biklen, 1998, p. 23) as an extension of HEIs' SR duties.

This information stands for the basis of this research as an inductive study, depending on the fact that the researcher is constructing a view of USR perceptions of the participants in the study group based on their lived experiences that are formed within particular situations having its place in the interpretive paradigm (Lincoln & Guba 1985, Guba & Lincoln 1989; Patton, 1980; Brewer & Hunter, 1989; Cresswell, 1995; Tashakkori & Teddlie 1998).

On the other hand, the additional quantitative methodology, as a survey, that is conducted in the research to examine the hosting institution's USR accomplishment level from undergraduate students' perspective by using the scale (CEIS) which is developed by the researcher, reflecting the statements completely drawn from the qualitative interviews, puts the study in a different paradigmatic stance, as it is not solely qualitative, but also quantitative that changes the form of the research structure because of the deductive form of quantitative research into a mixed methodology.

This situation also raises the problematic stage for mixed methodologies' paradigmatic stance, as paradigm issues are a major concern in combined research, and the choice of an appropriate paradigm is seen as a necessary step to justify the use of mixed methodologies.

Hall (2013, p. 4) underlines that pragmatism has gained considerable support as a stance for mixed methods researchers (Feilzer, 2010; Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2007), with its focus "toward solving practical problems in the 'real world' (Feilzer, 2010, p. 8) rather than on assumptions about the nature of knowledge", as it recognizes the complexity of social phenomena by enabling a role for values and interpretive meaning while at the same time accepting explanation as a legitimate goal of social research (Hall, 2013, p. 5).

To get over this paradigmatic dilemma, amongst the six stances of Teddlie & Tashakkori (2003), that are proposed for mixed methodologies, the researcher found it convenient to adopt the 'single paradigm stance', in which a single paradigm that encompasses both qualitative and quantitative research methods (Hall, 2013) with its 'pragmatic' identifier that can be used to underpin this research.

By doing this, the researcher, aimed to fulfill some basic requirements of methodological aspects, that Eisenhart & Howe (1992) state as a general approach to validity that accommodates both quantitative and qualitative research designs, listing five general

standards for the conduct of educational research that should cut across all forms of educational research (Niglas, 2004, p. 13). These general standards require that research studies must be *cogently developed*, underlining the concordance between research questions, methodological aspects, and inferences drawn from data; *competently produced*, emphasizing that data collection and analysis techniques must be competently and effectively applied; *coherent with respect to previous work*; *important and ethical*; *comprehensive*, pointing the balance between technical and theoretical quality, the scientific and practical value and importance of the study, the risks involved, as well as the alertness to the knowledge from outside the particular tradition within which the author is working (Niglas, 2004, p. 13).

Hereby, this research can possibly be considered as;

- *cogently developed*, as there is a concinnity between the research purpose, the design of the research questions and its methodological aspects as its been stated in the methodological rationale section,
- *competently produced*, as the researcher conducted many interviews in both languages (Turkish as the mother tongue and English as the foreign language), been through an experience of qualitative data analysis by means of the repetitive interviews with different participant groups, used various triangulation techniques (data, observer and methods), followed the guidelines and instructions of leading scholars worldwide to cite just a few; Yin (2003), Patton & Cochran (2002), Kvale (1996, 2007) Creswell (2003, 2005), Merriam & Associates, (2002), Miles & Humberman (1994);
- *coherent with respect to previous work*, there is not a graduate study that is done before this research nationally, only articles and newsletter that are limited. But, the researcher explored and inspired from many theses and dissertations after downloading from Proquest to cite just a few; Kucher (2012), Youness (2012),

Kecskes (2011), Tosado (2011), Ninneman (2011), Woodward (2010), Tail (2008) and many more.

- *important and ethical*, as it is the first one in the national field of literature (unless someone else manages to write and publish before the researcher) and *ethical*, due to the consideration and application of ethical issues in educational research that is mentioned before,
- *comprehensive*, as the researcher tries to balance technical and theoretical quality that has been mentioned in the above pages, the scientific and practical value, the risks involved, the alertness to the knowledge from outside the particular tradition within which the author is working, that the researcher managed to deal with this issue in the recommendations section of this dissertation.

Furthermore, it is *meaningful*, so that the research makes sense of the SR, CSR and USR within Turkish context, both academically and socially, that are reflected mainly based on participants' perspectives, and it is *descriptive* so that the qualitative data is analyzed inductively within a narrative style without reducing (Bogdan & Biklen, 1998; Bloomberg & Volpe, 2008).

Rationale of mixed methodology

Niglas (2004), in her dissertation submitted to Tallinn Pedagogical University, Estonia; conducted a systematic analysis of 48 research papers in the light of different features of the basic aspects usually connected with quantitative and qualitative methodologies with a sample consisted of papers published only in the British Educational Research Journal, with the aim to clarify if the studies follow only one of the two methodologies or they are combined within the framework of one study, and found out that it is the concrete research problem or aim rather than the philosophical position which determines the design of the study. And, depending on the nature and complexity of the

problem, the design can be either qualitative or quantitative or a combination of both (Hammersley, 1992b; Bryman; 1988). Therefore, Niglas (2004) mentions that majority of the researchers did not state an explicit rationale for the use of a combined design (p. 24).

Niglas (2004, p. 11) also emphasizes that, the idea of using multiple methods in the conceptual framework of one study was proposed already in the middle of the past century by influential methodologists (e.g. Campbell, 1957; Campbell & Fiske 1959; Campbell & Stanley ,1963) and followed by many methodologists' suggestion, that the combination of quantitative and qualitative research is not only feasible and beneficial in solving puzzles but can solve some problems the 'pure designs' cannot overcome (Brannen, 1992; Datta 1994; Patton, 1990; Cresswell, 1995; Tashakkori & Teddlie 1998).

Likewise, Caruth (2013, p. 113) states that the combination of quantitative and qualitative methods presents a more enhanced insight into the research problem(s) and question(s) than using one of the methods independently (Creswell, 2012; Frels & Onwuegbuzie, 2013; Hong & Espelage, 2011).

Moreover, Miller (2003) emphasizes that, to justify the use of any chosen mixed method or model design, the discussion why a particular application was chosen and how it works in a given research situation is necessary (p. 450). This necessity is also underlined by Niglas (2004) as; "the logic and choice of methods for data analysis must inevitably ensue from the research questions set up for a particular study" (p. 15).

In this context, one can possibly see that, the research questions that are recapitulated above, from question 1 to 6 requires a qualitative methodology for an in-depth understanding of the participants related to the subject depending on their personal viewpoints and lived experiences. On the other hand, research question number '7' requires a quantitative methodology in order to reach a maximum and proper amount of undergraduate students that

form a sample ($n = 690$) which is drawn from the population ($N = 4251$) (retrieved from <http://egitim.comu.edu.tr/ksayfalar/sayfa/1/5/fakultemiz-hakkinda>. 09.02.2015).

By conducting a mixed methodology, the researcher is likely to fulfill the seven purposes for the usage of mixed methodology that are proposed by Venkatesh, Brown and Bala (2013) which are:

- *complementarity*, obtaining mutual viewpoints about similar experiences or associations (the study group of the research stands to be a good example of this step),
- *completeness*, ensuring total representation of experiences or associations is attained (detailed clarification and narration of the interviews),
- *developmental*, building questions from one method that materialize from the implications of a prior method or one method presents hypotheses to be tested in a subsequent method (the statements in the scale (CEIS) are completely drawn from the interview scripts, none is from the field of literature),
- *expansion*, clarifying or elaborating on the knowledge gained from a prior method (mentioned above),
- *corroboration/confirmation*, evaluating the trustworthiness of inferences gained from one method (and $\alpha = .974$ valid scale can be seen as an evidence for this step),
- *compensation*, countering the weaknesses of one method by employing the other (all clear and well know aspect for the usage of mixed methods), and
- *diversity*, obtaining opposing viewpoints of the same experiences or associations (discussed in qualitative findings section [e.g the belief of academicians fulfilling the SR duty and NGOs', LAs' and students' opposing ideas]) (derived from Caruth, 2013, p. 113).

The mixed methodology helped the researcher to examine the research subject better, to analyze the data that is gathered by various instruments and finally, to reflect the useful and

valid findings after a proper data analysis process that is done within the requirements of the methods chosen to be used in the research.

Ethical Considerations in Mixed Methodology

Howe & Moses (1999, p. 21) states that the ethics of social and educational research has been significantly complicated over the last several decades as a consequence of the increasing use of qualitative research methods and examine the research ethics within two concepts as the traditional approach involving the quantitative research that is predominant in the social sciences and education and the contemporary approach involving the qualitative research (p. 32). In both cases the authors suggest that the researchers need to embrace the idea that social research should avoid engendering “diffuse harm,” the “reduction of private space, “and the “erosion of trust” (Kelman, 1982, p. 41).

Caruth (2013) also emphasizes that the ethical considerations that pertain to the quantitative and qualitative methods designs also pertain to mixed methodology as it is a combination of the two designs. For example, quantitative studies require researchers to obtain permission, protect anonymity, avoid disruption of sites, and communicate the purpose of the study accurately while qualitative studies require researchers to communicate the purpose of the study accurately, avoid deceptive practices, respect the study population, respond to potential power concerns, and confidentiality. All of these ethical issues are also ethical issues for mixed methodology research (Creswell, 2012).

Whether the study that is conducted is quantitative or qualitative, it is mentioned by the authors that *informed consent*, as the first central principle, must be granted from the participants to weigh the risks and benefits associated with participating in a research project and up to them to then decide whether to take part (p. 24).

Privacy is mentioned by Howe & Moses (1999) as the second central principle in the traditional conception of the ethical (mainly quantitative here) treatment of social research

participants, in addition to *autonomy* that is protected by *anonymity* (not gathering identity-specific data) and *confidentiality* (not revealing identity-specific data)(p. 25).

Another important ethical consideration is the *research misconduct* involving, *intentional deceit* and *falsification of research*, *plagiarism*, and *misinterpretation* or *misrepresentation of results* (Steneck, 1994).

As an attempt to follow the principles that Howe & Moses (1999) mentioned, the researcher;

- collected mutually signed informed consent form (Appendix F & G) from all the participants that took part in the interviews involving the threefold pilots and during the main research and prepared a file to keep,
- all of the citing in the research are done according to APA 6th Edition,
- with the help of the three peer reviewers and by means of the feedbacks that are received from the dissertation supervisor, misinterpretation or misrepresentation of results are prevented .

In addition to above mentioned principles, Howe & Moses (1999) underlines that to be truly ethical, educational researchers must be prepared to defend what their research is for (p. 56). The attempts to fulfill the latter mentioned ethical principle are defined in the following sections of the research.

Qualitative Part of the Research

As this dissertation requires an in-depth understanding of the social responsibility phenomenon and its reflections on corporations as CSR and on HEIs as USR, which can be considered ‘new’ nationwide, a qualitative research design was undertaken for this study as the first step depending on the practicality, usefulness, and convenience of the qualitative research (Creswell, 1998; Merriam & Associates, 2002; Patton, 1980; Stake, 2000; Strauss &

Corbin, 1990), which is often a preferred design when “there is lack of theory or an existing theory fails to adequately explain a phenomenon” (Merriam & Associates, 2002, p. 5).

Qualitative research is best characterized as a family of approaches whose goal is to understand the lived experience of persons who share time, space and culture (Frankel & Devers, 2000, p. 113-114). Qualitative research is inquiry in the natural setting, an exploratory study of experience as lived and everyday life in the world (Magilvy & Thomas, 2009, p. 298). The goal of qualitative study is “to produce a thick description (Geertz, 1973) and in-depth understanding of the phenomenon of interest, the cultural or lived experience of people in natural setting” (Magilvy, 2003, p. 123).

According to Ritacco (2008), quantitative research gets you to the “what”, “where” and “when” of decision making, while qualitative research helps uncover the “why” and whenever you ask “why” you foster creativity.

Case Study Methodology

According to Merriam & Associates (2002, p. 7), case study is the recommended research method (Scott, 2007, p. 117) for examining “contemporary events” when the “relevant behaviors cannot be manipulated” and the evidence can be gathered through interviews, documents, artifacts and observation so that the case study methodology is able to allow the researchers an opportunity to “investigate a contemporary phenomenon within its real-life context, [especially when] the boundaries between phenomenon and context are not clearly evident,” and “use multiple sources of evidence” (Yin, 1994, p. 13) and to become familiar with the data in its natural setting and fully appreciate the context (Punch, 1998).

According to Tosado (2011), many scholars state that higher education (HE) promotes development of social responsibility (Astin, 2003; Colby et al., 2003; Pascarella & Terenzini, 1991; Terenzini, 1993; Swaner, 2005). Therefore, “the insights and approaches” of HEIs that educate for social responsibility “are portfolios of good practices from which” other

institutions may learn (Colby et al., 2003, p. 10). Tosado (2011, p. 129) also underlines that, this is why research about social responsibility (SR) in HE has been mostly conducted using a case study methodology (Colby et al., 2003; Ehrlich, 2000).

Bogdan & Biklen (1998) state that as a qualitative methodology, case study “is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event” (p. 54). Likewise, Strauss & Corbin (1998) describe qualitative research as a “type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviors...as well as about organizational functioning, social movements...and interactions” (pp. 10-11). Strauss & Corbin (1998) explain that there are many reasons for doing qualitative research, including “attempting to understand the meaning or nature of persons...to explore substantive areas about which little is known or about which much is known to gain novel understanding...to obtain the intricate details about phenomena...that are difficult to extract or learn about through more conventional research methods” (p. 11).

Moreover, Yin (2003) emphasizes that a qualitative case study methodology is better suited for studies looking at educational phenomena under contextual conditions (p. 8), that may bring out “experiential knowledge” and “knowledge transfer” (Stake, 2005).

In case studies, the researcher records the realities, meanings, and interpretations of different individuals about contemporary events (Yin, 2003) which can be done through two sources of evidence as; “direct observation of the event being studied and interviews of the persons involved in the events” (p. 8).

In the light of this information the researcher conducted a single case study with the study group consisted of 22 participants representing the Higher Education Institution (HEI) and its stakeholders as, Non-Governmental Organizations (NGOs), Local Authorities (LAs)

and undergraduate students and the participants were considered as critical to the success of this case study (Yin, 2003).

Data Collection Procedures

The researcher's purpose was to uncover meaning and gain rich descriptive information regarding the USR perceptions and practices of the study group. For this reason, amongst the fundamental types of research interviews which are; structured, semi-structured and unstructured, semi-structured interviews with open-ended questions is chosen to be applied as they consist of several key questions that help to define the areas to be explored, but also allowing the interviewer or interviewee to diverge in order to pursue an idea or response in more detail (Britten, 1999, p.12).

The flexibility of this approach, particularly compared to structured interviews, also allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team (Gill et al., 2008, p. 291).

The researcher conducted face to face interviews at the beginning of the spring semester of 2014-2015 Academic year, between 05.01.2015 and 26.05.2015 after examining a rich blend of documents as reports, proceedings, articles and graduate studies for over a year before the interviews. The researcher also conducted reviews and analyses of printed institutional documents and web based search to collect useful data.

Semi-structured interviews

According to Frankel & Devers (2000), social scientists began using interviews around the turn of the 20th century to gather information about groups or classes of people and their beliefs and attitudes about a variety of issues ranging from public health programs to politics (p. 115). Large-scale interviews using representative sampling designs gained enormous

popularity after World War II. Both government and business institutionalized the use of interviews and surveys as a basis on which to make policy and marketing decisions (p. 116).

Patton & Cochran (2002) state that interviews resemble everyday conversations, although they are focused (to a greater or lesser extent) on the researcher's needs for data with a difference from everyday conversation because they are concerned to be conducted in the most rigorous way that researchers can ensure reliability and validity.

According to Turner (2010) the open-ended interview is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended (Gall & Borg, 2003). This open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow up.

As open-ended interviews are likely the most popular form of interviewing utilized in research studies because of the nature of the open-ended questions, allowing the participants to fully express their viewpoints and experiences, the researcher developed 8 questions aiming to gather different information related to the research, which are formed by a detailed literature review.

Preparations for the interviews

As one of the more popular areas of interest in qualitative research design is the interview protocol (Turner, 2010, p. 754) with an informed consent form (Appendix F & G), is developed by the researcher as a preparation for the interviews after a detailed literature review, to be used during the interviews explaining the purpose, procedures, and benefits of the study and advised participants of their right and freedom to withdraw from the study and the opportunity to ask questions.

McNamara (2009) suggests the importance of the preparation stage in order to maintain an unambiguous focus as to how the interviews will be erected in order to provide

maximum benefit to the proposed research study and applies eight principles to the preparation stage of interviewing as: (a) choosing a setting with little distraction; (b) explaining the purpose of the interview; (c) addressing terms of confidentiality; (d) explaining the format of the interview; (e) indicating how long the interview usually takes; (6) telling the participants how to get in touch with the researcher later if it is needed; (f) asking if they have any questions before getting started; and (g) not counting on personal memory to recall the answers.

Pilot testing

Another important element to the interview preparation is the implementation of a pilot test, which can also assist the researchers with the refinement of research questions (Turner, 2010, p. 757).

The pilot test is believed to assist the research in determining if there are flaws, limitations, or other weaknesses within the interview design and will allow the researcher to make necessary revisions prior to the implementation of the study (Kvale, 2007).

Fassinger (2005) states that interviewer training is essential, as are pilot interviews, to prepare interviewers to address participants' potentially diverse and intense responses to the interview to prevent the lack of controlling.

The researcher, in order to train himself and test the interview questions, applied several pilot tests in three steps:

- The first pilot testing of the interview questions is done during the researcher's studies in Romania, as an Erasmus exchange student; with two Turkish undergraduate Erasmus exchange students who came from different universities. The purpose of this pilot study was twofold as; (a) to test the interview questions' convenience to reach the desired data, and (b) to increase competence in interviewing the participants. After reaching the desired outcomes of the pilot study, the questions are applied to 13

Turkish Erasmus exchange students in the fall semester of 2013-2014 academic years. The data is analyzed by using NVivo 10 software program for qualitative studies with the purpose to increase qualitative data analysis competence and reviewed by three peers after the preparation of the data within an article manner. Subsequent to the positive feedbacks of the supervisor, the main interviewing process for the research is started.

- Moreover, as the dissertation language is chosen to be in English, which is a foreign language for the author, English version of the interview questions are first conducted with two Romanian undergraduate students from different departments, and then applied to six Romanian scholars, for the language validity of the questions and for a better understanding of the nature of qualitative studies. Therefore, this process helped the researcher to be prepared for the interview responses from an academician perspective that would be conducted with Turkish scholars after the Erasmus exchange student period, and to increase the validity of the interview questions and the research itself. By doing these studies the researcher prepared himself for the coming actual application of the research to be conducted in Turkey.
- The third and the most required pilot testing is conducted in the accommodating city, Çanakkale/Turkey, with a scholar from the hosting institution, with a NGO member, an LA employee and with an undergraduate student and these results are not included to the research.

By following various leading scholars' published instructions about qualitative studies and its main data gathering tool 'interviews', and by means of a detailed literature review containing proceedings, articles and examining graduate research, the researcher believes that he prepared himself for the interviews to be conducted in the hosting institution with the aims to; (a) find out what is on someone's (the research participants') mind, (b) getting an

individual's perspective, and (c) finding out things that are not readily observable (Patton, 1980), with the help of standardized interviews that are one of the most important sources of case study information (Yin, 2003), and to reduce researcher bias (often criticized in the field of literature) and the increase the trustworthiness of the research.

Interviews for the research

Burkard & Knox (2009) state that the strength of the interviewer-participant relationship is perhaps the single most important aspect of a qualitative research project and as through this relationship that all data are collected and data validity is strengthened (Adler & Adler, 2002; Kvale, 1996), the researcher followed McNamara's (2009) excellent recommendations (Turner, 2010, p. 759) for the implementation stage of the interview to build a comforting atmosphere as: (a) verifying the tape (in this study the 'notebook' explained below) (b) asking one question at a time; (c) attempting to remain as neutral as possible (d) encouraging responses with occasional nods of the head, "uh huh"s, etc.; (e) being careful about the appearance when note taking (f) providing transition between major topics, and (g) avoiding loss of control of the interview.

Fontana & Frey (2000) point out that asking questions and getting answers is a much harder task than it is predicted. To get over this problem Jacob & Furgerson (2012) advise their students to follow an interview protocol that can help in collecting data which is also taken by the writer of this dissertation (as mentioned before). The authors add that, an interview protocol is more than a list of interview questions; it also extends to the procedural level of interviewing and includes a script of what would be said before the interview, script for what would be said at the conclusion of the interview, prompts for the interviewer to collect informed consent, and prompts to remind the interviewer the information that she or he is interested in collecting (Jacob & Furgerson, 2012, p. 2).

Britten (1999), suggests that, it is imperative to ask questions that are likely to yield as much information about the study phenomenon as possible and also be able to address the aims and objectives of the research and adds that it is usually best to start with questions that participants can answer easily and then proceed to more difficult or sensitive topics. Britten also underlines that following this advice, which the researcher exactly applied, can help to put the respondents at ease, build up confidence and rapport and often generates rich data that subsequently develops the interview further (pp. 11-19).

Prior to each participant interview, the researcher requested permission to record the interview and addressed confidentiality concerns and issues. Depending on the former experiences of interviews mentioned above, instead of a sound recorder the researcher used his notebook to record the interviews as he realized that the participants feel much more comfortable to see (more familiar than a sound recorder in daily life). All of the interviews were recorded and the researcher also took notes to increase the accuracy of data collection and analysis. Each participant is given a pseudonym identifier to protect their anonymity and maintain confidentiality. The academician participants were referred to as 'A', NGO members were referred as 'C', LA employees were referred as 'L' and undergraduate students participants were referred as 'S'. All of the participants were assigned a subscript number as an identifier such as, 'A1', 'C1', 'L2' and 'S1' according to the participant amount.

The interviews with academician participants, NGO members and LA employees took place in their study office, and the interviews with undergraduate students took place in the hosting institution's seminar room and the duration was 20-50 minutes.

Study group

Patton & Cochran (2002) underline that sample sizes are typically small in qualitative work. One way of identifying how many participant needed is to keep interviewing until

nothing new comes from the data a point called 'saturation', which can be determined as the appropriate amount of interviews.

To reach the above mentioned saturation level purposeful sampling was used by the researcher to select the participants of this research which is explained by Bogdan & Biklen (1998) as, choosing particular subjects, so that they are believed to facilitate the expansion of the developing theory (p. 65).

Burkard & Knox (2009) state although an interviewer's choice of research method may shape the approach to and the structure of an interview, participant characteristics also influence the actual interview process and relationship and underline that participants' reasons or motivation for being interviewed may be one such factor. Depending on this information the participants that are believed to be relevant for the research are stated below.

The study group of the research is consisted of seven academicians that four of them had administrative experiences and three of them are more active in SR applications whether they are conducted personally or an institutional basis. Amongst the seven NGO members three of them represent educational formations, one dealing with women's issues, two represent actions that are taken to back up the modernized society and the last one is from a minority group representing the Orphans' Association. Four LA representatives are from departments that have direct connection with the hosting HEI as, Youth & Culture Department, Public Relations, the Social Unit and The City Council. Undergraduate students are chosen depending on their CBSL participation experiences as, two students participated and two students did not participate in CBSL activities totaling twenty-two participants. Demographic information of the participants is stated in Table 5 below.

Table 5

Demographic Information of the Study Group

Pseudonym	Gender	Age	Position	Affiliation
A1	Male	51	Prof. Dr./Administrator	Faculty of Education
A2	Female	40	Assoc. Prof. Dr./Administrator	Faculty of Education
A3	Male	47	Assoc. Prof. Dr./Administrator	Faculty of Education
A4	Female	41	Assoc. Prof. Dr./Administrator	Faculty of Education
A5	Male	43	Assist. Prof. Dr./Faculty member	Faculty of Education
A6	Male	49	Assist. Prof. Dr./Faculty member	Faculty of Education
A7	Male	43	Assist. Prof. Dr./Faculty member	Faculty of Education
N1	Female	67	Administrator/Housewife	Turkish Women's Association
N2	Male	50	Accountant/Ret. Army officer	The Ata. Thought Association
N3	Male	48	Administrator/Ret. Worker	Orphans' Association
N4	Male	52	Administrator /Prof. Dr.	Contemporary Life Association
N5	Male	42	Administrator/Primary Level Teacher, MA	Educational Syndicate
N6	Male	52	Administrator/Prof. Dr.	Educational Syndicate
N7	Male	47	Administrator/Primary Level Teacher	Educational Syndicate
L1	Female	34	Public Relations Eemployee	Municipality
L2	Female	44	Culture and Social Issues Dept. Employee	Municipality/ City Council Sec.
L3	Male	64	Administrator/Ret. Primary Level Teacher	City Council
L4	Female	44	Manager/Ret. Lecturer	Municipality
S1	Male	21	Info. and Comm. Tech. student	Faculty of Education
S2	Male	21	English Language and Teaching student	Faculty of Education
S3	Female	23	Mathematics student	Faculty of Arts and Science
S4	Female	23	Guidance and Counselling student	Faculty of Education

Documentation

Yin (2003) states that, documentary evidence is considered relevant to case study research and as a source of evidence, documents “can take many forms,” including; letters,

memoranda, agendas, minutes of meetings, reports, announcements, formal studies, newspaper clippings, articles, press releases and so forth (p. 85). An important use of documents is to “corroborate and augment evidence from other sources,” verify information mentioned in interviews, and make inferences (p. 87).

Hereby, besides face to face interviews the researcher also explored and examined various documents that can form a basis for the research and create an information agenda. Apart from the proceedings, articles and graduate research documents the researcher also conducted a web based research mentioned before in the USR information of Turkey. This web based search helped the researcher to examine HEIs status of USR applications and its reflection to mission statements that are examined in the web sites of related HEIs. Moreover, former printed documents, journals and newsletters of the hosting institution are examined for a better understanding and evaluation of the USR issue that takes place in the agenda of the hosting institution.

Data analysis

After conducting and recording the interviews, the researcher transcribed all of the data into word format for content analysis and read thoroughly read couple of times to obtain a general sense of its perspective, meaning, and tone the qualitative data (Patton, 1980; Strauss & Corbin, 1990). Using NVivo 10 qualitative software program helped the researcher to identify patterns and emerge themes, and report data in rich narrative (Creswell, 2003, 2005; Merriam & Associates, 2002).

The researcher collected data in the form of “words rather than numbers” (Miles & Huberman, 1994, p. 1) which were close to the situation (Miles & Huberman, 1994; Patton, 1980) and in order to conduct data analysis, the researcher used Creswell’s (2005) six steps for qualitative data analyses and interpretation and (a) organized and prepared the data for analysis; (b) read through all of the data; (c) began detailed analysis with coding process; (d)

used the coding process to generate a description of setting or people as well as categories or themes for analysis; (e) advanced how the description and themes will be represented in the qualitative narrative; and (f) interpreted the meaning of the data (pp. 191-195).

Qualitative research data are usually text data, narratives, and stories told by people about their experiences recorded digitally, on tape, on film, or in photographs, or in notes taken by the researcher. These data are then examined descriptively to notice similarities and differences in then data, categories, patterns, and themes that are then described and sometimes interpreted to provide a rich description of the experiences as lived (Magilvy & Thomas, 2009, p. 298).

The data that is collected through semi-structured interviews was analyzed by using the constant comparative method of exploratory thematic analysis (Lincoln & Guba, 1985) that the researcher (a) reviewed interview transcripts; (b) specified and listed each idea or unit without categorization; (c) benchmarked the emerging themes, definitions related to SR and USR, their criticism and outcomes of current applications and expectations forthcoming future, which served as the a priori context for creating the thematic categories.

The exploratory thematic analysis is done and the data is grouped and categorized by the researcher, depending on the themes and the codes that are formed within content analysis. The unit of analysis brings up to the basic unit of text to be classified during content analysis.

Messages have to be unitized before they can be coded, and differences in the unit definition can affect coding decisions as well as the comparability of outcomes with other similar studies (De Wever, Schellens, Valcke, & Van Keer, 2006).

Codes are the repeated words or phrases of the participants found within across the individual texts (Thomas, 2006) and the researcher also developed qualitative data display chart (Appendix C) to organize and reflect the data better (Miles & Humberman, 1994).

Coding scheme is reviewed by three peers and consultation process with the experts for the interim content validation is accomplished.

Trustworthiness

As qualitative studies are criticized for researcher bias, or the effects of the researcher on the data gathering and analysis, the researcher attempted to get over this issue by employing the strategy of responder verification (Maxwell, 2005) during the development of explanatory framework by e-mailing the analyzed documents to participants and got positive responses. Further, the researcher regularly consulted his supervisor, peer reviewed the documents throughout the process in an effort to minimize researcher bias, increase efficiencies and reduce confusion. By means of these efforts the researcher desired to follow Denzin (1978) & Patton's (1980) recommendations of three types of triangulation out of four (data, investigator, theory and methodological) as; (a) data triangulation (interviews, examining printed documents and web sites) (b) investigator triangulation (peer review) and (c) methodological triangulation (applying quantitative methodology after gathering relevant information from the qualitative part by means of survey)" (Onwuegbuzie, 2002, p. 292).

Lincoln & Guba (1985) suggest that qualitative studies should achieve 'trustworthiness' that is representing the perspective of the research participants as closely as possible and address four concepts that work together to achieve trustworthiness which are *credibility*, *transferability*, *auditability* and *confirmability*.

In order to achieve *credibility*, the researcher aimed to manage research reactivity and bias, which means lowering down the impact on participants, by making data gathering efforts less conspicuous and intrusive without deception with the help of concealing the recording tools with the knowledge of participants as Lietz & Zayas (2010; 192) suggests. For *transferability*, the research's context is described in detail (Devers, 1999). For *auditability*, peer debriefing (as mentioned above) technique is used to discuss the research decisions and

procedures with three peers from the field. Since “quotes and excerpts contribute to the descriptive nature of qualitative research,” to achieve confirmability a linkage between the findings and the data is targeted by reflecting the important responses to specific interview questions were directly demonstrated (Merriam & Associates, 2002, p. 5).

In order to ensure *reliability* and *validity*, the advices proposed by Patton and Cochran (2002) are thoroughly followed, so that the researcher can possibly state that the research is:

- *reproducible*, meaning that someone else could use the same topic guide to generate similar information by using the interview questions designed for the qualitative part, that are over and over tested in different surroundings, in two languages (EN and TR), within different domains, and by using the CEIS measurement device developed for the quantitative part of the research in its final form with a high ($\alpha = .974$) reliability degree or by improving it according to the institutional needs.
- *systematic*, ensuring that neither the interviews nor the documents are just picked to support the pre-existing ideas about answers, as an example the analysis of national HEIs' current status of displaying USR applications on their web pages are done through a web based search that took a week (personally speaking, it is just because of the various design of web pages that requires more patience) analyzed by using Holland Matrix (1996; see Appendix B) and displayed by means of a table prepared by the researcher.
- *credible*, meaning that the questions asked, for instance, and the ways in which asking should be reasonable for generating valid (or 'truthful') accounts of phenomena, that the researcher assume to accomplish this step by repeating pilot interviews mentioned before and above, the competence of analysis are examined by peer reviews, systematically consulted and reported to the supervisor (two Mondays in a month) in order to prevent misconduct and misinterpretation.

- *transparent*, meaning that the methods should be written up so that readers can see exactly how the data were collected and analyzed (p. 11); the researcher again assume to accomplish the last step by creating a stepwise concept involving recapitulation of the research purpose and research questions in the methods section to prevent the loss of time and effort for the reader not to go back to the introduction section of the research, giving many steps within details and by using a rich blend of references from the field and finally by displaying the data analysis procedure following the requirements of Miles & Huberman (1994).

Quantitative part of the research

This section of the research comprises the information related to the quantitative process of the research as the research design, population and sample, data collection and analysis procedures and the findings of the quantitative part of the research.

Research design

The main research query of the research is; “From the stakeholders’ perspective, what are the social responsibilities of HEIs, to what extent they are able to fulfil these responsibilities and what must be the future considerations?”

The relevant data for the first six sub-queries is reached by a qualitative single case study as mentioned in detail in the above sections. For the fact that the seventh and the final sub-query that is, “*From undergraduate students’ perspective, to what extent HEIs’ fulfil their duties related to social responsibilities?*” required a quantitative method, a survey design is utilized to reach the desired data as a component of the mixed methodology in this research.

Population and Sample

The population of the research is all of the undergraduate students ($N = 4251$) that are enrolled at the Faculty of Education, Çanakkale Onsekiz Mart University (ÇOMÜ) in 2014-

2015 academic year (retrieved from <http://egitim.comu.edu.tr/ksayfalar/sayfa/1/5/fakultemiz-hakkinda.09.02.2015>), and the sample ($n = 690$) is selected on purpose.

A purposive sample is “a nonprobability sampling procedure in which researcher participants with particular characteristics are purposely selected for inclusion in a research sample” (Unrau, Krysik, & Grinnell, 1997, p. 254; Doolittle & Faul, 2013, p. 3).

The researcher’s purpose was to examine the participants’ grade levels in order to find out the effects of CSBL, so that the compulsory course starts from 3rd grade. Age variable has direct connection with the grade and can be regarded as a good source of interpretation according to SR consciousness. Finally, it is assumed by the researcher that departmental differences are likely to effect the perception of SR and USR. The details about the sample are demonstrated in the Table 6 below.

Table 6

Demographic Information of the Sample

Specialties		1	2	3	4	5	Total
Age	n	18-20 241	21-23 335	24-26 101	26+ 13		690
	%	34.93	48.56	14.64	1.87		100
Gender		Male	Female				
	n	325	365				690
	%	47.10	52.90				100
Grade		1	2	3	4	5	
	n	176	123	108	230	53	690
	%	25.51	17.82	15.65	33.33	7.69	100
Field of Education*		Science	Social Sc.	Linguistics	Arts	Science & Social Sc.	
	n	225	154	135	17	159	690
	%	32.60	22.31	19.57	2.47	23.05	100

***Science** group involve undergraduates from *Science Education, Information and Communication Technologies Departments*, **Science & Social Sc.** group involve undergraduates from *Psychological Guidance and Counselling and Primary Education Departments*, **Linguistics** group involve undergraduates from *German, English and Japanese Language and Teaching Departments*, **Social Science** group involve undergraduates from *Social Science, Geography and History Departments*, **Arts** group involve undergraduates from *Music Department*.

Data collection

Collection of quantitative data from the sample ($n = 690$) was accomplished through the use of a descriptive rating with a 5 point Likert (1932) scale reflecting participants' agreement levels as, "1= *Strongly Disagree* to 5= *Strongly Agree*" which is developed by the researcher and named as '*Community Engagement Institutional Scale*' (CEIS) consisted of 25 randomly ordered items, but falling under four main categories as; "A= *Transferring the social responsibility consciousness to students*, B= *Transferring academic knowledge*, C= *Partnership with the stakeholders*, D= *Outcomes of social responsibility applications*".

The items in the scale are formed completely by using the statements of 22 participants of the study group. Firstly, the researcher prepared a draft of the participant responses to eight semi-structured interview questions consisted of more than 250 statements. These statements are gathered according to their appropriateness to form a question all stating different aspect relates to USR issues. After examining the emerging phrases, the amount of statements are reduced to 104 and shared with three peers from the field, all of whom are believed to have maximum competence in statistics, which then the amount reduced to 84, falling under five categories as; "A= *Transferring the social responsibility consciousness to students*, B= *Contribution to social life* C= *Transferring academic knowledge*, D= *Partnership with the stakeholders*, E= *Outcomes of social responsibility applications*".

After the positive feedback of the dissertation supervisor, the latest form (84 items under five categories) of the preliminary draft is then sent to six scholars, including a statistics specialist, ranging from Assist. Prof. Dr. to Prof. Dr., those teach in six different universities in Turkey and Turkish Republic of North Cyprus, all from the field of Educational Sciences.

Although there are some measurement instruments that are developed to assess CE in the extant literature, instead of adopting one or two of them for the quantitative part of the research, the researcher found it appropriate to develop a special and suitable one to underpin

the qualitative findings, to back up the mixed methodology structure of the research, and to form a better assessment of the hosting HEI's USR accomplishment level.

Pilot Application

Depending on the specialist feedbacks for the preliminary draft of the scale, the amount of the items are reduced to 50, still preserving the five categories. The draft then turned into a 5 point Likert (1932) scale and applied to 210 undergraduate students that are enrolled at the Faculty of Education in mid-April 2015 during a week.

Factor analysis of the scale is done by using SPSS 21.0 software program right after the pilot application and it is found out that the amount of the items in the scale is reduced to 25 falling under four categories with Cronbach's Alpha level of .974. The categories and the number of its items are; "A= *Transferring the social responsibility consciousness to students*" with seven items, "B= *Transferring academic knowledge*" with five items, "C= *Partnership with the stakeholders*" with six items, and "D= *Outcomes of social responsibility applications*" with seven items.

The results were used for an item analysis for the reliability and validity of the scale (Faul & van Zyl, 2004; Spector, 1992, Doolittle & Faul, 2013, p.3).

For factorial validity, principal component analysis (PCA) with a varimax rotation was used to examine the factorial structure of the scale. The items from each factor were then submitted to principal axis factoring with varimax rotation. All items that loaded less than .49 in the initial analysis were deleted and the analysis was redone. PCA indicated a four-dimensional scale with a high loading on factors.

The final form of the scale (CEIS) is then prepared for the main application to the purposefully selected sample from the hosting institution.

The Rotated Component Matrix is demonstrated in Table 7 in the following page.

Table 7

Rotated component Matrix of the CEIS

Rotated Component Matrix				
	Components			
Items	1	2	3	4
A1	.728			
A2	.801			
A3	.596			
A4	.713			
A5	.565			
A6	.604			
A7	.636			
B1		.597		
B2		.647		
B3		.606		
B4		.748		
B5		.510		
C1			.679	
C2			.636	
C3			.756	
C4			.743	
C5			.694	
C6			.663	
D1				.604
D2				.713
D3				.611
D4				.697
D5				.612
D6				.644
D7				.697

% variance		49.713	6.378	4.821	3.938
Total % variance	64.894				
Reliability	.947	.875	.825	.914	.915
Reliability (α)	.974				
KMO	.947				
BARTLETT	3716.181				
	(p=.000)				

Data analysis

After the development of the measuring tool for the survey, during one month period between 27.04.2015-26.05.2015 the main application of CEIS is conducted with purposefully selected sample ($n = 690$) at the Faculty of Education. The results of the surveys were analyzed using SPSS 21.0 for Descriptive, Exploratory Factor Analysis (EFA). Descriptive

statistics were generated on each of the 25 individual questions, which were then separated under their four main headings. These descriptive statistics included the mean scores for each question, as well as the frequency distributions for each response. These means were then analyzed using a one-way ANOVA to determine the significance between the variables.

For validity analysis the questionnaire was checked using Skewness & Kurtosis technique and item-total correlations. To assess normal distribution for items, Skewness & Kurtosis values between -2 and +2 were employed as a criterion (Can, 2014), and at least $r = .20$ item-total correlations for items were accepted as enough for factor analysis (Çokluk, Şekercioğlu & Büyüköztürk, 2014). Then, structural validity of the scales was explored via EFA with Principle Component and Varimax Rotation methods, and the reliability of the scales and their factors were assessed by using Cronbach Alpha technique (.60 and more α coefficient was assented as evidence of reliability) (Hair, Black, Babin, & Anderson, 2010).

Chapter IV

Findings and Interpretations

As the research is conducted by using a mixed methodology, consisted of qualitative single case study and a quantitative survey, the researcher found it appropriate to demonstrate the findings in separate sections so that the way of reaching and interpreting the data is different in both methodologies.

Qualitative Findings

A single case study is conducted with 22 participants that form the study group with eight semi-structured interview questions. The responses are presented sequentially within details and interpretations.

The first interview question is the determination of social responsibility phenomenon from the perspective of the participants. In order to gather the related information and analyze appropriately, the responses of the participants are grouped as academicians (A), Local Authority (L) personnel, NGO representatives (N) and university students (S) to underline the perception similarities and differences between the four groups.

Amongst the seven academician participants, four of them identified the social responsibility term as “individuals’ positive actions that are taken for the benefit of the society that they live in”. It is considered by the academicians that the efficient range of these positive actions must be from the micro level to macro level. Many participants (A1, A2, A3, A6, A7, 23 %) view the social responsibility phenomenon as *personal awareness* and *personal dedication* to create a better social interaction. Participant A2 underlined the situation as;

“Social responsibility is realizing the social problems and then forming an active power to get over these problems with a personal commitment.”

Another participant (A6) supported the personal commitment idea as;

“When you use the social responsibility term, I see the total obligations of an individual that must be accomplished personally.”

The purpose of the first interview question was to find out what participants think about the term and to see their perception differences. With the help of the first question, it was possible to see that there are other participants, who regard social responsibility term as an organizational act.

Participant A4 stated the ideas related to the term as;

What I think is... when we conceive of the responsibilities of an institution, the role of its formation or the mechanism itself, it must be.... [A long stop] in some ways, of course, acting apart from its major interest or domains and affecting the society that the institution is settled. And I believe that they (institutions) do have this kind of duty.

Participant A5 emphasized that; the quality of the surroundings of an institution is as important as the productivity level of the institution and backs up the idea as;

Institutions are no more formations that work for themselves. This situation created the obligation to give something to the community as much as you get. That is the root of social responsibility term and it has a nourishing effect on organizations.

NGO representatives in the study group have different educational backgrounds. There are two professors from different domains, two active primary level teachers, one housewife, one retired army officer and one retired worker. Like the academicians in the study group, NGO representatives generally (four out of seven participants, 18 %) regard social responsibility applications as *individual acts* that are done for the benefit of the society. Their

explanations are not far away from what the academicians think about the term. Housewife participant (N1) from the Turkish Women's Association explained the term as;

“I believe that it is the obligatory responsibility that an individual or an institution has to fulfill on behalf of the society itself.”

There are two primary level teachers amongst the NGO group and they are both administrators of educational syndicates that are really working actively with different political and philosophical backgrounds. One of them, participant N7, regarded the social responsibility (SR) term as;

“... It is the duty of an individual to be fulfilled for the welfare of the society.”

The other primary level teacher participant N5 underlined the situation as;

“I believe that it is (SR) the rights that must be secured by the government like education, wellness and things like that.”

Despite these primary level teachers' different explanation and expectation related to the case, there is a similarity between their ideas that can be considered as 'positive'. Another participant (N6), who is also the administrator of an educational syndicate regarded SR phenomenon, “the efforts to make a positive change in the surrounding of an individual” as an explanation, but he negatively criticized SR as a getaway act of the government and said;

“With the effect of the global changes in today's circumstances, governments are trying to get rid of their social structure duties, SR is a reflection of this situation.”

Participant N3, who is a retired worker and the administrator of the Orphans' Association, made the researcher's favorite identification related to the term as;

“SR is the enactment of an individual to handle and solve the problems of the society apart from his/her problems and benefits that is what I understand.”

The researcher found the identifications and expectations of NGO representatives more interesting and full of criticism, when it is compared to the academicians’ definitions of the term. Various visions and backgrounds of the participants can be seen as the core of this rich blend of descriptions and expectations. The underlying reason for this situation can be the fact that academicians’ primary duty is to teach, do research and then deal with social issues whether it is at an institutional or individual level. Merely, when it is compared with faculty members, the role of the NGO is to work for the welfare of the community voluntarily. They do not have obligatory reasons to do so, what they try to do are to fill in the social gaps without a force and the only expectation is to see a better engaged society, which serves a basis of criticism from the researcher’s perspective.

Within the study group, there are four Local Authority (LA) representatives that took part in the research. Three of them are employed in the municipality and the other one is in the city council. Apart from the identifications of academicians and NGO representatives, LA representatives interestingly never mention the word ‘individual responsibility’ while they are defining the social responsibility phenomenon. The term is clarified within a holistic point of view.

The researcher believes that, this may be because of their professions, which is to serve the city and the citizens more creative and actively than the other participating groups. Academicians have various responsibilities and workloads, the NGOs has various purposes and with outcomes that can be grouped as ‘social benefits’ which they do voluntarily. But, the LA representatives’ profession is to serve the community and get a salary for this. In other

words, this is their job and the time that has passed could possibly help them to change their perspective from a personal state of mind into a group act.

The researcher would like to emphasize that, during the interviews he has faced enough example of the dedication and the satisfaction level of the LA participants and other employees of the municipality. Despite the heavy workload, they were friendly, gap filling, interactive and dedicated. Many sentences that were performed by the employees and administrators were full of 'we' on behalf of the municipality. This observation can be considered as an outcome of a qualitative study. Also, it is something to be pleased about and express deference.

Participant L1, from public affairs of the municipality identified SR as;

“It is to reach the people that require help, to be able to touch the urban people and 'we' (the municipality) have various projects and applications currently.”

Participant L2 who is the responsible person for a newly formed department called 'The Youth and Culture Department' and the secretary of the City Council expressed her ideas as;

“...it is sensitivity from a point of view; sensitivity to the place that we live in, to the city, to the society and to the world also...”

University students from different grades and domains that took part in the study group also mentioned considerable ideas about the meaning of social responsibility. Three (S1, S2, S4) participants out of four identified SR as an individual act and participant S1 regarded the SR phenomenon as a group act and said;

“I think social responsibility means a holistic act that is done by individuals in order to be useful for each other to help the society reach to a modern level in terms of education, understanding and so forth.”

Participant S4 gave an interesting example to define SR and underline that it is an individual act as;

“I see the society like a tray which is full of sand that clutters to one side, so that the other side is empty. The cluttered side must fill the other side. This means that some individuals are in need of something more than others, so that others have to do more...”

Moreover, participant S2 who is the president of one of the most active student group dealing with the dissemination of the knowledge related to Gallipoli War emphasized that;

I regard this SR as, I have a duty and the more I accomplish this duty the more I would be successful in many fields. So that I am going to be a teacher in the future, the more I am successful doing it, the more I fill a gap...To cut it short, SR means being a teacher to me.

Depending on the responses given to the first interview question it is possible to say that twelve (A2, A4, A5, A6, A7, N3, N4, N7, L4, S1, S2, S4 = 55 %) participants of the study group out of 22 believe that SR is an *individual act*, seven participants (A1, A3, N2, L1, L2, L3, S3 = 32 %) regard SR as a *group act*, and three participants (N1, N5, C6 = 13 %) believe that SR must be a *governmental duty*, that is done for the benefit of the society with efforts to create a better engaged community.

In the light of the findings of the first interview question, one can say that SR phenomenon is generally valued as *individual* and *group acts* compared to *organizational* or

governmental acts from the participants' viewpoints that can also be generalized. It is the positive thoughts of citizens to create a better life for themselves and the people around them without ignoring the social needs of the community with a high level of commitment and dedication. Amongst the participants, the ones whom mentioned that SR must be governments' or organizations' duty to fulfill, they do not omit the personal responsibility of a citizen to his/her nation or community. What is important for them is to see the government or the organization acting more integrative than individuals or groups that take part in social applications, as these formations are seen much more powerful and effective than any individual, and to be the role model for its members.

This finding stands for the basis of asking the second question to the participants to clarify the difference and similarities between SR and USR.

The second interview question is taken shape by the researcher to clarify the third mission of the universities, which is also called USR, from the perception of the participants.

Various identifications of Higher Education Institutions' (HEIs) social responsibility (SR) are made by participants. Every group used different words, clarifying the social duties of HEIs. The categorization after the coding process created in NVivo 10 is as follows:

The first group is named as '*academicians and personnel*', in which participants believe that USR must start from the academics, personnel and university students. These participants are A3 and N3 and their statements are;

“The primary responsibility must be making a social interaction with the staff members, personnel and their demands. The university must create a common ground for the social needs of its employees and students.” (A3)

Universities primarily have to create resolutions for its employees and pupils. So that HEIs are academic places, new projects involving solutions related to the community's and the society's problems with the help of the cooperation between NGOs and other governmental formations. (N3)

There are participants (A2, A4, A5, S2) that think USR applications need to be '*beyond education and research activities*', which is the second group and one of the primary aims of this research, and it is a positive situation to hear those sentences from academicians, depending on the reason that education and research activities are also regarded as USR in the field of literature. (Geryk, 2011) Participant A4, who has administrative duty at the Institute of Educational Sciences, emphasized the situation as;

What is the main duty of HEIs'? Education and research, graduating the required work power... Yes, that is true. Besides, if we approach the idea with a holistic point of view, HEIs must create applications that are directly for the benefit of the society. We cannot make a clear divide actually, so that education and research also can be regarded as a social responsibility act that is to fulfill.

Another academician participant A2 supported the idea as,

HEIs must not be the places where a student has preferred to get educated and leave after the graduation. Locally, as a start, countrywide and globally engaged citizens must be created with the help of the awareness that exists. The purpose of an HEI must not be just instruction; moreover, it needs to focus on problem solving activities. A man who does not fasten the seat belt is also under our responsibility.

Participant A5 believes that HEIs are responsible of not only the community and the surroundings that their campuses are settled, but also for the World and underlined the social responsibility duty of universities as;

“So that HEIs have versatile research domains their responsibilities are for every layer of the society.”

Participant A5 also criticized the current situation as;

As I am an academician in the field of Educational Sciences, my responsibility is not the undergraduates only; it is a responsibility to the institution that I train my students for, administrators and parents also, due to the fact that they are all affected by this interaction. But are these responsibilities fulfilled? I guess... it is very limited!

Student participant S2 is the only one, who mentioned that USR applications must be beyond educational acts and underlined that,

“The active the students are, beyond lessons in various fields, the successful the HEI is. That is the situation!”

All of the students in the study group (S1, S2, S3, S4 = 18 %) underlined that USR must start from HEI’s students first. It was not a surprise to hear those sentences from the student participants and they supported their ideas pretty good as;

“If this USR must be taught at the university, there must be respect between the teacher and the student so that this idea can survive and has a positive effect in the future.” (S1)

“HEIs have various departments and missions like education and social. But when you mention social this means HEIs’ children who are students and HEIs are responsible of its students first.” (S2)

“...it must start from the students first in order to unite them...” (S3)

“...not being insensitive to its own structure and then doing something for the territory...” And criticized as;

“These kinds of acts are generally done by the university students, unfortunately.” (S4)

There were participants (N1, N2, N5, and L2) that did not use any word related to education or research while giving their response to the question, which formed the third group as ‘*words without education*’ whom are NGO and LA members.

Participant N1, who is a housewife dealing with social issues more than 13 years, having an administrative duty in Turkish Women’s Association stated her ideas as;

USR means a bunch of things for us. COMU is a great outcome for our city. Depending on this reason, I believe that the existing knowledge must cross the borders of the HEI and reach the society. An active cooperation must be created between HEIs and NGOs, in order to help NGOs reach the knowledge.

Participant L2 stated that HEIs have holistic duties, so that they involve a rich blend of domains, which assigns them an important position towards the demands of the city and the society and summed up the idea as;

“...The city and the university must be a single unit”

Participants N5, administrator of an educational syndicate emphasized that HEIs must adopt its organizational culture to the identity of the city that HEIs are settled and performed the unique proposal for a better HEIs and society engagement as;

“HEIs must remove their borders and their facilities in the campus must be open to public.”

Some of the participants (A1, A7, N4, N7, L1, and L4) assigned a leadership role to HEIs in their speech, believing that the society needs to be enlightened by them.

Participant N4 criticized HEIs from the vision of the society and mentioned that HEIs are seen as ‘marble towers’ that science and education takes place apart from the society itself, when they are expected to help the development process of the community that HEIs are settled down. He underlined the situation as;

“HEIs are places where the most educated personnel involving administrators, faculty members and students, and because of this HEIs have a leading role for the benefit of the society.”

The leadership role of HEIs is also emphasized by participants N7 and L4 as follows;

“For the reason that HEIs are the highest level of education all over the world, they have a responsibility to lead the society more than other formal institutions.”

“So that HEIs are dealing with the issues that affect every field related to the welfare of the company, they sustain a leading role to analyze and disseminate the knowledge that they acquire through research.”

Even if there were questions aiming to find out the expectations of NGOs and LAs in the interview protocol, some participants (N1, N2, N3, L1, and L4) amongst these groups (NGOs & LAs) mentioned their expectations while they were identifying their thoughts about the meaning of USR. These participants responses, that have relation with the expectations are only given here as follows;

“.... So HEIs must create an active cooperation with NGOs to disseminate their knowledge.” (N1)

“...If the university stays away from its surroundings and if NGOs like us do the same thing, it would mean nothing.” (N2)

“... Creating something through active cooperation with NGOs, NGOs and LAs.”(N3)

“... Besides, HEIs must organize various activities with NGOs and LAs.” (N5)

“... So that HEIs can create cooperation with the city to present their foresights for the benefit of the society.” (L4)

“... Scientific approaches that can do well for the society must be shared with NGOs like us.” (L1)

As it can be clearly understood from these responses, stakeholders like NGOs and LAs are in very much need to start up a cooperation with HEIs, so that they expressed these ideas, even before their thoughts related to the subject are asked. Unlike these NGOs, and LAs who do have mutual expectations from HEIs only one of the academician participant (A3) mentioned that HEIs have the responsibility to make an active cooperation with these stakeholders as;

“I think that HEIs have a social responsibility duty to develop good relations with NGOs.”

Apart from all of the participants' descriptions and expectations related to the subject, participant C6, the administrator of an educational syndicate and a professor, commented on the subject with criticism as;

What I think is that an HEI must primarily fulfill its fundamental responsibility which is education, so that others can come next. An institution which cannot fulfill its

primary duty can only cover up its failure with these kinds of social applications. An institution, which could not internalize freedom of thought and teach it to its students, would not be able to create a gap filling social project.

Researcher regards the second question as the key to the research, due to the fact that it involves a rich blend of responses and descriptions. Participants are just asked to identify USR, but they approached on the subject with a holistic point of view and their descriptions contained criticism with two sides (internal and external), creation of different ideas (e.g. free access to HEIs facilities), many expectations (e.g. active cooperation, dissemination of current knowledge), important roles (e.g. leadership, unifier).

The participants believe that USR both as an idea and action must involve several aspects as, that taking action from an ‘employee based’, ‘duty based’ and ‘domain based’ perspective into a holistic point of view, in order to be more creative and to fulfill the engagement duty with the society.

The third interview question is designed to analyze what participants’ know about current USR applications. The order of the question is placed on purpose, in order to find out the participants’ awareness related to the subject that they have commented on, with the help of the second interview question. When participants are asked to express their current knowledge related to USR applications that are on the run, different responses were given.

The researcher formed the first category as ‘*academic acts*’ to gather the related information and to ensure the data reduction (Miles & Huberman, 1994). There are academician participants (A3, A4, A7) who regard *seminars, workshops, conferences* that are conducted by the hosting university as USR applications.

Participant A3 emphasized the applications of the Faculty of Education as;

Our faculty has a special act that we go to the villages and rural areas every year in September and June, to arrange educational seminars for the people living there. These can be regarded as social responsibility projects that are conducted at an institutional level.

Participant A4 underlined the situation as;

Many conferences and seminars take place during the educational year with the participation of the citizens. Even if they cannot be seen as separate USR projects, these seminars and workshops are open to public, and the ones who are interested can come and join.

Participant A7 pointed out that there have been applications that are conducted with the active cooperation between HEI and Ministry of Education with active participation of many scholars. A book has been published related to the seminar and this is regarded as a USR from the participant's point of view. He criticized the situation and expressed the dissatisfaction as;

“Is it enough? I do not think so... We regard the issue from an educational point of view and this is more general, and the things to be done are quite familiar and obvious”

The second category is '*access to facilities*' of the hosting HEI that two participants A1 and A2, mentioned the library of the university as a USR application, so that it is open to public and serving 24/7 with three free shuttles after midnight. And the researcher is also one of the benefiter of this application during writing process of the dissertation. Participants A1 states;

“One of the leading social projects that our HEI does is the library which is open to public and serving all day long. I think that it is an important project.”

Participant A2 summarizes the situation as;

“A 24/7 library is a social service for Canakkale.”

Interestingly, none of the student participants mentioned the 24/7 library as a USR application or as an important facility for themselves, even if they all spend a considerable amount of time in that building.

Participants A2 and N3 mentioned that they are acquainted with ‘*aiding projects*’, which is the third category, involving collecting one million books for the library, stationery and clothes for the disadvantaged groups in the city and all over the country.

Administrator of the Orphans’ Association N3, expressed his ideas related to the subject as;

“Collecting books and stationary applications for the Eastern part of the country took place, as far as read from the press.”

Collecting one million books on behalf of the 100th anniversary of Gallipoli War for the university library is mentioned by two student participants S1 and S3. Unfortunately, they both mentioned that they have no information besides this USR application as;

There is a campaign that has been on the run lately that is collecting one million books for our library on behalf of our martyrs. Besides this USR application, I did not hear anything; I do not have any information about it. (S1)

“As far as I know, the only application is collecting 1 million books for our library on behalf of our martyrs; I do not know anything besides this application.” (S3)

Related with the issue, but as a different contribution, A2 is the only participant who mentioned the actions of graduate students in the research as;

“Our graduate students are taking place in projects time to time as collecting books, stationery and clothes for the poor or disadvantaged pupils.”

During the research some of the participants (N4, N5, L1, and S2) mentioned the works of student groups, being more active than the HEI itself. The researcher formed the fourth category as *‘student involvement’* to express the efforts of undergraduate students in terms of SR whether is done by own will or just to complete the CBSL course.

Participant N4 believes that, these student groups who are conducting some social applications are also under the responsibility of HEIs, with a vision that HEIs must not only supply education, but also help their students to be more socialized by dealing with these kind of acts and adds;

“One of the fundamental duties of HEIs is to educate individuals that are reconciled with the society.”

Student participant S2 states that;

“Student groups are carrying the load of SR on behalf of the HEI, not much is known besides these acts.”

Participant N5 also praises student groups while criticizing HEIs as;

“There aren’t any applications that put the community into its center, neither a concert nor a theatre. We only know the ones that student groups are organizing.”

This response can be interpreted within two dimensions according to the researcher’s perspective. First, it is a good thing to see that student groups are dealing with social problems

and needs. On the other hand, it must be the HEI in the city that must do something for the society. From a positive, personal and utopic kind of approach, maybe HEI has the aim to stay away from these kinds of activities, so that university students can arrange something on their own, which can end up with great experiences and outcomes. Furthermore, so that the university students are members of the HEI in the city, and the HEI allows them to gather for a specific purpose and assigns consultants from academicians to help or direct them in some occasions, this means it is the application of the HEI.

There are two participants that talked about the same issue from two different points of view, which formed the fifth internal category as '*counter ideas*'. The negative comment came from participant N7, who is an administrator of an educational syndicate, stating that dissemination of knowledge is not enough to be regarded as a SR application as;

“HEIs are doing something generally on a basis that it just disseminates the knowledge, not many actions take place in terms of social responsibility.”

On the other hand, participant A6, who has an administrative duty at Continuous Education Center of Çanakkale Onsekiz Mart University, mentioned various certificate programs in terms of social responsibility and regards this status as a USR and underlined that;

With 1700 academicians approximately, we arranged 20 certificate programs to disseminate the current knowledge of these scholars to the society this year. Programs like foreign language education, preparation for pregnancy, family consultancy are also USR applications, so that we do not have the aim to make money. Instead, our aim is to create awareness and vision in the society. And, yes...we accomplish our USR duty within these programs.

Participant A6 also mentioned that these certificate programs require 450 hours of education with 320 hours theoretical and 130 hours application, which is pretty much the same amount for a Master Degree. Trainees can be able to work at any level of the Ministry of Family and Social Policies as an outcome of these USR applications. It is underlined by the participant that the price of these certificate programs is very low when it's compared with other HEIs especially the Private ones as;

“Some HEIs’ certificate programs are 7000 Turkish Liras (TL), while ours is only 1000 TL, depending on the fact that we regard this situation as a USR.”

Two more USR types are mentioned by the participants. C6 mentioned that there are applications related to the historical values but criticized as;

“... I do show respect to this effort, but it is not enough!”

And the other participant L1 stated;

“I am acquainted with the women’s issues projects that take place related to USR, depending on the reason that it is my field of interest. But I do not know anything more than this.”

At this point, so that many participants used the similar expressions like ‘*I do not know*’ or ‘*I have no idea about it*’, the researcher would like to share the amount and the statements of the participants who have mentioned that they have neither no information nor only a limited information related to the subject that formed the sixth category as ‘*current USR information level*’. Unfortunately, participants A1, N1, N2, L2, and L3 formed a group with five (23 %) people out of 22 participants having no information about USR applications. And, five participants (S1, S2, S3, S4, L2 = 23 %) mentioned that they are only acquainted with CBSL applications, which is a compulsory course in the Faculty of Education that is on

the run since 2006 all around the country. Participant S3 mentioned that besides CBSL there are some student group acts, which is mentioned above, and concluded as;

“... not much is known besides this CBSL and student group applications.”

All of the students, except S3 (Mathematics Department), were from the Faculty of Education and they all performed similar sentences underlining the current lack of information related to the subject, that they have neither limited nor no information. Participant S3 emphasized the situation as;

“In our department there is no such thing as CBSL, nothing in the name of sociability, only numbers. Our selective courses are also related to mathematics.”

The participant (L2) from the Local Authority, mentioned that there is only knowledge related to USR is about CBSL as;

“I only know the ones that we do something in cooperation with university students on behalf of CBSL in our Municipality’s ‘Social House’. Besides this one, honestly, I did not hear many things lately.”

Participant L3, who is an administrator in the City Council, underlined the situation as;

“Talking on behalf of the last three years, I have no information about the USR projects, problems, activities that our HEI is doing.”

Besides student participants (S1, S2, S3, and S4) that mentioned the CBSL applications, there are academicians (A4, A5), whom also mentioned the benefits of CBSL. The total amount of participants that are aware of the benefits of this application is seven (A4, A5, L2, S1, S2, S3, S4 = 32 %). When student participants are asked the USR applications, they all started their sentences with CBSL, except the participant S3 who studies mathematics

at a different department, not in the Faculty of Education where the CBSL course is compulsory. This participant had the chance to know what the CBSL is during her pedagogical formation studies at the Faculty of education.

Participant A5 emphasized that the best social applications are conducted by the Faculty of Education by saying;

There is a compulsory course called CBSL that the students of the Faculty of Education have to attend. In fact, this application also has the aim to help the students a social awareness. Our students have interaction with specific groups or formations. Depending on this reason, I see that the most comprehensive applications in terms of USR take part in our Faculty.

Participant A4 also supported the idea and underlined the effect of CBSL as;

“Our HEI takes part in many social applications and CBSL course is one of the good examples of it.”

Depending on the reason that a considerable amount of participants (41 %) mentioned the lack of information related to USR applications, the researcher was curious about the ‘*source of information*’, which is also the sixth category, and decided to reflect it to the research, in order to be able to close this gap in the future.

The source of the participants’ current information related to USR applications are limited as; *invitation for public receptions* from the HEI, *HEI’s journal* that is sent to formal institutions in the city, *local newspapers* and the information from other people around. Related responses are as follows;

“Unfortunately, we do not have any information about this stuff; we only receive an invitation on special occasions.” (N1)

“We receive a journal sometimes from the HEI, but we are not acquainted with these applications.” Said participant N2 and criticized as; “Our HEI has turned its back on us.”

As a final criticism on the subject, participant L3 mentioned;

“I have no idea about, what our HEI is doing in terms of a problem or a project, related to the social responsibility for the last 3 years.”

“I do not know our HEI’s USR applications, besides the 24/7 library.” (A1)

Depending on these responses, it is possible to state that student and academician participants are not following the announcements that took part on the web site of HEI. At least one can think that way, but the situation is a bit different from that. When the website is checked, it is hard to find the current USR applications besides one million books collecting application.

So that the participants mentioned a couple of names and projects that are conducted by some scholars, we cannot say that nothing is done in terms of USR. But these steps are taken by specific scholars who have good relations with their project attendees or partners, so it depends more on mutual relationships between these volunteers or attendees simply. One can say that these actions cannot be regarded as USR, on the other hand one can say that the people take part in those applications come from the HEI so it is a USR. In order to support this perception, participant L4’s statements are quoted as;

We have conducted a project with an Assoc. Prof. from the Psychiatry Department, aiming to help the disadvantaged children that are living in rural regions of the city, in order to prevent drug abuse and help the kids to realize their intrinsic specialties.

Besides, we have a Science Committee which is formed by the participation of many scholars from different domain.

Participant N4 also stated;

“...besides this, in order to create a social awareness to breast cancer, we have activities that are conducted with the supervision of one of the professors from General Surgeon Department of our HEI.”

It is good to see that something is being done without expectations from HEI or the leadership of it. But, not many people are acquainted with these applications depending on the lack of the informative policies of the HEI or the scholars that are dealing with it. Again, it is open to debate that these activities must be announced to the public to gain attention, and to increase the amount of the participants and benefiteres of these projects. If all of these applications that are conducted by different scholars with various aims could be gathered beneath a specific department like ‘USR Department’, no matter what the project or who the attendees are, the public would have the chance to get informed of these applications, whether the idea is created within the effect of a mutual relationship or a formal organization by the HEI itself.

Some of the participants (N1, N5, N6, A7 = 18 %) expressed their dissatisfaction openly, even before the question related to this issue in the interview protocol. Their responses are as follows;

“We could not get the advantage of academic meetings lately.” (N1)

“Our HEI has no relation to social issues. I think that the management has no connection with the community and LA.” (N5)

“There are applications related to historical values, I do respect them, but I find it not enough.” (N6)

“Are the things that we do enough? I do not think so, we can only look from an educational perspective and the things that can be done from this perspective are more central and quite obvious.” (A7)

Two participants (N2 , N5) believe that some kind of discrimination exists at the HEI. Participant N2 stated that HEI has turned its back to their organization and almost no interaction takes place between them and supported the discrimination idea as;

“When other student groups from different NGOs planned some activities, they got financial help, they got an allowance. But our platform could not get the same help. Moreover, our president was dismissed from his duty and students are left alone.”

Participant N5 supported the current discrimination status as;

“Our HEI has got nothing in terms of USR. I only know that there is a nursery. Furthermore, there is a political engagement at our HEI and it nearly punishes the scholars who are not a member of their political view.”

The third interview question was designed to understand the participants’ perception of USR applications firstly, and then to find out the variety of the social applications that are on the run currently, or at least to find out the ones that are known by the participants.

The findings assert that USR perception involves a wide range of activities. Scholarly practices like seminars, conferences, workshops, certificate programs beneath the category of 'academic act', access to the institution’s facilities, aiding projects like collecting stationary and clothes (sometimes cash for urgent needs like supporting earthquake survivors or for a surgery), and student involvement are all regarded as USR applications by the participants.

Unfortunately, there were many participants who mentioned that they have either no information (18 %) or only limited (32 %, generally related to CBSL) related to USR of the hosting institution just like their sources for information.

The fourth interview question's objective is to analyze, what the participants think about the outcomes of current USR applications on behalf of scholars, students and the society. The answers are categorized as '*outcomes for scholars, for students and for the society*', during the analysis process that is done by NVivo 10. The responses are given sequentially demonstrated below.

On behalf of the *scholars*, amongst 22 participants, 14 of them (A2, A3, A4, A5, A6, A7, N3, N4, L2, L4, S1, S2, S3, S4 = 64 %) clearly mentioned the outcomes of USR applications on that take part in. Depending on the reason that a wide range of clarification came out, it was hard to re-group the ideas, so that the researcher reflected them in a meaningful order.

The selected content of the categorization in terms of outcomes for scholars are, *forming a culture (A7), accepting the USR duty (A2, A6), the need of taking social actions, improving personal skills and forming new relationships (A4), concrete outcomes (A3), eager to do new projects (N3), interaction with the community and students (L2), cooperation between formal institutions (L4), interaction between the students and the scholars (S3) and new research activities (S2)*

One of the leading comments came from participant A7 as;

Bringing solutions to existing problems is an expected outcome; the most important thing is to 'form a culture'. A culture, that puts you into a relationship with the institution, the scholars, the citizens and NGO. Unfortunately, I do not think that this kind of culture is formed now.

Participant A6 has spoken on behalf of the scholars that he works with as; “As scholars, we have responsibilities to the community”, and underlined that many scholars agree having a responsibility towards the community that they live in.

Participant A2 supported this existing responsibility aspect by saying;

The way to the institution only takes six minutes and I face six different social anomalies, which means that there is something missing in our educational system. So that the existing educational policies cannot help us to fix these kinds of problems, this means we are in *need of taking social actions* to get over these problems.

Participant A2’s words, who is an administrator at the Faculty of Education, are of great importance to underline that the society needs some gap filling social acts that are conducted by scholars and she emphasized that;

“The more a scholar is active and linked to the social life, the better works in terms of research would be done.”

One of the administrators at the Institute of Educational Sciences (A4) believes that academicians have the chance to learn something from the USA applications and *improve their skills* by seeing the needs of the society. It is also emphasized by the participant A4 that the education and research activities which is done apart from the society could not reach its aims and underlined the importance of developing *new relationships* with the stakeholders as;

HEIs must not be apart from the society and this can also be seen as an outcome. Not only for the projects that are on the run, but also with the help of the developed relationships new ideas possibly come out as a futuristic outcome.

Participant A3, who is an administrator at the Faculty of Education believes that the Faculty of Education have the chance to reach specific and *concrete outcomes*, so that it is possible to see the relation between the theory and the practice by saying;

As an example, when you help a nursery school to design its educational facilities, it is

possible for you to see the happiness of the parents, administrators and the citizens. Our scholars are doing their best and this situation helps them to improve themselves academically and this outcome increases the level of self-esteem.

Participants from the NGO group have similar ideas with scholars related to the outcomes of USR applications on behalf of scholars. The administrator of the Orphans' Association (N3) stated that;

Academicians would be *eager to do better projects* after seeing the outcomes of the ones that are accomplished. Every project has its own problems and solutions and with the help of them people can benefit from them after the dissemination of the project outcomes.

Participant L2, from the local municipality, who also have an administrative duty in the City Council, expressed her ideas about the outcomes by giving an example as;

We have conducted a project involving 'city planning' with scholars from the university and they had to chance to interact with the local citizens more than a scientific project. I think that it is much better to have an *interaction with the local people* beyond scientific aspects.

A high level manager from the Local Municipality (L4) emphasized that the vision of the city is to be the center of culture, arts and tourism and to make it happen; the HEI and the community must merge. The desired interaction in terms of cooperation of formal institutions between the city and the HEI is underlined as;

"You can create an idea (speaking on behalf of the scholars), but within the application process, I think that we have great additional values for scholars in order to supply an active interaction with the citizens."

Student participants regard USR as a chance to start an *active interaction* with scholars depending on the fact that they both get affected by this chain. Participant S1 emphasized that

scholars are a bit more at the front in terms of applying USR projects and said;

Within the inspiration from scholars, students have the chance to projects. But, if the scholar is not experiences in these subjects or if they have a careless attitude this will also affect the students and they will never get into a mod for USR.

Participant S3, who studies mathematics at the Science and Literature Department, also believes that there would be an active *interaction between the students and the scholars* and criticized the current situation as;

“There are many scholars that do not know the name of a senior student. There would be a better climate at the HEI by means of these USR applications.”

Apart from the other student participants, S3 fully criticized academicians for not involving in USR project and only doing what they have to do, nothing more and nothing less by saying;

“They just give our grades (talking on behalf of CBSL course instructors), that is it. I do not think that they have much contribution to these subjects.”

Participant S2 approach to the subject a bit different and assigned the USR duty to students as;

“When the things that we do are recognized by academicians and it causes to start up *new research activities*, the community will be better informed.”

When the outcomes of USR applications *for students* are analyzed, the researcher found out that many participants mentioned valuable outcomes compared to scholars. It was hard to form a group of responses of outcomes for scholars, so that many different ideas came out. But, responses related to student outcomes formed three groups for internal categorizing as ‘*desire to do new projects*’ (A3, A4), ‘*positive future motivation*’ (A2, A7, N3, L2, S1, S2) and ‘*learning by experiences*’ (A1, L4, S3, S4).

For the first group, participant A3 mentioned that the students in the Faculty of Education prepared classroom objects for better instruction and sent them to the schools, that are in need of these kind of materials which makes the students really happy and said;

“When our students go to retirement houses and spend time with elder people living there, both sides feel happy and this gives our students to do that again, even better things to make people happy.”

As the students of the Faculty of Education get involved in this kind of social acts by means of CBSL participant A4 underlined the situation as;

“When we think of CBSL, our students get into a mood to deal with this kind of social acts in the future. We are graduating teachers and I believe that these students’ level of awareness increases with the help of these projects.”

Participant A2 shared a lived experience that is gained during abroad studies in the USA and mentions that pre-service teachers have to get involved in social applications with an amount of 70-90 hours and said;

“Dealing with this kind of social applications help students to increase their sensitiveness and force them to think personally as ‘what kind of help that I can supply for the community?’ or ‘where can I be more useful?’”

Moreover, it is emphasized by A2 that with the help of these social acts, it is possible for students to do much more than reaching a desired professional knowledge to be used in future life. Being a part of the society is regarded as a leading virtue that can be reflected to students. This idea of the positive motivation for the future is also mentioned by other participants (A7, N3, L2, S1, S4) and it’s believed to be one of the most valuable outcome and said;

“As the nature of CBSL is more than a course, it is a great advantage for students for the reason that after graduation they take part to support these kinds of projects in the

future.”

Participant A1 believes that CBSL like applications needs to be improved for the benefit of the society and it must be an additional value for recruitments, depending on the reason that it also helps students to gain experience and knowledge related to their domain. The unique definition that underlined the importance of CBSL is made by this participant as;

“Depending on the reason that students take part in this kind of applications as a group, they gain the team spirit.”

Service learning activities are also believed to be effective in the personal development of students as a concrete outcome by the participant A5;

Many students take part in applications as a group, like helping the disadvantaged pupils by means of service learning application. As far as I know, a group of students are rewarded because of their social responsibility project that can be seen as a concrete outcome for our institution.

Besides scholar participants that made comments on the subject, it was pleasant that participants from NGOs and LAs share common ideas on behalf of student outcomes.

Participant N3 believes that, with the help of the active interaction between scholars and students, it would be possible for the students to have inspiration from scholars to do better things for the society and said;

“The skilled the scholar is, the effective the student will be in the future. When they graduate, the students would reflect the experience to the community that they start to live in.”

Participant L2 supported the idea of N3 by saying;

“The students who take part in CBSL activities can be able to realize the importance of civil acts and gain willingness to do more.”

The statements related to future motivation are also emphasized by the participant L4 by saying;

“...this situation can be named as learning by living, which I think it is really important to improve the awareness of social responsibility.”

Student participants also agree the positive future motivation and the learning by experiences effect of USR applications. Participant S3, who is the only one outside the campus of The Faculty of Education, criticized her peers as they are having a big amount of spare time during their education period and said;

“They (students) are not at an appropriate level of awareness in terms of social responsivity. But, with the help of these applications they will have the chance to spend their spare time more usefully as a start. The amount of the people that they get in touch will increase and they will gain a better perception of life, even if the projects do not have a relation with their domains.”

The ideas of S3 are underlined by S4 as;

“During my education period I had a course named ‘Psychological Counselling to Elder People’ and I had to chance to apply the theatrical knowledge that I gained with the help of CBSL.”

This participant was the only one who mentioned the peer effect which was not clearly identified by other participants as;

“During the days of my hostel accommodation I mentioned my experiences to my friends and some of them wanted to take part in these applications voluntarily and they are still active in there.”

Final section of the fourth question involves the responses related to the outcome of USR applications *for the society*. Likewise the other responses that helped the researcher to form groups in order to better analysis, ‘*interaction with the community*’ group involves five participants (A4, A7, L1, L2, S1, S4 = 27 %).

The researcher would like to start with the scholar participant A4, who has an administrative duty at the Institute of Educational Sciences, that compared the national education system with the USA as;

...some countries have specific goals for their countries, as an example the USA has the goal with the motto of ‘Science for Everyone’ and maybe we must start from one step behind as ‘education for everyone’ to increase the literacy level.

This sentence is performed after underlining that the HEI and the community finds a chance to interact by means of USR applications by including desired future considerations of the participant, which will be given in detail within the related question which is the final one. And this idea is supported by the participant A2 as; “It is the process of supplementing the needs of the society” identifying fundamental demands as ‘clothes’, ‘stationary’ and so forth. Besides, there are needs that are underlined as “whether they are aware of them or not” which will end up with ‘gaining values’ by means of raised awareness.

There were other responses, (A2, A6, N3, N4, N6, S4 = 32 %) apart from the five participants with different approaches to the subject underlining the *raised awareness* of the society by means of USR applications. Two different responses which support each other that were mentioned by participant N4 and S3. Psychological counselling and guidance student S3, mentioned that our national specialties are kind of different that we only get involved in this kind of applications, only after we face an undesired event personally and concluded as;

“I do not think that we have an awareness related to social responsibility as a society.”

And participant N4, who is an administrator at the association named 'The Support For Contemporary Life' and a scholar also, shares an experience involving a project that is conducted with the student members of their Association, in cooperation with the central Organ Donation Commission, in order to raise awareness to organ donation and underlined the outcome as;

“...that year, organ donation level was at a high level that is above the record.”

It is possible to state that these two examples reflect two sides of the social responsibility phenomenon emphasizing the fact that is 'when something is done, the outcome will come!'

Participant L1 from the LA group mentioned that they have an active relation with the university students and some NGOs, and they are invited to every kind of activity that the municipality conducts and said;

“...this forms a beautiful atmosphere for our city and our community is pleased to be a part of it.”

Participant L3 from the City Council mentioned the need of a union between HEIs, NGOs and LAs in terms of social responsibility underlining that they both have powers to be shared for the benefit of the society and summed up the outcome as;

“The outcome for the society is to have the chance to work together.”

And L4 underlined the vision of the city to be the center of culture, arts and history for the country and emphasized the importance of this union likewise.

There were some participants (N6) that made negative comment on the subject. This participant who is an administrator of an Educational Syndicate reflected his thoughts as;

“Of course, there must be some outcomes for the society but, I do not think that they are enough and qualified.”

Moreover, participant N3 reflected a negative experience of their Association that they had applied for every kind of formal requests from HEI in order to conduct a seminar related to their field of interest, which is to educate their members and to help to socialize themselves depending on the fact that they had a hard life and said;

“Even if the HEI was our contributor in this application we could not get the support that we needed” underlining the possible outcome for their members if the project was applied properly.

Student participants shared the same ideas, that USR applications, involving CBSL, help to create interaction with the society and S1 underlines that these applications have the fundamental purpose, that is to aid the community and the effects are reflected as;

“...the community has a benefit somewhat, whether it is from students or scholars.”

And S3 agreed the situation by saying;

“...even the smallest amount of step, in terms of social responsibility, can create a connection with scholars, students and the community. In short, everybody is involved.”

These comments of students are also supported by the participant N4;

“...these USR applications create benefits for the attenders and the attendees”

Amongst the participants, A6 who has an administrative duty in the Continuous Education Center clearly mentioned that the USR duty of the hosting HEI is fully attained by stating;

An individual from our community can fetch a certificate with a low cost. We can increase the number of attendees by this means. Thus, we can state that our HEI is accomplishing its duty to bring some resolutions for the existing social problems.

In the essence of the forth interview question, by asking the outcomes, the researcher aimed to gather the thoughts related to USR and its outcomes in order to prepare the participants to express their ideas and feelings in relation with their mutual expectations which serves as the basis of the third, fourth and fifth research questions.

The possible and current outcomes that are mentioned by the participants on behalf of *the scholars* are; improving personal skills and forming new relationships with the community and with the stakeholders, getting in to a state of mind that can light up the desire to do new projects, forming better interaction and relations with their students and reaching or finding new research areas.

For *students*, the outcomes are stated having the desire to do or take part in new projects, just like their instructors-advisors, gaining positive motivation for their professional lives and gaining experience to reflect the outcomes and the procedures to set up social projects for their students (so that they are all pre-service teachers) in the future and most of all learning by experiences (so that they are students now).

And finally for the *society* itself, interaction with scholars and students (that they already have the chance by means of CBSL) which will end up with a better engagement with all social partners (purely the local settlers).

The fifth question of the interview involves participants' expectations from each other. So that, there are four groups of participants as, academicians (A), NGO members (N), Local Authorities (LA) and students (S), the researcher categorized the responses as '*expectations of HEI from NGOs and LAs*', '*expectations of NGOs from HEI and LAs*', '*expectations of LAs from HEI and NGOs*' and '*expectations of students from HEI, NGOs and LAs*' during the data analysis process with the help of NVivo 10, that are also reflected to findings section in the same way.

Just like the previous analysis of the interviews, the researcher is going to present the responses according to the categorization in order to supply a holistic point of view to the subject within four different categories. The first and the most crowded category is named as *'the need of interaction'* in which the participants believe that there must be an active interaction between these three (HEI, NGO and LA) formations and 12 participants (A1, A2, A6, A7, N2, N4, N7, L2, L3, S1, S3, S4 = 55 %) clearly mentioned this aspect. The other groups are as follows; *'knowledge transfer'* which involves the participants (A1, A4, L3, N4 = 18 %) who believe that the current knowledge of all stakeholders must be shared in order to achieve the goals of USR and other SR applications; *'leadership of HEIs'* in which the participants (A4, A5, S1, S3 = 18%) think that HEIs must be the key drive for a better HEI and stakeholders engagement in order to supply benefits to HEIs and the last group is named as *'criticism of HEI'* in which the participants (N1, N2, N3, L1, A6 = 23 %) mentioned their dissatisfaction of the current relations with the HEI.

Academicians' expectations from NGOs and LA are mostly underlining the need of an active interaction between the three formations and participant A2 summarized this situation as;

As the HEI in the city, whatever we have recognized in terms of social needs, whatever project that we conduct, even if it is an effective or wonderful action, if we cannot get the support of NGOs and LAs or other entrepreneurs, there is not much stuff that we can do alone.

Participant A1, who is one of the administrators of The Faculty of Education, supported the idea and said;

We need to act in cooperation with NGOs and LAs for the benefit of the society. What do they expect? What is needed to be done, what is done before? You can only gain

this information after the consultation to these formations and if you act together, you would achieve your goals.

With this comment, A1 mentioned a kind of ‘must’ that the researcher named as *‘knowledge transfer’* between these three formations which is also underlined by the participant A4 as;

“HEI can have a distinctive vision, but there can be blind spots that the HEI or the LA is not able to see. Informing each other and forming a team would be useful.”

It is also underlined by the participant that these formations must be able to plan activities by considering the economic capacities and supporting each other’s budget for the applications. HEI’s resources can be limited, due to the fact that education and research activities are currently taking place. Depending on this duty of the HEIs, participants assign the leadership role of the three formations to HEI so that they disseminate the knowledge that is gained all along the way.

There is another participant (A6), also approached the current issue likewise the mentioned ones by saying;

“HEIs, Governorship, Municipalities, NGOs, must be in a completely interactive unity within a city.”

This was the good part of the reflection of the participant just like the others unless, it’s been mentioned that this was not the case as;

“I do not think that ‘this way’ (the interaction) is used effectively.”

Two scholar participants, A5 and A7 mentioned the obstacles that prevent an active interaction between the HEIs and its stakeholders. A7 believes that LA and NGOs must be the drivers for an interaction and supported his idea as;

I do not believe that a scholar is likely to refuse the help required from LA or NGO as

‘no, we won’t join’ or the reverse situation that the academician asks help and others would not join. If there is a situation like this may be the reason is unnecessary pride or maybe they can think that they are doing enough.

Participant A5 also supported the idea of A7 by saying;

“If the LAs or NGOs have a project in their minds, they can ask help from the HEI. But I think that lack of interaction or apathy stand as an obstacle for all of us.”

There were some opposing ideas related to the interaction between HEI and its stakeholders amongst scholar participants. Participant A3 mentioned;

“We have material and moral demands from NGOs and LAs.”

On the other hand, participant A1 mentioned that there is some kind of support that HEI get from LAs and NGOs and he said;

“We cannot expect economic support from NGOs but, if there are experienced personnel amongst them, we can get help of course.”

And participant A4 stated that HEI and its stakeholders must unite their powers;

“The resources of the HEI can be limited from time to time and LAs can back up HEI on economic issues.”

Expectations of NGO from LAs & HEIs are the second category, which the researcher formed within the fifth question, and participant N4, who is a Professor of Geography and an administrator of an association, mentioned that the first congress on NGOs nationwide was held at COMU seven-eight years ago, but nothing has been done for the last four years, underlining the starting point of this research, and commented on this situation as;

“That is to say, the interaction between NGOs and HEI goes on an individual

relationship basis that everyone tries to cooperate with the groups that are close to their mentality.”

It's been underlined by the participant that it must not be the case and individuals or personal visions must not come first. Besides, every NGO must be in an effort to cooperate with the HEI depending on the reason that our age is the age of knowledge and NGOs must act within the direction of scientific knowledge and all of the SR applications must be formed depending on the information that is gained with the help of HEI and summed up the ideas as;

“SR applications that are conducted by these three formations (HEI, NGOs, and LAs) would get support from the community.”

Another scholar participant, the administrator of an educational syndicate, approaches to the subject with a holistic and scientific way by mentioning that the existing demands and the reasons why they are not accomplished has linkage within the changes that have started after the industrial development. It is believed by the participant that the society with the feudal mentality is trying to live with the capitalist social order;

“This situation causes the current social problems and the term SR cannot reach its aims so that it is not internalized.” (N6)

The participant also criticized the three formations that they have to place mankind into the core of their objectives, which is also open to debate as it is not the case, and sublimates LA when they are compared to HEIs and NGOs (one must bear in mind that he represents HEI and NGO at the same time) by saying;

“I am much more pleased with the LAs, as they can meet my demands better than HEIs and NGOs.”

It would be appropriate to reflect another educational syndicate president and a primary level teacher's commented on the subject which also involved criticism related to the current status of the HEI as;

When we want to conduct a SR project we act in cooperation with the LAs. They have a specific department named 'The Youth and Culture Department' and we can get any help we need or we can give any help they need. We do not have any problems with the LAs. But, we could not even get an appointment from the HEI. There is no mutual interaction. (N5)

Participants N1 and N2 supported the criticism of other participants and said;

"We did not have any problems in communication with LA and HEI in the previous years. I cannot say much about LA but I feel the lack of communication between the HEI and NGOs." (N1)

"We need their help (HEI's) within some subjects and they require our support, but we cannot get what we want from our HEI." (N2)

Participant N3 mentioned that the resources of their Orphans' Association is not that much, when it's compared to HEI and they require support from HEI and LA in their applications to be more effective and successful and said;

"We are a disadvantaged group with members having economic, communication and other kind social problems depending on their personal backgrounds and we would be pleased to be involved SR applications that are conducted by our HEI."

Another educational syndicate administrator, who is also a primary level teacher, participant N7 underlined the need of an active interaction between three formations by saying;

"LA must be nested with academicians and students within the City Council for a better interaction, so that the community and the HEI can merge which can be much more effective for the benefit of the community."

Expectations of LAs from HEIs & NGO are the third group that the researcher formed within the fifth question involves lesser comments compared with other groups. This is possibly because they (the Local Municipality) have a considerable amount of employees dealing with social service not as a part of their domain, it is purely their domain; it is the way that they pay their bills, by supplying the infrastructure and the superstructure of the city. To be fair, on the other hand, they have plenty of outstanding social applications that both HEI and NGOs can get enlightened by. Not only this group as internal partners of the city, but also other cities nearby.

So that they do not have plenty of demands from the hosting institution and NGOs, the ones that are of great importance are of course an active interaction and disseminating the scientific knowledge that is gained by research activities.

Participant L3, administrator from the City Council, underlined the value of the scientific knowledge and the need of interaction by saying;

“In every kind of application, we prioritize scientific methodologies and scholars and HEI is a must for us.”

This was the good part of the speech as it was followed by another statement as;

We are trying to have an interaction with the HEI formally and informally. But in the last three-four years our relations are at a very low level. We can only get the HEI involved in our SR applications by means of our personal relationships with the scholars that we already know and worked before.

This statement of the participant supported the quest of the researcher, whether the social applications of the hosting institution are USR or ISR (Individual Social Responsibility), which is also mentioned by the participant N4 before in the expectation of NGOs from LAs and HEIs section above.

The need of an interaction is underlined by the participant L2, from the department of

Social Issues of the Municipality that the city is the common ground for the LA, NGO and HEI and a lot must be done in order to fulfil the SR duties and create better living standards.

The final response on the subject with a criticism was from the participant L1, the Public Relations employee of the Municipality, that they have an active interaction with students and some NGOs and continued as;

“Our students have demands in terms of materials or transportation, for the reason that the HEI do not supply their transportation needs. We try to help them maintain their needs because our president gives much importance to our students.”

This was the case for the LA representatives of the study group, being sure of their service and their active interaction (mentioned by many participants that are presented within the sixth interview question dealing with the satisfaction level of the participants) with other social partners.

The final group of the fifth question involves *expectations of undergraduate students' from HEIs, LAs & NGOs*, even if there is not a specific question within the related research questions (the researcher utilized a survey with the undergraduates) the researcher found it convenient to reflect student participants' ideas about the issue specifically forming a basis of the CEIS that is applied to the sample ($n = 690$) of undergraduates.

Participant S1 believes that, LAs and NGOs need qualified people besides the ones who are actively taking part in SR applications and assigned the leadership role to HEI by saying;

“Within the leadership of the HEIs, by means of CBSL or other individual applications that are conducted by scholars, an active cooperation must be formed. This interaction will help to create better projects with LAs and NGOs.”

S3 is one of the four participants who assigned a leadership role to HEI and believes that LA and the HEI are not in an active cooperation, but underlined that the three formations

must act as a unit that both HEI and its stakeholders can be much more devoted for the benefit of the society and mentioned;

“I hope that we can have academicians that are trying to inform their students about these USR applications by giving 1/10 amount of their personal time.”

Student participant S4 believes in the need of interaction between the stakeholders and emphasized that NGOs are trying to deal with social issues more than others and said;

“I think LA and the HEIs must be in cooperation with NGOs and they must act as a unit and HEIs must encourage its students to take part in this kind of applications.”

The fifth interview question enabled the researcher to reach relevant data, in order to analyze and compare the expectations of the participants in the study group that can help to generalize the thoughts to the local setting, make comments on, and to propose suggestions as this question and the formerly mentioned research questions are inter-related.

The mutual expectations of the three formations, (HEIs, NGOs & LAs) are gathered around basic aspects like, combining the powers by means of sharing the resources for the social applications that are planned to do, and interchange of scientific and field knowledge, in order to know what to do, how to do and when to do. By this way, it is believed to save time and energy while being more effective in terms of maintaining the needs and the demands of the community.

The need of an active interaction between the three formations, acting as single unit for the benefit of the society is mentioned by more than the half (55 %) of the participants, and the leadership role that is assigned to HEIs, which is believed to be the key driver of the expected interaction, whether it is not the current case. What the current situation is the criticism of the HEIs, especially the hosting institution, for having the powers and being away from interaction at the desired level. That is to underline, some sort of cooperation exists

between the representative groups, depending on the fact that plenty of respondents mentioned their desire of a more 'active interaction' it is something open to debate.

Amongst the groups LAs seem to be less demanding, as it is found out through the research that they are at the center of the interaction. Hereby, their demand is the leadership of the HEIs which reflects similarity between groups.

The sixth question of the interview was designed to reflect the thoughts of the participants related to their satisfaction level of USR applications and the current interaction between the HEI and its stakeholders. During the data analysis and writing process, many responses have been reflected within the research stating the *positive* and *negative* satisfaction level of the participants. This separate question was asked to gather the current information and help the reader to understand the status of the HEI's accomplishment level, so that the participants have given clear answers to the question.

Amongst the participants A3, A6 and S2 (14 %) clearly mentioned their positive satisfaction on the subject, by giving examples in relation with their domains. A3 believes that with the help of CBSL and student group activities, students are helping the schools that they are responsible of, by developing instructional materials, books and stationary aids, private lessons for the disadvantaged groups, town and village visits in order to supply the demands of the schools that are located in rural areas, interaction with administrators and parents and said;

These applications are extensive in our Faculty of Education and can be regarded as formal SR applications. Personally speaking, I visit many counties in the territory two times a year for specific purposes and I believe that we accomplish our SR duties.

The administrator from the Continuous Education Center of ÇOMÜ, A6, has mentioned many applications during the interview and all of them are presented to the reader

within the third question of the interview, aiming to find out the current USR applications involving many certificate programs to spread the knowledge with low prices and continued;

“With low prices, we can have the chance to increase the attendance numbers which can help to solve current social problems and this means that our HEI can accomplish the USR duties.”

Participant S2, who is the one of the most active student group leader emphasized that they did not get into an interaction with NGOs but, they had cooperative activities with the LA and Governorship of the city and they received every kind of need, that they required in the way to accomplish USR duties.

Depending on the reason that, our student group does not have political approaches to the issues that we deal with, we can have support, so that the LA and Governorship have the same goal to spread the knowledge of Gallipoli War and related events.

At this point, the researcher would like to remind the reader that, there have been many responses underlining the positive and the negative satisfaction level related to the subject. These selected participants are not the only one to comment positively on the issue. The difference is that, many comments of the participants involved positive and negative sides together. But, the other participants have never solely mentioned the belief in accomplishing the duties, unlike the participants these participants (A3, A6, and S2).

When the word comes to express the ideas, which involve *negative* sentences, this part of the research has a rich blend of criticism as 12 (A2, A4, A7, N1, N3, N5, N6, N7, L3, S1, S3, S4 = 55 %) participants mentioned their thoughts about the issue.

Participants A2 and A4 mentioned that there are applications and interaction between the social partners of the hosting institution, but they do not find these USR applications enough and A4 underlined this situation as;

“Of course, there is an interaction between the HEI and its stakeholders, but I do not

find it enough.”

A2 supported this idea from a different point of view by saying;

“... If I do not have that much information, this can possibly mean that the effect range is not that sufficient, or it is not announced to the public properly.”

Participant A7 mentioned that the USR applications which are done by the Faculty of Education have an effective range that is quite obvious and questions other faculties of ÇOMÜ as;

This city is an agricultural place and moreover livestock and daily products are leading main source of income for the community. What are the scholars at the Agriculture Faculty or other Faculties are doing for the territory? If we cannot do the things we must do, this means we have a problem.

The participant also underlined that a common culture is likely to be formed by means of the institution, the scholars and the community's shared acts which he has mentioned before;

...I do not think that it is formed. We are the Faculty of Education but we did not have close relationships with the National Education Directorate in the city so far. I do not believe that the graduates gained the SR awareness.

Participants from NGOs also shared similar ideas with scholar participants and N5, the administrator of an educational syndicate reflected his ideas as;

I think our HEI is far beyond the USR phenomenon and the ties with the LA and NGO are not strong. There not many social applications that the HEI has conducted, we are only acquainted with the ones that student groups are doing.

He made a constructive criticism related to the subject as;

“Administrators must act apart from their political views, that is what we believe and we try to act equally to the individuals around, but we do not receive the same attitude from our HEI.”

Participant N3 promoted the ideas of N5 by saying;

“This HEI has appropriate resources that can make many investments and enlarge it. Better social applications must be created so far. But I find our HEI inadequate in USR projects.”

Another educational syndicate administrator, participant N7, criticized the HEI as;

“Instead of actions, the HEI is generally taking place in activities that involve dissemination of a specific subject and I do not find it enough either. Reality is not reflected, it stays in its shell.”

Participant N6, another administrator an educational syndicate commented on the issue by giving an example as;

If the administrators of a school have the duty to deal with educational deficiencies, the administrators of the HEIs must do the same with the cooperation of other formations instead of using power to its employees. But the situation is reverse and I believe that it even reduces the quality of current education; moreover, I believe that all of these cooperation statements are completely empty.

The participant L3, from the City Council mentioned that he is not aware of any USR application, besides simple conferences or book signing days, which are not example of engagement and reflected a unique idea which is not mentioned by other participants as;

“I can say that this USR phenomenon has the aim to turn its face to industrial aspects rather that social ones.”

And student participants' responses to this question are as follows;

“No, I am not satisfied! Whether its CBSL or other SR applications, I think that we are one step behind when it is compared to other places (countries)” underlined the participant S1 and criticized his peers for joining in CBSL activities just for grades and desired to see applications far beyond the personal benefits, in which voluntariness is the fundamental value

in order to underline that there is still an empty space, in accordance with the social demands. S3 assigned the leadership role to HEIs and clearly emphasized negative ideas as;

“There is nothing going on to fulfill my expectations, no! I do not think so...”

The final comment on the subject was from S4, who regarded the current issues as administrative problems and reflected her desire to see common sense related to USR issues with an effective example as;

We must think in this way; our administrators are all healthy people. But what if they were disabled? Will it be possible for them to reach the status that they currently hold? ...and things like that, by getting rid of our egos and approaching to events within a sensitive manner...we can only succeed this way...

The sixth semi-structured interview question was formed in the way to reach the assessments of the current USR accomplishment level of the hosting institution in a qualitative manner, which served as a resource in the development process of the scale (CEIS) for the quantitative part of the research, and to back up the results that are gathered by means of the former expectation interview and the research questions.

Only three participants are sure to be accomplishing the SR duties. The two academic personnel asserted that, by means of certificate programs and student involvement to applications like CBSL or through the extension of the student groups the institution is likely to fulfill its USR duties. The student participant proved this assertion by the student group activities that he leads with the help of the official support that they (the group) receive from governmental branches. Others commented on the issue with criticism that there is lack of announcements related to the projects, projects are generally limited to USR applications of the Faculty of Education, there is obvious lack of interaction with LA & NGOs which needs to be overcome first.

The seventh question of the interview asks what is likely to happen when HEIs and its stakeholders work together for the benefit of the society with an active cooperation, whether

this is not the current situation. It is useful to underline that many participants performed related sentences in terms of the interaction, as there is some sort of cooperation and communication which is regarded as 'not enough' all along the research journey represented formerly.

Many responses came out from the participants after answering the former six questions of the interview, which formed a considerable awareness to the subject and the sentences generally started with expressions like '*wonderful*', '*super*', '*beautiful*' as an outcome, if there was an active cooperation between the HEI and its stakeholders. The researcher grouped the responses beneath four categories as '*more solutions*', '*more projects*', '*union of resources*' and '*mental change*' in order to analyze better and to help the reader get a holistic point of view to the subject.

The first category '*more solutions*' involves seven participants (A1, A2, A6, N3, N5, N6 = 32 %) stating that an active cooperation can form more solutions to the current social problems and demands. The researcher would like to start reflecting the ideas from the participant A6, who simply summarized the situation as;

With the help of the interaction, there would be more criteria, the problems that are needed to be solved would not stand still, more solutions would be created and the cooperation would lower down the expenses, energy and the time to achieve the goals. Participant A2 promoted the idea of A6 by underlining a fact that cooperation is a value that is preferred to competition all around the world in today's circumstances:

In order to solve the problems that are faced, when a union just like Voltran (one of the popular cartoons of 90s emphasizing the strength of unification) is formed by HEIs and its stakeholders, the outcomes would be much more positive.

After responding the question as 'It would be superb', this so called unification is explained in detail by the participant N3 as;

HEIs have plenty of scholars, municipality has the infrastructure and NGOs have data. Just imagine the union formed by them, it would be beautiful, the problems related to education, health, surroundings would decrease. The outcomes would affect the society positively and there would be improvement in every field.

Participant N5 started his sentences by saying ‘Many good things could happen...’ and continued as;

“...primarily, there would be contribution in getting rid of the local problems. Proposals would increase. Society has some priorities and there would be an agreement about them.”

The participant also underlined that HEIs are likely to face problems when they are trying to do something on their own. But consultation to NGOs could possible end up with better solutions:

We do this kind of stuff with LAs. We have shared our opinions on a subject related to usage of agricultural areas for settlement, other NGOs had the same vision and LAs gave importance to our thoughts and included this subject to their strategic planning. This is very important.

Participant N6, who generally made criticizing comments on the subject, continued his fashion of criticism by adding rational facts related to the outcomes of full interaction by underlining the need of a structure which can ask better questions and mentioned that if the cooperation existed, people would be able to be more happy and peaceful. And he summed up as;

“There could be support in shared values, but this is not the case of course...by underlining that the terms we are dealing with are imported so that instead of internalization, we lower down the importance and the effect of them.”

Amongst the study group, there were participants (A4, A5, A7, N1, N4 = 23 %) who

believed that the outcomes of full interaction would show its reflections with *'more projects'* which formed the second category beneath the seventh question.

The researcher would like to start with participant A5's example, who has worked on a project personally as an idea rather than an application, aiming to use the schools in villages that are closed depending on various reasons in order to re-open them to be used as research centers and said;

Full interaction would supply fabulous contribution to our city. If NGOs, LAs and HEI administrators could conduct a cooperative study on these closed schools, many inert buildings could be turned into research and education centers that would allow us to see the concrete outcomes of what is created in HEIs.

And continued;

“The primary goal of SR is to create awareness in the society, to affect them culturally and it is very important. But, we are really weak in reaching our goals on this subject.”

Another scholar participant A7 started his sentences by saying; “Marvelous things could happen” to underline the outcomes of full interaction and mentions many projects as territorial reclamations, planting, preventing drug abuse in cooperation with NGOs, LAs, Local Police Department which would end up with various outcomes with many benefiteres and continued as;

“I guess, this kind of projects would help to create unification. This kind of things would gain importance maybe after the desired development of our HEI”.

Participant N4 mentioned that 2000 university student's accommodate in the city with their economic support to the territory within huge amounts, when their families and visitors are also included. It is also underlined by the participant with criticism that the HEI is falling behind the LAs and NGOs in conducting projects for the benefit of the society. With the reflection of this union, more can be done that can possibly end up with better engagement.

And participant A4 supported this idea:

“Absolutely it is going to be an efficient process with positive outcomes; more SR applications could be conducted.”

Participants from the NGO group have similar ideas with scholars that more projects could be formed and conducted with the help of the active cooperation. Furthermore, NGO members and LA employees (N1, N2, N7, L3, L4 = 23%) underlined the need of combining the powers and N2 emphasized ‘*the unification of resources*’ which formed the third category beneath the seventh question:

“Our city would be in a better position; our youth would be educated better so that the three formations act hand in hand.”

And criticized as;

“But we do not have any bounds with the HEI and we could not create it no matter what we have done.”

Participant N1, the administrator the Turkish Women’s Association believes that the valuable contribution of the HEI is cultural, so that it involves many educated personnel and expressed her desire to gain that knowledge to reflect their members for better projects as;

“As a women’s union, we cannot be that much effective in our field applications. But, when we are accompanied by educators and lawyers, we can be much more powerful and effective.”

The administrator an educational syndicate, participant N7, mentioned that the society regards NGOs and NGOs as formations to disseminate their own visions and commented on his expectation as;

“These three formations must get rid of their political ideologies to fulfil their duties to the society in order to be effective at least 50 % more, so that that the society would receive the benefit 100 %.”

Participants from the LA group backed up the values related to *'the union of resources'* category. A high leveled manager of the Local Municipality, participant L4, responded the question as; "It would be incredible" to underline the outcomes of full interaction and said;

"We have limited resources; I face this difficulty so much. Why? Because of the organizational deficiencies... Things are done on a piecemeal basis and this causes the loss of energy."

The administrator of the City Council believes in creating a spirit of interaction apart from personal goals and outcomes:

"That the attenders and the attendees would receive benefits" L3

Student participants (S1, S3, S4 = 14 %) shared ideas were to create a *'mental change'* which formed the fourth category of the question. S1 emphasized that even if it can take a long time to foster this change it would be effective and said;

"Students could start to search the departments where they can be more useful, instead of searching the department where they can make money after graduation."

Participant S3 underlined the outcomes of the active cooperation as an involvement of students to SR projects, so that HEI are consisted of students rather than scholars and commented as;

"During the educational years, students would not only come, study and go. They will learn many things and they will gain SR at the age of 19-22, which is good!"

S4's response to the question was; "It sounds good!" and underlined the negative status of the society becoming more polarized and impatient that maybe the active cooperation can help to raise social awareness.

After commenting on the research subject with a lot of criticism and expectations related to it, the seventh question seemed to light up the imagination of the participants by decreasing their frustration level and erased the ‘frown’ on their face. The outcome of full interaction are believed to create more solutions that can help to decrease the current social problems, more projects within a rich blend of demand based applications, union of resources which can enable to reduce the time, energy and the money spend on projects by increasing the positive desired effects and finally forming a mental change which can be gained through participation of social applications that can create a common ground of understanding and empathy between the local citizens that can end up with better commitment to social issues and better engagement of course.

The aim of *the final interview question* is to reach new ideas related to USR applications that must be the future considerations of HEIs. Participants’ responses are gathered into four main categories by the researcher as ‘*educational considerations*’ involving eight participants (A3, A4, N2, N3, N6, L4, S2, S4 = 36 %) ‘*environmental considerations*’ involving four participants (A1, A2, N3, L4, S4 = 23 %), and ‘*cultural development*’ involving three participants (A5, N1, N4 = 14%).

So that HEIs’ fundamental duty is to educate the youth of the country, the researcher preferred to reflect the futuristic considerations by starting from *educational* aspects without grouping the participants as As, LA or NGOs.

Participant A4, an administrator at the Institute of Educational Sciences, underlined the importance of education as;

“Education must be the prior consideration of all formations, private sector, LAs, and NGOs. Education for everyone!”

Besides, A4 emphasized that there are rapid changes in science and technology in today’s circumstances and increased knowledge awareness related to these domains are of

vital importance, as other countries are in a competition and included other considerations from her point of view as;

“Society needs an increased awareness about global warming, air and environmental pollution.”

Participant A3 also underlined the importance of educational development for the benefit of the society as a future consideration of HEIs and approaches to educational aspects from a different point of view as;

“We educate students to be engineers and after graduation they cannot accomplish their duties properly. Why? Because we cannot educate these students in the way that labor market requires”

A3 stated that some of the leading private HEIs are much better than public ones fulfilling this duty and regarded this situation as a future consideration of public HEIs in the country.

Participant N2 underlined that primary consideration of HEIs must be education and said;

“HEIs must leave everything aside and deal with educational issues.”

And continued that every kind of conflict must be discarded and students must be directed to this scientific route by criticizing the current considerations as;

“Other countries found life on Mars, but we are still dealing with simple problems.”

The administrator from Orphans’ Association (N3) regards education and research as primary considerations of HEI in terms of USR and said;

“Scientific studies must come first. If this duty is fulfilled, others would be easier.”

Participant N3 also mentioned the importance of raised awareness to *environmental issues* by saying;

These nuclear and thermal reactors are on the agenda of the government. 10-15 years later we would not have healthy environment because of this. Projects related to these issues must be conducted to analyze if these reactors are really dangerous or not?

Participant N6, the administrator of an educational syndicate, believes that all HEIs must deal with institutional autonomy to fulfill the duty of a qualified education, which is the priority of an HEI and underlined a need for HEIs as;

“I believe that a specific unit must be formed or their responsibility must be assigned to current units in terms of USR to be much more effective.”

Institutional autonomy is also underlined by another educational syndicate president, participant L5 with criticism as;

A HEI must have a scientific autonomy primarily. It must not be pressured by a commission or another institution. HE Commission of Turkey is now directing our HEIs. We are having many political problems but our HEIs do not intervene to public problems.

The need of a *specific unit* that must be formed at HEIs to create and conduct better USR applications is also emphasized by the participant A6, who is an administrator of The Continuous Education Center of ÇOMÜ:

Actually there must be a specific unit for the USR applications that can produce projects, able to find the qualified personnel and create interaction with LAs, NGOs, NGOs and Governorship. I think every formation that I have mentioned need to form a unit likewise in order to be much more effective.

The manager from the Local Municipality, Participant L4, emphasized the need of a qualified education as;

Our youth's mind is filled with theoretical information starting from primary school to

HE level. If the problems are examined it is clear to find out that academician per students, physical and technological status of classrooms is not at the desired level.

It is also underlined by this participant, who holds an MA degree from the Institute of Health Sciences, ÇOMÜ, the amount of the HEIs or departments are increasing every year that is regarded by the participant as a ‘wrong strategy’, so that the population in the country is getting older and new educational policies must be arranged for the benefit of the elder people in the society instead of unqualified departments.

Student participant S4 believes that one of the future concerns of HEIs must be *student groups*, so that it is regarded by the participant as a bridge for a better HEI and society engagement. S4 also emphasized the need of qualified education that must start in the early ages of pupils in order to raise social awareness and said;

Social activity lessons that are only two hours per week must be increased to 5-6 hours so that our youth can be able to gain the desired social awareness and cooperation which can help to increase self-esteem that will end up with better educated citizens and future scientists.

Participant S4 promoted the educational policy idea of S3’s early education for social awareness to pupils as;

“This social awareness issue must be reflected to pupils in the early ages, not at the HEI level likewise other countries.”

S4 also believes that HEI’s prior concern must be *disabled citizens and students* in order to ease their lives and supply access to HE. Furthermore, environmental issues like recycling and appropriate use of resources are considered as the futuristic concerns of HEIs.

The need of social applications related to disabled citizens and students, besides environmental issues, is also underlined by participant L2 from the Social Issues department of the Municipality with criticism as;

“Projects must be conducted for disabled people. We (Municipality) have projects on this issue and there is a unit at the HEI, but it is not active as us”.

Participant L4 also mentioned that the problem lies beneath the lack of interaction that could not be formed between the three formations that are important for the community. And underlined that the actions must be taken from a holistic point of view, which must start from the beginning and sustained to the end:

“It must not be like ‘we have prepared a project, come and join’ we must start to discuss the topic at the very beginning to be more effective.”

This desired *unification* as a futuristic consideration of HEIs that would act for the benefit of the society is also emphasized by A1, besides environmental issues, with a different example as;

“With the active interaction and union of forces applications to United Nations funds can also be possible to supply especially the needs of the disadvantaged citizens.”

Likewise the participant N3, scholar participant A2 also mentioned the thermal reactor that is planned to be constructed in one of the counties of the city, that is very close to the center to underline the importance of dealing with environmental issues as;

“Our HEI must have the power to resist this reactor or at least have the power to say a word. This is an important social responsibility from my point of view.”

Besides environmental aspects, the participant also mentioned that the HEIs must deal with women’s issues and media literacy as they are regarded that the society needs awareness to these kinds of problems.

The participant from the Turkish Women’s Association also emphasized the need of

social applications that are conducted by HEIs in terms of women's issues and preventing murders which are increased nowadays. Furthermore, the participant underlined her primary concern as;

There are many uneducated parents in the community. With an active cooperation we can raise the cultural level of our society. We are having interactions with the government's responsible department related to work and employment. Our HEI can do this instead of them.

Cultural development comment is also made by the participant N4, after underlining his satisfaction related to the current cooperation of HEI and labor market which end up with the construction of the 'Techno-City' as;

The number of cultural events and projects must be increased. We regard our city as a cultural city and also our HEI. But, our HEI did not open stands in the latest 'Feshane Cultural Days' (a famous exhibition center for cultural events in Istanbul, Turkey).

Academician participant A5 supported the cultural development idea of N4 by saying;

"Canakkale has an appropriate socio-cultural level. For this reason, I believe that the city is suitable for cultural development projects. By using fine arts, the HEI can have an effect to increase cultural development."

Likewise the participant L4 from the Local Municipality, A5 also mentioned the need of social applications for the benefit of the elderly people that are accommodating in the city as;

"Besides being regarded as a cultural and historical city, Canakkale also hosts many retired citizens that is appropriate for the HEI to conduct projects that flourish the Life Long Learning Programs".

Participant A7 believes that the demands of the community, locality and actuality is very important for a HEI to take into consideration and institutional autonomy is regarded as

the key to reach the local demands by the participant likewise the participants N5 and N6. He also underlined a social virtue, which is the most unique expression of this study, to get rid of the undesired current lack of interaction between the community and the HEI as;

Within the effects of the global changes, our society seems to forget its fundamental custom culture which involves social responsibility phenomenon in its unique structure. We are not that far from social engagement actually, maybe because of our selfishness, maybe depending on economic reasons we seem to forget it.

And continued with an optimistic point of view as;

“I believe that good things will happen. All we need is time.”

The participant from the Public Relations Department of the Municipality L1 also supported the idea of supplying the local demands of the community in terms of USR by criticizing the current status as;

The HEI must start taking full responsibility of its students first. They (students) are applying to the municipality with interesting demands that surprises us and when we ask, we find out that the HEI is not supplying these demands. For this reason, students must be the priority of HEIs.

And continued as;

Students spend four years in the city, during their education and our city has specific outcomes of this existence and the HEI must serve the city by using its extension, which are the students. Without accomplishing this, the HEI cannot do other stuff!

Participant N7, the administrator an educational syndicate mentioned that the HEIs can accomplish the USR duty by disseminating the current knowledge to the society within an appropriate form, so that any person can understand and have a benefit out of it by means of NGOs or mutual relations. This participant also underlined the institutional autonomy and the importance of dealing with local demands as;

“If the projects are conducted to meet the needs of the community, I am sure that nobody will refuse the help. I count on this society.”

Student participants S1 and S3 agreed on the positive outcomes of CBSL even if S3 has never attended a CBSL application, depending on the reason that the Department of Mathematics beneath The Faculty of Science and Literature has no CBSL courses like other Faculties, apart from The Faculty of Education. S1 commented on the subject as;

This is a disadvantage for other students who study at other departments. They are isolated from the society. An architect’s only purpose must not build facilities to live in. He/she would have a family many years later and he/she would have social demands. But you cannot expect something when you do not give something.

S3 promoted S1 as a future consideration of HEIs and said;

“CBSL must be a compulsory course for other departments also.”

And underlined that, HEIs must deal with subject that the society is not aware of and that the student groups or NGOs are not able to deal with.

As a final comment on the subject L3, the administrator from The City Council, mentioned that all kind of problems like parking, pollution, communication, transportation that exist in İstanbul (the most crowded city of Turkey), also exist in Canakkale with smaller scales. Depending on this reason, L3 desired to see futuristic projections that can solve out the current and coming problems of city life with all its perspectives.

To sum up this section, before going through the quantitative part of the research it is useful to underline that the participant responses to eight semi-structured interview questions are presented in details in this section, throughout a careful coding process that is peer reviewed and consulted to the advisor. The categorization process is applied for data reduction (Miles & Huberman, 1994) in order to deal with the huge amount of data and to present the information that is gathered throughout the qualitative part of the research.

Within eight interview questions the data is gathered beneath 31 categories that can be seen in the display chart in the Appendix C, with the themes, content and the responders of the categories amongst participants of the study group meeting the answers to the first six research questions recapitulated at the beginning of the methodology section.

The content of the participant responses are given at the beginning of the interpretations within every interview question to reduce researcher bias and then commented on by quoting the major source that is drawn from the analysis.

Quantitative Findings

As its been mentioned before, the seventh research question; “From undergraduate students’ perspectives, to what extent HEIs’ fulfil their duties related to social responsibilities?” required a quantitative survey in order to reach the relevant data.

By conducting qualitative case study with the 22 participants, the researcher firstly gathered a rich blend of information related to the USR accomplishment level of the hosting institution from the view point of the study group, believed to represent the settlement of Çanakkale province at an appropriate level. The researcher then developed CEIS, with a high level ($\alpha = .974$) of reliability purely depending on the responses of the study group in order to apply the purposefully selected sample ($n = 690$) of the Faculty of Education that represents the population ($N = 4251$).

The development and application purpose of the CEIS was to reach more related ideas by means of the undergraduate students that are believed to be the extension of the HEI for a better CE, which are also the considerable part of stakeholders of the HEI (Burrows, 1999, p. 9) and to support the qualitative data and the findings.

The variables to be examined are defined as ‘gender, age, department and grade level’ of the sample which is assumed to present relevant data to assess the USR accomplishment level of the hosting institution.

Participants that form the sample ($n = 690$), who are enrolled at the hosting institution in 2014-2015 academic year ($N = 4251$) from various departments and grades, assessed the institution's USR accomplishment level within four dimensions. The components that are formed after the exploratory factor analysis that is conducted for the scale, developed specifically to assess the institution's accomplishment level of USR are as follows;

- A) "Transferring the social responsibility consciousness to students" with seven items,
- B) "Transferring the academic knowledge" with five items,
- C) "Partnership with the stakeholders" with six items,
- D) "Outcomes of social responsibility applications" with seven items.

In order to interpret participants' assessments, their responses to 5 point Likert (1932) scale's means are computed which are demonstrated in Table 8.

Table 8

Participants' USR Assessment Level Statistics

Components	Participants (n)	Mean (\bar{X})	SD
1	690	2.94	.80
2	690	2.92	.88
3	690	2.89	.85
4	690	3.11	.90
Total	690	2.97	.93

Findings state that participants' responses are at a moderate level ($\bar{X} = 2.94$) regarding the hosting institution's efforts to 'transfer the SR consciousness to undergraduate students', which is the first component of the CEIS. This situation can be interpreted as the educational agenda, personal efforts of the scholars and institutional perspectives, and finally the CBSL

course that have a positive effect on the perceptions of USR and participation of undergraduate students in social applications.

The second component of CEIS, also allowed to find out that participants have a moderate level ($\bar{X}= 2.92$) of perception in relation with the '*academic knowledge transferring*' efforts of the academicians at the Faculty of Education. Likewise transferring the SR consciousness, academics at the Faculty are able to pass their current knowledge at a medium level as it has been stated by the receivers.

The third component, which is designed to examine the perceptions of participants regarding to the mutual '*relations between the hosting institution and its stakeholders*' enabled to underline that the interaction with the community partners is again at a moderate level ($\bar{X}= 2.89$), just like the other components. This finding is likely to state that, there is a medium level of interaction with the social partners of the institution in terms of community engagement which has a positive correlation with the qualitative findings.

The final component of CEIS has the aim to find out the participants' perceptions of the '*outcomes of USR applications*' that are conducted by the hosting institution. The outcomes of USR applications are perceived to be at a moderate level ($\bar{X}= 3.11$), receiving the similar score like the other components by the participants. With the help of this finding, it is possible to state that the hosting institution, its academicians and undergraduate students are benefitting from the positive outcomes of the USR applications at a moderate level for the third time.

According to these findings, the total mean of the CEIS makes it possible to assert that participants' attitudes towards the accomplishment level of the hosting institution in terms of USR is at a moderate level again ($\bar{X}= 2.97$) pretty much the same as former ones. And it can be interpreted as the institution is doing quite well within the USR steps that are taken, reflecting the social responsibility consciousness and transferring the academic knowledge

moderately, keeping the social relations and the outcomes within a balance. The researcher believes that it looks better to have a balanced state of action rather than a fluctuating one, as a positive personal approach to the current findings, where as there is much to do in terms of reaching a better engagement level.

On the other hand, by means of CEIS which is specifically developed to assess the hosting institution's USR accomplishment from the perspective of its students, it was possible to see that the institution has left two steps behind as (a) 1.00-1.79 ranking that states a 'very low' level and (b) 1.80-2.59 stating the 'low' level, which is good and an aspect to be pleased about being between (c) 2.60-3.39 at a 'moderate' level, that all of the components of CEIS underlined according to the assessments of the undergraduate students. But, for the institution itself, there are still two more steps to go further as (c) 3.40-4.19 stating the 'high' level and finally (d) 'very high' level at the top rank between 4.20-5.00 (Likert, 1932).

Participants' demographic effects on their assessment level of the hosting institution's USR accomplishment are stated sequentially below in Table 9 for gender differences, Table 10 for age differences, Table 11 for department differences, and Table 12 for grade differences according to the One-way AOVA test.

Table 9

Independent t-Test for Participants' USR Assessments Based on Gender Differences

Gender	n	\bar{X}	SD	df	t	p
Male	325	2.8751	.78948	688	-3.126	.002*
Female	365	3.0658	.80878			

* p = 0.05 Significant

According to Table 9, there is a significant [$t_{(690)} = -3.126$; $p < 0.05$] difference between participant genders. It is possible to say that female ($\bar{X} = 3.0658$) participants believe that the hosting institution is more likely to accomplish its USR duties when it is compared to male participant responses ($\bar{X} = 2.8751$). This finding can also be interpreted as; there is

appositive correlation between gender and perception of the USR accomplishment level of the institution. The underlying fact of this difference can also be the fact that female participation to social issues are generally higher than males which is often stated in the field of literature (Abes, Jackson & Jones, 2002; Antonio, Astin & Cress, 2000; Ridenour, 2007).

Table 10

One-way ANOVA Test for Participants' USR Assessment Based on Age Differences

Source of variance	Sum of Squares	df	Mean Square	F	p	Differences Between
Between groups	6.960	3	2.320	3.623	.013*	B-C
Within groups	439.333	686	.640			
Total	446.293	689				

* p = 0.05 Significant

A: 18-20; B: 21-23; C: 24-26; D: 26+

Noticing that the Levene's test is not significant; (1.372; $p = .250 > \alpha = 0.05$) the assumption of homogeneity of variance is met and the results reflect that there is a significant difference [$F_{(3-686)} = 3.623$, $p = .013 < \alpha = 0.05$] between participants' perception of the USR accomplishment level of the hosting institution according to their age.

In order to clarify the differences between groups, Tukey and LSD tests are used. According to these tests, the participants in the age group 'B: 21-23' ($\bar{X} = 3.06$) are more likely to believe that the hosting institution is putting effort to accomplish the USR duties, when it is compared with the age group 'C: 24-26' ($\bar{X} = 2.79$). This situation can possibly interpreted as younger participants' ($N = 335$) level of agreement is higher than older group ($N = 101$) and there is a positive correlation between age and assessment degree of USR of the institution.

Table 11

One-way ANOVA Test for Participants' USR Assessment Based on Department Differences

Source of variance	Sum of Squares	df	Mean Square	F	p	Differences Between
Between groups	14.219	4	3.555	5.636	.000*	A-B, B-C, B-E
Within groups	432.075	685	.631			
Total	446.293	689				

* p = 0.05 Significant

A: Science; B: Social Sc.; C: Linguistics; D: Arts; E: Science-Social Sc.

Noticing that the Levene's test is not significant; (1.548; $p = .187 > \alpha = 0.05$) the assumption of homogeneity of variance is met within the test for participants' USR assessments based on departments and the results state that there is a significant difference between participants' perception of the USR accomplishment level of the hosting institution according to their departments [$F(4-685) = 5.636$; $p < 0.05$] in terms of assessing the hosting HEI's USR accomplishment level.

To clarify the differences between groups, Tukey and LSD tests are also used for departmental differences. According to these tests, there is a meaningful difference between the participants in science (A) departments ($\bar{X} = 3.10$) and social sciences (B) departments ($\bar{X} = 2.71$); social sciences (B) departments ($\bar{X} = 2.71$) between linguistic (C) departments ($\bar{X} = 3.01$) and social & science (E) departments ($\bar{X} = 3.0$).

The results state that science (A), linguistic (C) and social & science (E) departments are more likely to believe that the institution is on its path to accomplish USR duties when it is compared with social science departments (B). No significant match was found on behalf of the arts (D) departments between the other departments.

Table 12

One-way ANOVA Test for Participants' USR Assessment Based on Grade Differences

Source of variance	Sum of Squares	df	Mean Square	F	p	Differences Between
Between groups	22.018	4	5.504	8.887	.000*	A-D, A-E, B-E, C-E, D-E
Within groups	424.275	685	.619			
Total	446.293	689				

* p = 0.05 Significant.

A: 1th ; B: 2nd ; C: 3rd ; D: 4th ; E: 5th

Variance of homogeneity is not met in this variable, as it is found significant (4.966; $p = .001 < \alpha = 0.05$) within the test for participants' USR assessment based on grade differences.

Depending on this reason, Skewness (-0.06) and Kurtosis (-0.53) analysis are done, the values between -2 and +2 were employed as a criterion (Can, 2014) and clarification of the differences between groups is not done by using Tukey and LSD tests. Instead, Tamhane and Dunnett T3 tests are applied, so that the equal variances are not assumed. According to these tests, there is a meaningful difference between the participants in the 1st (A) grade ($\bar{X} = 2.87$), 4th (D) grade ($\bar{X} = 3.12$) and 5th (E) grade ($\bar{X} = 2.45$) undergraduate students.

The findings also state that there is a meaningful difference between 5th (E) grades ($\bar{X} = 2.45$) and the other undergraduate students as; 1st (A) grades ($\bar{X} = 2.87$), 2nd (B) grades ($\bar{X} = 2.99$) 3rd (C) grade ($\bar{X} = 3.04$) and the 4th (D) grades ($\bar{X} = 3.12$).

3rd (C) grade ($\bar{X} = 3.04$) and 4th (D) grade ($\bar{X} = 3.12$) students seem to be more positive on behalf of the hosting institution in terms of assessing the USR accomplishment level, when it is compared with 1st (A) grade ($\bar{X} = 2.87$), 2nd (B) grade ($\bar{X} = 2.99$) and 5th (E) grade ($\bar{X} = 2.45$) students.

For the 1st and 2nd graders, this finding can probably be interpreted as being ‘new’ in the ‘higher education business’ and the absence to participate in social applications like CBSL, so that this course is compulsory starting from the 3rd grade, which allows undergraduate students to take part in social applications within the directory of scholars and depending on a term based plan. And, for the 5th grades, on the other hand, twofold interpretation could be done as; (a) the amount of the participants is low ($N = 53$) when it is compared with other participants (1st = 176; 2nd = 123; 3rd = 108; 4th = 230), and (b) spending five years at the same institution could possibly end up with inertia and boredom.

Chapter V

In this chapter, the results of the research are summarized and discussed in accordance with the literature in the order of the research questions, conclusions from the research journey are presented and some suggestions related to the topics are made.

Discussion, Conclusion and Suggestions

Discussion

The purpose of the research is to examine the stakeholders' perceptions of USR by using a single case study, to identify mutual expectations of the HEI and its stakeholders, and to assess the hosting institution's USR accomplishment level within a survey that is applied to undergraduate students of the Faculty of Education, Çanakkale Onsekiz Mart University. The findings of the research related to this purpose are discussed in the following pages within the research questions.

The study group of the qualitative part of the research consists of 22 participants involving seven academic personnel (A), seven NGO members, four LA representatives and four undergraduate students. The intersecting point of the diversity amongst the participants is that they have formerly participated in a SR event, project or still dealing with these kinds of actions involving the undergraduate participants.

When they are asked to define SR phenomenon as the first semi-structured interview question, the majority of the participants (59 %) in the study group regarded as individual acts that are taken for the benefit of the society, fitting the definition of Turan (1998). Others believe that it is whether a group act or a governmental duty.

Participants are also asked to define the meaning of USR from their viewpoints, within the semi-structured interviews which the participants mentioned that HEIs must start considering their USR duties from their personnel, then spreading the vision to the locals and then the society as general, within holistic actions involving applications apart from education

and research (UNESCO, 2008) which are considered as the primary responsibility of the HEIs, not only in Turkey but also in many countries. This finding states accordance with the previous research of many scholars and one of the primary concerns of today's HEIs (OECD Observer, 2006; Bernardo et al., 2011).

Participants classify the USR applications within three main groups as academic activities involving seminars, conferences, workshops and certificate programs; access to the institution's facilities as 24/7 library and aiding projects like collecting stationary, clothes and books for the primary and secondary schools within the local settlement or other cities that are considered to be in need.

The seminars, conferences, workshops and certificate programs that are gathered beneath the 'academic acts' category, are regarded as a part of USR and only mentioned by scholars underlining the belief that teaching and research activities are generally counted as USR applications (Geryk, 2011). And this finding states accordance with the field of literature, as Bloomgarden & O'Meara (2007, p.7) state, of all the faculty roles, engagement is the least celebrated in almost every college context (Astin, Antonio, & Cress, 1997; O'Meara, 2002; Ward, 2003). The possible reason for this situation is emphasized by Bloomgarden & O'Meara (p. 7) as; "Faculty may be discouraged from participating in civic teaching and research if their reward systems prioritize traditional scholarly products over products more commonly resulting from community-based efforts that may not be so readily considered 'scholarly' (Braxton, Luckey, & Helland, 2002; Lynton, 1995; O'Meara, 2005).

The second category, 'access to facilities', which is mentioned again by academician participants is also believed to be the part of the USR duty, that the hosting institution is offering an important chance to the locals both academically and socially, due to the fact that the access is free for all citizens by just presenting their IDs, and supplying a free

transportation after midnight with three shuttles is an important service that deserves attention.

Aiding projects for the disadvantaged local setting or for the country in general is another perception of USR that is mentioned not only by academics, but also by NGO representatives and students.

Student involvement in social acts is also regarded as a USR application supplying its benefits for the youth (Nelson, 2012), whether it is done voluntarily by student groups that are formed within the permission of the university under the guidance of advisors from different fields, or as an extension of the CBSL course that the Faculty of Education students have to register starting from the third grade. This course has its own aims and objectives that are created generally planned within the participation of the attenders and the consultation of the responsible scholars from different domains.

Moreover, preserving the historical values and the actions that are taken to spread and protect the cultural heritage is also regarded as USR, just like dealing with special subjects as women's issues.

The overall findings of the first research question underline the lack of information related to the USR applications of the institution, that a considerable amount of participants mentioned this issue when it is compared with other responses. Within the study group four (18 %) participants out of 22 mentioned that they have no information about the USR applications of the institution. Other participants mentioned their awareness limited to CBSL activities and commented on personal efforts that they are acquainted with, by means of local newspapers, journal of the institution or from information that pass from other people.

This finding underlines two different facts. The first one is the positive effect of CBSL, so that many participants are aware of its outcomes in terms of interaction with the community, and the second one is the lack of advertisement/informative actions of HEIs' that

are taken on behalf of the community. Sezgin et al.'s (2011) research conducted at a private university to examine the engagement with the local community ensures this finding, that HEIs' are having the lack to inform the local citizens about the activities that are done during the academic year.

The outcomes of USR applications are also assessed by the participants on behalf of the scholars, students and the society. Participants believe that scholars can have the chance to improve themselves by participating in applications that are conducted for the benefit of the society, which then possibly light up the desire to do new projects or stand as a role model for their colleagues and their students to take part in the future applications and stand as a source of inspiration for the ones who have the desire to deal with this kind of issues.

Moreover, the specific outcome is mentioned to be the active interaction with the community, which will strengthen the ties between the HEI and the community that can ensure the societal development. This finding has accordance with previous studies of scholars as Wynsberghe & Andruske (2007), Aslin & Brown (2004) and O'Meara et al. (2013) underlining the importance of taking actions ofr the benefit of the society.

CBSL stands for the valuable practicum education course for both students and the society, so that a considerable amount of students can have the chance to interact with the society, by applying gap filling small scaled social projects, depending on the structure of the course within the vision of the students and their advisors of this course.

In the field of literature, it is possible to find plenty of related studies underlining the positive effect and outcomes of CBSL within an international (Vargas et al., 2012; Vickers et al., 2004; Battistoni, 1995; Marcus et al., 1993; Eyler & Giles, 1999; Roschelle et al., 2000; Gardner, 1997; Hollander & Saltmarsh, 2000), and national scope (Eğitim Fakültelerinin Topluma Hizmet Çalıştayı, Sonuç Bildirgesi, 2006 [Education Faculties' Workshop on

CBSL, Final Report]; Aydın, 2006; Akkocaoğlu, Albayrak & Kaptan, 2010; Gürol & Özercan, 2010; Tanriseven, Üredi & Yanpar-Yelken 2010; Yılmaz, 2011).

It is also believed by the participants that CBSL and other kind of social applications are considered to be a unique source to sustain positive future motivation for students that can direct them to deal with social issues after graduation.

Chowdhry's (2010) research stands as an example for this finding, in which he explored the differences between college students involved with service, advocacy, and identity-based student organizations, as well as those not involved in any of these organizations, in their perceived sense of civic responsibility, as well as their frequency of engagement in social change behaviors.

The findings of this research state that there are significant differences between students in the different organizations, with students in a combination of organizations and students involved exclusively in advocacy organizations, having the highest mean scores on the perceived sense of civic responsibility and frequency of engagement in social change behaviors.

Tosado's (2011) research also asserts the positive effects of CBSL, in which she found that students acquired knowledge of human rights, social needs/realities and social responsibility learned about teamwork, the integration of theory and practice, and critical thinking beneath moral and civic motivation, and students learned virtues such as the willingness to be agents of social change, respectful to others, and open-minded, and other values such as striving for the common well-being, justice, and integrity beneath core skills for moral and civic responsibility.

By means of the social applications, that are conducted by the HEIs within an institutional or individual perspective, it is believed by the participants that the society can have the chance to interact with the scholars and students that can create a tie between these

groups, increasing the level of self-esteem, changing attitudes into a positive manner and forming a desired level of empathy amongst the citizen that can reduce social problems with the help of the increased awareness.

Woodward's research (2010) with an in-depth look at two different universities in the state of Minnesota, affirms the idea that the social compact between higher education and society is a shared reality, constructed and reconstructed each time that expectations of either party change – it is a social construct.

Academicians', as HEI representatives, expectations from LAs and NGOs are pretty much the same so that they are presented together. The findings of the second and the third research questions, mostly underline the need of an active interaction between the three formations and the positive outcomes of acting in cooperation with NGOs and LAs for the benefit of the society.

The expectations of the HEI generally focus on sharing the resources like transportation convenience supplying the needs of students in order to reach the campus, similar to Howitt & Cappelli's (2013) research, sponsorship of the social applications, especially the ones that are conducted by student groups, sharing the facilities that are suitable for conferences, seminars and other kinds of educational activities allowing the dissemination of the knowledge, that is gained through research and findings of applied social projects.

Moreover, the qualitative findings of the second and the third research questions underline that, the three formations need to share their current data and the knowledge related to the societal issues in order to reach the disadvantaged groups that are in need of help. It is stated by the majority of the participants that, these formations must be able to plan activities by considering the economic capacities and supporting each other's budget for the applications due to the fact that, creating a perspective to combine powers for the benefit of

society is believed to reduce economic constraints, and enable to save time and energy, while being more effective.

LA members of the study group often declared that they have good relations with other members of the study group (HEI, NGO) in terms of interaction within social projects. It's been stated that, scientific methodologies and scholars prioritized by the LA representatives and underlined that HEI's existence in the province and in the social projects is 'a must' from both employees' and managers' perspectives of the LA.

Furthermore, the *expectations of LAs from HEI* involve lesser comments and demands, when it is compared with other groups (HEI, NGO & S). The researcher's perceived sense of this situation is that, they stand at the core of the objectives of HEI and NGO in terms of social applications, depending on the fact that LAs' primary focus and employment objectives is to serve the community, from various dimensions ranging from water supplement, to city planning. One can state that, this position of the LA amongst the local setting can be considered as the major resource of the supplementation of the citizen demands and also the positive satisfaction level of engagement that a considerable amount of NGO members underlined during the interviewing process.

This does not mean that, LA representatives have no demands from the hosting institution. Depending on the reason that they prioritize scientific knowledge, the leadership of the university to unite powers, to resolve the social problems and to create an active interaction amongst the other participating groups stands for the one and the only expectation of LAs from the HEI.

Likewise LA members, *expectations of NGOs from HEI* is to undertake the leadership role to unite powers for the benefit of the society, by being equal to all political visions and NGOs' policies to form a better engaged community, which can only be attained by being nested with the social partners.

Sublimating the LAs' perspectives, social applications and the attitudes towards NGOs, underlining that they can get any help they are in need, the members of this group generally criticized HEI, five out of seven participants, for holding the power and resources but being parted from their (NGOs') existence and their visions of social applications.

This finding underlines the aspect, that O'Meara et al. (2013) studied by conducting a qualitative research with 30 faculty, aiming to find out the HEI leaders' use of episodic power to support faculty community engagement.

Student participants' expectations also underlined the need of interaction within the leadership of the hosting institution. This finding, related to the leadership of the academic leaders and the faculty, is regarded as an important aspect on creating ties with the community (O'Meara et al., 2013; Furco & Holland, 2004; Holland, 1997; Hollander, Saltmarsh & Zlotkowski, 2001).

Moreover, the literature supports the premise that leadership plays an important role in reinforcing organizational identity and image (Ashforth & Mael, 1989; Haslam et al., 2003; Scott & Lane, 2000; Albert et al., 2000; Goia et al., 2000).

Even though many participants (55 %) stated their low level of satisfaction from the current status of the hosting institutions' USR policies and applications, which seems to be an undesired situation, they also mentioned that there is some sort of cooperation and communication between the three formations, which is generally regarded as 'inadequate'.

When the outcomes of a full interaction was asked to the participants, a wide range of responses came out falling under four main categories as (a) *more solutions*- in order to decrease the current social problems, (b) *more projects*- including a rich blend of demand based applications, (c) *union of resources*- that can enable reducing the time and energy spent, while increasing the effectiveness, (d) *mental change*- raised empathy and awareness level of the local settlers.

As a final qualitative inquiry, the participants are asked to share their ideas related to USR in terms of the *futuristic considerations*, and the responses are gathered beneath four major categories dealing with issues like, (a) *educational considerations*- enabling to raise social awareness, requiring the demands of the labor market and sustaining institutional autonomy, (b) *environmental considerations*- fighting against the use of thermal reactors and other polluting acts, city planning and recycling, (c) *cultural development*- going back to roots in order to remember and rise up the social structure that get its power from mutual respect, raising awareness and the unity level by cultural events, bringing together the polarized groups because of political discrepancies, (d) *the need of a specific USR unit*- forming a specific department or branch with the primary focus to create and conduct USR applications.

This finding represents similarities between the second global statement by the ‘Big Tent’ group of international community-university research and engagement networks’ scenario named ‘Community-University Engagement in 2030’ released in 2010. According to the ‘Big Tent’ group, three phenomena have gained the attention of political, economic and social leaders of our times as; (a) intensified, vocal, visible and powerful citizens’ movement, (b) rapidly increasing demand for post-secondary education, and (c) the need for a deep transformation of society in all areas of activity (p. 1).

Experienced academic staff and students’ opportunities for engaged experiential learning, that is stated in the statement, can be asserted as the linkage of educational considerations findings of the research; the need of cultural development has direct linkage with the first phenomena stated by the report that, the citizens of today (communities and the society at a macro level) are much more recognized as a source of knowledge production, enabled the transformation from a society of intelligent individuals to an intelligent society capable of supporting resilience and well-being (p. 3).

Most of all, the formation of 'Community-Based Research Units' mentioned by the 'Big Tent' statement (2010, p. 3), providing brokering support and action research engagement, regarded as a part of the knowledge architecture of all universities, is the perfect match of the research's qualitative finding within the sixth research question.

Finally, the report states that the common element of these phenomena is the youth of today and social responsibility is a universal element in the understanding of university functions (p. 3).

The final research question which is designed within a quantitative structure, made it possible to assess the hosting institutions' USR accomplishment level from undergraduate students' perspectives, depending on their gender, age, department and grade differences by means of a 5 point Likert scale, that is specifically developed by the researcher within the research aims, in order to clarify the current status of the hosting institution.

After the required tests are done, it is found that female ($n = 365$) students are more likely to believe that the institution is on its path to accomplish the USR duties, when it is compared with the male ($n = 325$) students. This finding reflects accordance with the field of literature, that gender differences have a considerable effect on perceptions (Abes, Jackson & Jones, 2002; Antonio, Astin & Cress, 2000; Ridenour (2007). Rushton (2005) underlined that genes have a stronger influence on males than females and testosterone is positively correlated with aggression and negatively correlated with pro-social behavior (Harris, Rushton, Hampson, & Jackson, 1996; Ridenour, 2007).

Depending on a personal observation gained during the application of CEIS, female students were generally the ones, asking more questions and spending more time on the scale. Furthermore, the researcher would like to express that amongst the whole sample ($n = 690$), the only person who was curious about the results of the survey, asking the way to reach the findings, was again a female undergraduate student (4th grade).

It is also found that, the participants in the age group '21-23' are more likely to believe that the hosting institution is putting effort to accomplish the USR duties, when it is compared to the age group '24-26'.

The possible reason of this result can be interpreted depending on the CBSL practicum education course, as the mentioned age group generally represents the third graders whom have spent two years without being registered for the course and after this experience, they can possibly feel more engaged and curious about the social issues, unless they have not spent personal effort related to the issue during their senior years.

It is also found that departmental differences (Ninneman, 2011; Kucher, 2012) affected the assessments of the undergraduate students' perception of the hosting institution's USR accomplishment level. The findings assert that the participants from science, linguistics and art departments evaluated the institution's USR status higher than of those, who study at the social science departments.

The final assessment is done according to the grade differences of the undergraduate students and it is found that 3rd and 4th grade students seem to be more positive on behalf of the hosting institution, in terms of assessing the USR accomplishment level, when it is compared with 1st, 2nd and 5th grade students.

The major finding of the quantitative part of the research asserts that the hosting institution's USR accomplishment level is at a moderate ($\bar{X} = 2.97$) level depending on the results of the student participants' USR assessment level statistics presented in Table 7.

This finding can be interpreted as, the hosting institution, despite the criticism that it is faced and the things that are needed to be done to achieve more success, and to be better engaged in the community that is served, the applications that are conducted so far (whether it is institutional or individual), in terms of service to the community is acceptable and the academic staff is not 'disengaged' (Macfarlane, 2005, p. 299), but need more consideration in

order to reach the desired educational and social outcomes on its way to be a fully integrated institution.

Conclusion

In this research, the stakeholders' perspectives for universities' social responsibilities, their mutual expectations and future considerations related to the subject, and finally the USR accomplishment level of the hosting institution is examined.

The design of the research allowed the researcher to present data and findings within the first six research questions through a qualitative in-depth analysis as a part of the single case study. For the quantitative part of the research, which is the seventh and the final research question, a survey is utilized by using the Community Engagement Institutional Scale (CEIS) developed by the researcher.

Throughout the research process, it is found that the participants' knowledge related to the hosting institution's USR applications are at a low level and maintained through personal efforts or just by coincidences, while their expectations are at a high level. Participants' expectations generally centered on the need of a better interaction within the leadership of the institution, to solve current problems and to supply the demands of the society which is much more intensified, vocal, visible and powerful in today's world (Big Tent, 2010).

More specifically, expectations of the local Higher Education Institution from Local Authorities and Non-Governmental Organizations, in order to fulfill the social responsibilities are an active interaction and combining the resources, knowledge and experience transfer. It is believed by the academician participants that despite the heavy work load of both sides (HEI and its stakeholders) upgrading the relationships throughout research and social activities can possibly end up with concrete outcomes for the benefit of the community and for the society in general. Academicians' major focus is likely to be education and research which is time consuming and create the lack of interaction mentioned by the participant groups.

Local Authorities' expectations from the Higher Education Institution are to undertake the leadership role to unite Non-Governmental Organizations and their responsible units, to serve the community within a better structure in order to supply their needs and to create a better engagement. Local Authorities seem to have better relations with the other stakeholders and more active in social applications as mentioned by the HEI and NGO representatives during the research.

Non-Governmental Organizations' expectations from the Higher Education Institution is to be equal to all political visions and Non-Governmental Organizations' policies, regardless of the current political changes in the local settlement or in the country within a connective manner and outstanding leadership. Amongst the participant groups NGOs need more support when they are compared with other stakeholders, depending on the reason that their representatives are volunteers having other professions and dealing with social issues from their viewpoints and resources. HEIs and LAs have more resources and human capital and NGOs have more data related to their field and they are closer to the local settlers. The combination of the resources and powers is believed to save time and energy, while dealing with social events from different perspectives and approaches.

Undergraduate students' expectations from HEIs and its scholars are to be more effective in social areas and stand as a role model for the students in order to help them participate in social applications or gain the social consciousness. Students believe that social applications that are done in cooperation with the stakeholders within the active participation of the students can have a better effect on the society's cultural and economic development. Like the other participant groups, students also assign the leadership role to HEIs in order to unite the powers and efforts of stakeholders for social applications as they involve educated and qualified personnel.

And to meet these expectations, Higher Education Institutions must create a better educational background, focus on the regional and societal development, deal with the environmental issues especially for the local settlement, ensure the cultural improvement within the social applications and form a specific unit consisted of volunteers and experts that would be responsible for the planning and designing the USR applications as a part of their futuristic considerations.

The research is believed to fulfill its objectives after seeing the similarities and its uniqueness when the field of literature is reviewed. The similarities are on behalf of the positive effect and outcomes of CBSL, even if it is not the primary concern of the research, the urgency to employ community engagement practices followed by well fit national principles, indicators and measuring devices, not to fall behind the global practices and visions of community engagement.

The uniqueness, on the other hand, is defining the expectations of stakeholders and their future considerations on behalf of the local HEI at a micro level. Locally, major community engagement activities take place within various types as student group activities, the things that are done through CBSL and personal efforts of scholars and other sensitive individuals. Social responsibility is regarded as individual actions taken for the benefit of the society and the leadership of the university is seen as a primary concern for the HEIs in order to reach the engagement goals and to create benefits for the society.

Nationally, depending on the web based research conducted as a part of this study, there is a growing concern about the social responsibility phenomenon so that many HEI have taken steps to reflect the things that are done for the society on their web pages. But the things that are done, in terms of disseminating the outcomes of research and social projects, is not enough to inform the local settlers. Stakeholders' one of the primary arguments related to social issues of the university was the lack of announcing and attracting the locals to take part

in social applications. In order to get over this problem, a specific unit is required that is designed to create and conduct social applications while arranging an active interaction and participation through the application process.

The specifically developed scale (CEIS) in order to assess the hosting institution's USR accomplishment level from the perception of undergraduate students, who take part in social service practices by means of CBSL or by outstanding individual efforts, also promotes the research uniqueness, besides its limitation, and allows the researcher to state that the hosting institution's USR accomplishment is at a moderate level.

This finding underlines that even if the hosting institution has stopped a leading national practice which was to arrange international scientific conferences related to NGOs, the actions to fulfill the social responsibility of the institution is still on the run whether an institutional or an individual scope. The hosting institution receives its support and motivators from its major power to create a better engagement, which is the undergraduates, helping to create ties between the university and the city. The stakeholders are aware of the positive effects of the social steps that are taken for the benefit of the society, by student groups or as an extension of the CBSL course or the personal efforts of scholars to create gap filling social applications.

Overall findings of the research assert that likewise the global ones, Turkish higher education institutions prioritize education and research responsibilities when it is compared with social responsibilities which are under debate for many years from various perspectives. The Turkish context of the USR phenomenon can be seen linear to the changes that take place in the global arena. Scholars complain about the lack of time to deal with this kind of issues because of the research and other educational responsibilities that are expected to be fulfilled during an academic year. This causes a limited concentration on social responsibility issue and creates the lack of interaction between the three formations regarded as 'stakeholders' in

this research. This 'lack of interaction' is the primary concern of many participants that reflected their ideas about the subject throughout the research, which can be overcome by the leadership role that is undertaken by HEIs.

Even if the interaction is not at a level that participants' desire, the findings of the research revealed that there is an ongoing interaction between the stakeholders that can be named as 'individual' more than 'institutional' in terms of social applications. These individual activities have a wide effect range within a gap filling structure to meet the demands of the applicers. These formations need to be in a cooperative manner in order to create better projects, while reducing the cost, the time and the energy that is spent. The mutual expectations of the stakeholders are likely to underline the things to be done, both for the hosting institution and the rest of HEIs in the country. Within the leadership of HEIs and the participation of the stakeholders, supplying the local demands can possibly be much easier, after creating a database for the things to be done to support the cultural and economic development locally as a first step and nationally as the second step.

As a result, this research brings forth the global changes in higher education from a societal perspective by focusing on the social responsibility issue from an educational viewpoint. Current focus of international higher education institutions are now on social responsibility phenomenon or the 'third mission', so that the rapid global changes have considerable effects that can create a social gap between the layers. The fast growing demand for higher education and the needs of the knowledge society put higher education institutions into the center of the efforts in order to create sensible precautions for the requirements of today's world, while getting effected from the changes maybe more than other formations.

Many scholars are now dealing with the identification and application procedures of community-university engagement issues and the ways to measure its effectiveness. All of the

efforts serve a fundamental aspect which is to act as the key driver for the social and economic change and to sustain the developmental process of the nations.

Suggestions

Several suggestions for practitioners and researchers according to the knowledge and experience gained throughout the research are presented in accordance with the research results in this section of the dissertation.

Suggestions for practitioners

Social responsibility phenomenon is generally regarded as an *individual* act taken for the benefit of the society. This can possibly mean that our society needs more socially responsible citizens which can be maintained by education. Even if there are courses or free-time activities at primary and secondary level schools to pass the social consciousness to students, the university and its stakeholders can get into action to inform the youth for a better engagement and to make it happen;

- Leaders of both formations (the university and its stakeholders) can arrange school visits to inform the youth about the social activities that are currently on the run. And, by getting students' attraction with the help of audio-visual materials, these visits can create a desire for the administrators, teachers and students to conduct small scaled social applications at their local surroundings. These visits can be arranged to be made several times a year by different stakeholders to be more effective and creative.
- Undergraduate students are dealing with social applications within student groups and CBSL events. These student groups can be arranged to meet the primary/secondary students from the local surroundings which can help to span the idea of taking responsibility for others from an early age and can help to create a social tie between the three different education levels having positive effects on students, school personnel and the parents.

- Within the leadership of the university, many conferences and seminars can be arranged annually, with the aim to pass the knowledge, the importance and the positive effects of taking positive actions for the society. Informative documents like cds, booklets and other printed materials designed specifically for this purposes can be created with the participation of the stakeholders.

During the study, the researcher conducted a web based research to analyze the current status of the national higher education institutions and found out that there is a lack of creating gap filling projects according to local or national demands. The projects are generally well known activities like collecting books, stationary and clothes for the disadvantaged territories of the local settlement or for the country. New and attractive social applications must be created:

- Combining the powers of the university and its stakeholders can help to be more creative, so that many individuals see the world differently and approach to events within various perspectives. This diversity and plurality is a good source for the creation of new projects. Many associations have branches in different cities and this situation can help to reach interesting social projects by means of an active interaction not only between the university and its stakeholders, but also with the extension of various formations that work for the benefit of the society.
- Every stakeholder that is mentioned in this research is dealing with the social issues within their resources and powers. During an academic year, it is possible to plan the similar activities beneath specific themes to prevent the loss of time and energy. By doing this, more thematic social applications can be conducted and instead of doing similar activities separately, diversified activities can be planned and conducted at once.
- In order to create better social projects, not only the combination of economic powers is required, but also the mental power to create and conduct better projects. A carefull

planning and consensus between the university managers and the stakeholders can enable to form new projects. A common data base needed to be formed within the leadership of the university in order to arrange what to do and when to do. Moreover, this data base can also serve as a 'social application bank' to share the experiences gained and lessons learned for other formations in and out of the territory.

- The positive outcomes of social applications are mentioned by the participants several times. It is obvious that every single person who takes place in social applications receive a benefit and to attract more people to take part in new social applications, particular outcomes needed to be shared with the local settlers by means of informative actions like seminars, conferences, workshops or simply by brochures and handouts.

The stakeholders mentioned the need of an active interaction within the leadership of universities to create better social applications. To meet these expectations university management need to;

- Arrange an awarding system related to social applications like 'Higher Education Community Service Honor Roll', 'Ernest Lynton Award for the Scholarship of Engagement', 'Thomas Ehrlich Civically Engaged Faculty Award' and the 'International Association for Research on Service-Learning and Community Engagement's Distinguished Research Award' (O'Meara et al., p. 2013) in the USA, to get the scholars into action depending on the reason that dealing with social issues does not help scholars to gain credits for promotion. Yearly or semester based awarding system can light up the desire and creativity of the scholars and motivate them to do better projects.
- Form a specific unit consisted of experts and volunteers with the major focus to start up an interaction with the stakeholders, to create and plan social applications and to

arrange the events during an academic year. So that the leadership role is assigned to the university, the managers need to be one step forward in every detail of social applications and need to have a specific strategic plan that is formed with the participation of the stakeholders.

- Set up more specific and local demand based goals for the CBSL course program to be more effective within a consultation process that involves students before a social project is planned and applied. Brainstorming can end up with unique and gap filling projects and satisfaction of the participants depending on the reason that the idea and the process would be accepted by the participating groups.
- Share experiences and knowledge with the stakeholders for the benefit of the society and to create better projects. Mutual consultation and knowledge transfer can help to update the current skills and capabilities and reduce the problematic sides of the applications.
- Get in touch with all NGO representatives whether they are related to education or not, in order to receive more ideas and proposals for creating a demand based social application.

Suggestions for researchers

- This research is conducted with a study group consisted of academic personnel, NGO representatives, LA employees and undergraduate students to form a mixture of data from the participants. Researchers who are interested in qualitative methodologies can conduct research with each of the participant group by using different methodologies, preferably focus groups for a better understanding of the issue, and then to compare the results.
- This topic can also be studied under grounded theory, depending on the reason that the subject can be considered as new for the Turkish higher education.

- Interview questions are well fit for separate groups (as it is tested several times with different participant groups), helping the sort out the social responsibility phenomena. By improvisation, the topic can also be examined within different departments apart from education field.
- Interview questions can also be applied to different NGO members that can help to gain a broader perspective to the USR phenomena, so that it is still under debate.
- Undergraduate participation to the subject can help the researchers to gain plenty of data and information within the subject. Students from diverse domains can be a good source for specific purposes.
- Conducting a research with graduate students can also be considered by practitioners.
- For quantitative researchers, the survey instrument has high level of reliability, and can be used for other departments either by improving or by adopting different dimensions by using other instruments as mentioned in the literature section of the research.
- The survey instrument can also be conducted with different samples. In this research, science departments were more positive on behalf of the institution's USR accomplishment level. Departmental issues need consideration and application of the instrument to other fields can supply various data.

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Appendices

Appendix A. Turkish Higher Education Institutions' USR Display and Mission Statements Analysis Chart

No	Name	Web	Type	USR info Main page	USR info Edu. Fac. page	Mission & Vision Staments
1	ABANT IZZET BAYSAL ÜNİVERSİTESİ	http://www.ibu.edu.tr	S	-	-	L1
2	ABDULLAH GÜL ÜNİVERSİTESİ	http://www.agu.edu.tr	S	X	-	L1
3	ACIBADEM ÜNİVERSİTESİ	http://www.acibadem.edu.tr	P	X		L1
4	ADANA BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ	http://www.adanabtu.edu.tr	P	-	-	L1
5	ADİYAMAN ÜNİVERSİTESİ	http://www.adiyaman.edu.tr	S	-	-	L1
6	ADNAN MENDERES ÜNİVERSİTESİ	http://www.adu.edu.tr	S	-	-	L1
7	AFYON KOCATEPE ÜNİVERSİTESİ	http://www.aku.edu.tr	S	X	Same link	L1
8	AGRI İBRAHİM ÇEÇEN ÜNİVERSİTESİ	http://www.agri.edu.tr	S	-	-	L1
9	AHI EVRAN ÜNİVERSİTESİ	http://www.ahievran.edu.tr	S	-	-	L1
10	AKDENİZ ÜNİVERSİTESİ	http://www.akdeniz.edu.tr	S	X	Same link	L1
11	AKSARAY ÜNİVERSİTESİ	http://www.aksaray.edu.tr	S	-	X- d.u	L1
12	ALANYA HAMDULLAH EMİN PASA ÜNİVERSİTESİ	http://www.ahep.edu.tr	P	X		L1
13	AMASYA ÜNİVERSİTESİ	http://www.amasya.edu.tr	S	X	Same link	L1
14	ANADOLU ÜNİVERSİTESİ	http://www.anadolu.edu.tr	S	du	-	L1
15	ANKARA SOSYAL BİLİMLER ÜNİVERSİTESİ	http://www.asbu.edu.tr	S	-		NO
16	ANKARA ÜNİVERSİTESİ	http://www.ankara.edu.tr	S	-	-	L1
17	ARDAHAN ÜNİVERSİTESİ	http://www.ardahan.edu.tr	S	X		L1
18	ARTVİN ÇORUH ÜNİVERSİTESİ	http://www.artvin.edu.tr	S	d.u.	-	L1
19	ATASEHIR ADIGÜZEL MESLEK YÜKSEKOKULU	http://www.adiguzel.edu.tr	P	-		L1
20	ATATÜRK ÜNİVERSİTESİ	http://www.atauni.edu.tr	S	X	Same link	L1
21	ATILIM ÜNİVERSİTESİ	http://www.atilim.edu.tr	P	X		L2
22	AVRASYA ÜNİVERSİTESİ	http://www.avrasya.edu.tr	P	-		L3
23	AVRUPA MESLEK YÜKSEKOKULU	http://www.avrupa.edu.tr	P	-		L1
24	BAHÇESEHIR ÜNİVERSİTESİ	http://www.bahcesehir.edu.tr	P	-	-	L1
25	BARTIN ÜNİVERSİTESİ	http://www.bartın.edu.tr	S	du	CBSL link	L1
26	BASKENT ÜNİVERSİTESİ	http://www.baskent.edu.tr	P	X	-	L1
27	BATMAN ÜNİVERSİTESİ	http://www.batman.edu.tr	S	-		L3
28	BAYBURT ÜNİVERSİTESİ	http://www.bayburt.edu.tr	S	-	X	L1
29	BEYKENT ÜNİVERSİTESİ	http://www.beykent.edu.tr	P	X/d.u.		L1
30	BEYKOZ LOJİSTİK MESLEK YÜKSEKOKULU	http://www.beykoz.edu.tr	P	X		L1
31	BEZM-I ALEM VAKIF ÜNİVERSİTESİ	http://www.bezmialem.edu.tr	P	X		L1
32	BİLECİK SEYH EDEBALI ÜNİVERSİTESİ	http://www.bilecik.edu.tr	S	X		L1
33	BİNGÖL ÜNİVERSİTESİ	http://www.bingol.edu.tr	S	X		L1
34	BİRÜNİ ÜNİVERSİTESİ	http://www.biruni.edu.tr	P	X		L1

35	BITLİS EREN ÜNİVERSİTESİ	http://www.bitliseren.edu.tr	S	X		L1
36	BOGAZIÇI ÜNİVERSİTESİ	http://www.boun.edu.tr	S	-	-	L1
37	BOZOK ÜNİVERSİTESİ	http://www.bozok.edu.tr	S	-	-	L1
38	BURSA ORHANGAZI ÜNİVERSİTESİ	http://www.bou.edu.tr	P	-		L3
39	BURSA TEKNİK ÜNİVERSİTESİ	http://www.btu.edu.tr	S	-		L1
40	BÜLENT ECEVİT ÜNİVERSİTESİ	http://www.beun.edu.tr	S	-		L1
41	CANIK BASARI ÜNİVERSİTESİ	http://www.basari.edu.tr	S	X	-	L1
42	CELAL BAYAR ÜNİVERSİTESİ	http://www.cbu.edu.tr	S	-	-	L1
43	CUMHURİYET ÜNİVERSİTESİ	http://www.cumhuriyet.edu.tr	S	X	X /CBSL-link	L1
44	ÇAĞ ÜNİVERSİTESİ	http://www.cag.edu.tr	P	X		L1
45	ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ	http://www.comu.edu.tr	S	X	-	L3
46	ÇANKAYA ÜNİVERSİTESİ	http://www.cankaya.edu.tr	P	X/CBSL		L1
47	ÇANKIRI KARATEKİN ÜNİVERSİTESİ	http://www.karatekin.edu.tr	S	d.u.		L3
48	ÇUKUROVA ÜNİVERSİTESİ	http://www.cu.edu.tr	S	X /d.u.	-	L1
49	DICLE ÜNİVERSİTESİ	http://www.dicle.edu.tr	S	-	-	L1
50	DOGUS ÜNİVERSİTESİ	http://www.dogus.edu.tr	P	X		L1
51	DOKUZ EYLÜL ÜNİVERSİTESİ	http://www.deu.edu.tr	S	X /d.u.	-	L1
52	DUMLUPINAR ÜNİVERSİTESİ	http://dumlupinar.edu.tr	S	X/Seperate link	CBSL	L3
53	DÜZCE ÜNİVERSİTESİ	http://www.duzce.edu.tr	S	-	-	L3
54	EGE ÜNİVERSİTESİ	http://www.ege.edu.tr	S	X	-	L2
55	ERCIYES ÜNİVERSİTESİ	http://www.erciyes.edu.tr	S	X	-	L3
56	ERZİNCAN ÜNİVERSİTESİ	http://www.erzincan.edu.tr	S	X	X	L1
57	ERZURUM TEKNİK ÜNİVERSİTESİ	http://www.erkurum.edu.tr	S	-		L3
58	ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ	http://www.ogu.edu.tr	S	-	-	L3
59	FARUK SARAÇ TASARIM MYO	http://www.faruksarac.edu.tr	P	-		L1
60	FATİH SULTAN MEHMET VAKIF ÜNİVERSİTESİ	http://www.fsm.edu.tr	P	-		L1
61	FATİH ÜNİVERSİTESİ	http://www.fatih.edu.tr	S	-	d.u.	L1
62	FIRAT ÜNİVERSİTESİ	http://www.firat.edu.tr	S	X	-	L1
63	GALATASARAY ÜNİVERSİTESİ	http://www.gsu.edu.tr	S	-		L1
64	GAZİ ÜNİVERSİTESİ	http://gazi.edu.tr	S	-	-	L1
65	GAZİANTEP ÜNİVERSİTESİ	http://www.gantep.edu.tr	S	-		L1
66	GAZİOSMANPASA ÜNİVERSİTESİ	http://www.gop.edu.tr	S	-	-	L1
67	GEBZE TEKNİK ÜNİVERSİTESİ	http://www.gyte.edu.tr	S	-		L1
68	GEDİK ÜNİVERSİTESİ	http://www.gedik.edu.tr	P	X		L1
69	GEDİZ ÜNİVERSİTESİ	http://www.gediz.edu.tr	P	-		L1
70	GİRESUN ÜNİVERSİTESİ	http://www.giresun.edu.tr	S	-	CBSL/d.u	L3
71	GÜMÜŞHANE ÜNİVERSİTESİ	http://www.gumushane.edu.tr	S	d.u.		L1
72	HACETTEPE ÜNİVERSİTESİ	http://hacettepe.edu.tr	S	X	-	L1
73	HAKKARI ÜNİVERSİTESİ	http://hakkari.edu.tr	S	-	-	L1
74	HALIÇ ÜNİVERSİTESİ	http://www.halic.edu.tr	P	X		L3
75	HARRAN ÜNİVERSİTESİ	http://www.harran.edu.tr	S	-	-	L1

76	HASAN KALYONCU ÜNİVERSİTESİ	http://www.hku.edu.tr	P	-	-	L3
77	HİTİT ÜNİVERSİTESİ	http://www.hitit.edu.tr	P	X		L1
78	IGDIR ÜNİVERSİTESİ	http://www.igdir.edu.tr	S	X /project link		L1
79	ISIK ÜNİVERSİTESİ	http://www.isikun.edu.tr	P	X		L3
80	IHSAN DOGRAMACI BILKENT ÜNİVERSİTESİ	http://www.bilkent.edu.tr	P	X		L1
81	İNÖNÜ ÜNİVERSİTESİ	http://www.inonu.edu.tr	S	-	-	L1
82	IPEK ÜNİVERSİTESİ	http://www.ipek.edu.tr	P	-		L1
83	İSTANBUL AREL ÜNİVERSİTESİ	http://www.arel.edu.tr	P	-		L1
84	İSTANBUL AYDIN ÜNİVERSİTESİ	http://www.aydin.edu.tr	P	-		L1
85	İSTANBUL BILGI ÜNİVERSİTESİ	http://www.bilgi.edu.tr	P	-		L3
86	İSTANBUL BILIM ÜNİVERSİTESİ	http://www.istanbulbilim.edu.tr	P	-		L1
87	İSTANBUL ESENYURT ÜNİVERSİTESİ	http://www.esenyurt.edu.tr	P	-		L1
88	İSTANBUL GELİSİM ÜNİVERSİTESİ	http://www.gelisim.edu.tr	P	-		L1
89	İSTANBUL KAVRAM MESLEK YÜKSEKOKULU	http://www.ikmyo.edu.tr	P	-		L1
90	İSTANBUL KEMERBURGAZ	http://www.kemerburgaz.edu.tr	P	X /d.u.		L1
91	İSTANBUL KÜLTÜR ÜNİVERSİTESİ	http://www.iku.edu.tr	P	X		L1
92	İSTANBUL MEDENİYET ÜNİVERSİTESİ	http://www.medeniyet.edu.tr	P	-		L1
93	İSTANBUL MEDİPOL ÜNİVERSİTESİ	http://www.medipol.edu.tr	P	-		L1
94	İSTANBUL SABAHATTİN ZAIM ÜNİVERSİTESİ	http://www.izu.edu.tr	P	-	-	L1
95	İSTANBUL SEHIR ÜNİVERSİTESİ	http://www.sehir.edu.tr	P	-		L1
96	İSTANBUL SISLI MESLEK	http://www.sisli.edu.tr	P	-		L1
97	İSTANBUL TEKNİK ÜNİVERSİTESİ	http://www.itu.edu.tr	S	-		L1
98	İSTANBUL TİCARET ÜNİVERSİTESİ	http://www.ticaret.edu.tr	P	-		L1
99	İSTANBUL ÜNİVERSİTESİ	http://www.istanbul.edu.tr	S	X		L1
100	İSTANBUL 29 MAYIS ÜNİVERSİTESİ	http://www.29mayis.edu.tr	P	-		L1
101	İZMİR EKONOMİ ÜNİVERSİTESİ	http://www.ieu.edu.tr	P	-		L1
102	İZMİR KATİP ÇELEBİ ÜNİVERSİTESİ	http://www.ikc.edu.tr	S	-		L1
103	İZMİR ÜNİVERSİTESİ	http://www.izmir.edu.tr	P	Disab. proj.		L1
104	İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ	http://www.iyte.edu.tr	S	d.u.		L1
105	KADIR HAS ÜNİVERSİTESİ	http://www.khas.edu.tr	P	CSR dept.		L1
106	KAFKAS ÜNİVERSİTESİ	http://www.kafkas.edu.tr	S	-	CBSL link	L1
107	KAHRAMANMARAS SÜTÇÜ İMAM ÜNİVERSİTESİ	http://www.ksu.edu.tr	S	d.u.	-	L1
108	KANUNİ ÜNİVERSİTESİ	http://www.kanuni.edu.tr	P	-		L1
109	KAPADOKYA MESLEK YÜKSEKOKULU	http://www.kapadokya.edu.tr	P	-		NO
110	KARABÜK ÜNİVERSİTESİ	http://www.karabuk.edu.tr	S	-	-	L1
111	KARADENİZ TEKNİK ÜNİVERSİTESİ	http://www.ktu.edu.tr	S	-	-	L1
112	KARAMANOĞLU MEHMETBEY ÜNİVERSİTESİ	http://www.kmu.edu.tr	S	X	-	L1
113	KASTAMONU ÜNİVERSİTESİ	http://www.kastamonu.edu.tr	S	X	-	L3
114	KIRIKKALE ÜNİVERSİTESİ	http://www.kku.edu.tr	S	X	-	NO
115	KIRKLARELİ ÜNİVERSİTESİ	http://www.kirklareli.edu.tr	S	-	-	L1
116	KILIS 7 ARALIK ÜNİVERSİTESİ	http://www.kilis.edu.tr	S	-	-	L1

117	KOCAELI ÜNİVERSİTESİ	http://www.kocaeli.edu.tr	S	X	link without info	L1
118	KOÇ ÜNİVERSİTESİ	http://www.ku.edu.tr	P	X/seperate link		L4
119	KTO KARATAY ÜNİVERSİTESİ	http://www.karatay.edu.tr	P	-		L1
120	MALTEPE ÜNİVERSİTESİ	http://www.maltepe.edu.tr	P	-	CBSL	L1
121	MARDIN ARTUKLU ÜNİVERSİTESİ	http://www.artuklu.edu.tr	S	-		L1
122	MARMARA ÜNİVERSİTESİ	http://www.marmara.edu.tr	S	X	Same link	L3
123	MEF ÜNİVERSİTESİ	http://www.mef.edu.tr	P	-	-	L3
124	MEHMET AKIF ERSOY ÜNİVERSİTESİ	http://www.mehmetakif.edu.tr	S	X /d.u.	X	L3
125	MELIKSAH ÜNİVERSİTESİ	http://www.meliksah.edu.tr	P	X /seperate link		L1
126	MERSİN ÜNİVERSİTESİ	http://www.mersin.edu.tr	S	d.u.	X	L1
127	MEVLANA ÜNİVERSİTESİ	http://www.mevlana.edu.tr	P	d.u.	-	L1
128	MIMAR SINAN GÜZEL SANATLAR ÜNİVERSİTESİ	http://www.msgsu.edu.tr	S	-		L3
129	MUGLA SITKI KOÇMAN ÜNİVERSİTESİ	http://www.mu.edu.tr	S	-	-	L1
130	MURAT HÜDAVENDİGAR ÜNİVERSİTESİ	http://www.mhu.edu.tr	P	-		L1
131	MUSTAFA KEMAL ÜNİVERSİTESİ	http://www.mku.edu.tr	S	X		L1
132	MUS ALPARSLAN ÜNİVERSİTESİ	www.alparslan.edu.tr	S	d.u.	-	L1
133	NAMIK KEMAL ÜNİVERSİTESİ	http://www.nku.edu.tr	S	X		L1
134	NECMETTİN ERBAKAN ÜNİVERSİTESİ	http://www.konya.edu.tr	S	X	-	L1
135	NEVSEHIR HACI BEKTAS VELİ ÜNİVERSİTESİ	http://www.nevsehir.edu.tr	S	X	CBSL	L1
136	NIGDE ÜNİVERSİTESİ	http://www.nigde.edu.tr	S	X	d.u.	L1
137	NISANTASI ÜNİVERSİTESİ	http://www.nisantasi.edu.tr	P	-		L1
138	NUH NACI YAZGAN ÜNİVERSİTESİ	http://www.nny.edu.tr	P	-		L1
139	OKAN ÜNİVERSİTESİ	http://www.okan.edu.tr	P	X	Same link	L3
140	ONDOKUZ MAYIS ÜNİVERSİTESİ	http://www.omu.edu.tr	S	X	X	L1
141	ORDU ÜNİVERSİTESİ	http://www.odu.edu.tr	S	X	-	L1
142	ORTA DOĞU TEKNİK ÜNİVERSİTESİ	http://www.metu.edu.tr	S	X/d.u.	-	L3
143	OSMANIYE KORKUT ATA ÜNİVERSİTESİ	http://www.osmaniye.edu.tr	S	d.u.		L1
144	ÖZYEGIN ÜNİVERSİTESİ	http://www.ozyegin.edu.tr	P	X		L3
145	PAMUKKALE ÜNİVERSİTESİ	http://www.pau.edu.tr	S	-	-	L1
146	PIRI REİS ÜNİVERSİTESİ	http://www.pirireis.edu.tr	P	-		L1
147	PLATO MESLEK YÜKSEKOKULU	http://www.plato.edu.tr	P	-		NO
148	RECEP TAYYIP ERDOĞAN	http://www.erdogan.edu.tr	S	X	-	L1
149	SABANCI ÜNİVERSİTESİ	http://www.sabanciuniv.edu.tr	P	X		L3
150	SAKARYA ÜNİVERSİTESİ	http://www.sau.edu.tr	S	X	Same link	L1
151	SANKO ÜNİVERSİTESİ	http://www.sanko.edu.tr	S	X		L3
152	SELAHADDİN EYYUBİ ÜNİVERSİTESİ	http://www.seu.edu.tr	P	-		L1
153	SELÇUK ÜNİVERSİTESİ	http://www.selcuk.edu.tr	S	d.u.		L1
154	SIIRT ÜNİVERSİTESİ	http://www.siirt.edu.tr	S	-	-	L1
155	SINOP ÜNİVERSİTESİ	http://www.sinop.edu.tr	S	X	Same link	L1
156	SÜLEYMAN DEMİREL ÜNİVERSİTESİ	http://www.sdu.edu.tr	S	-	-	L1
157	SÜLEYMAN SAH ÜNİVERSİTESİ	http://www.ssu.edu.tr	P	X		L1

158	SIRNAK ÜNİVERSİTESİ	http://www.sirnak.edu.tr	S	-		L1
159	SIFA ÜNİVERSİTESİ	http://www.sifa.edu.tr	P	-		L1
160	TED ÜNİVERSİTESİ	http://www.tedu.edu.tr	P	X	-	L1
161	TOBB EKONOMİ VE TEKNOLOJİ ÜNİVERSİTESİ	http://www.etu.edu.tr	P	d.u.		NO
162	TOROS ÜNİVERSİTESİ	http://www.toros.edu.tr	P	X		L3
163	TRAKYA ÜNİVERSİTESİ	http://www.trakya.edu.tr	S	X	-	L1
164	TUNCELI ÜNİVERSİTESİ	http://www.tunceli.edu.tr	S	d.u.	-	L3
165	TURGUT ÖZAL ÜNİVERSİTESİ	http://www.turgutozal.edu.tr	P	-		L3
166	TÜRK HAVA KURUMU ÜNİVERSİTESİ	http://www.thk.edu.tr	P	-		L1
167	TÜRK-ALMAN ÜNİVERSİTESİ	http://www.tau.edu.tr	S	-		L1
168	UFUK ÜNİVERSİTESİ	http://www.ufuk.edu.tr	P	-	-	L1
169	ULUDAG ÜNİVERSİTESİ	http://www.uludag.edu.tr	S	X	X	L3
170	ULUSLARARASI ANTALYA ÜNİVERSİTESİ	http://www.antalya.edu.tr	P	-		L1
171	USAK ÜNİVERSİTESİ	http://www.usak.edu.tr	S	X	-	L1
172	ÜSKÜDAR ÜNİVERSİTESİ	http://www.uskudar.edu.tr	P	X		L1
173	YALOVA ÜNİVERSİTESİ	http://www.yalova.edu.tr	P	-		L1
174	YASAR ÜNİVERSİTESİ	http://www.yasar.edu.tr	P	X		L1
175	YEDİTEPE ÜNİVERSİTESİ	http://www.yeditepe.edu.tr	P	X/d.u.	-	L1
176	YENİ YÜZYIL ÜNİVERSİTESİ	http://www.yeniyuzyil.edu.tr	P	-	-	L1
177	YILDIRIM BEYAZIT ÜNİVERSİTESİ	http://www.ybu.edu.tr	S	d.u.		L1
178	YILDIZ TEKNİK ÜNİVERSİTESİ	http://www.yildiz.edu.tr	S	-	-	L1
179	YÜKSEK İHTİSAS ÜNİVERSİTESİ	http://www.yiu.edu.tr	P	-		L1
180	YÜZÜNCÜ YIL ÜNİVERSİTESİ	http://www.yyu.edu.tr	S	-	CBSL link	L1
181	ZİRVE ÜNİVERSİTESİ	http://www.zirve.edu.tr	P	X/d.u.	Same link	L1

Appendix B. The Holland Matrix for Community Engagement

	Level One: Low Relevance	Level Two: Medium Relevance	Level Three: High Relevance	Level Four: Full Integration
<i>Mission,</i>	No mention or undefined rhetorical reference	Service is part of what we do as citizens	Service is vital element of our academic agenda	Service is a central and defining characteristic
<i>Promotion, Tenure, Hiring</i>	Service to campus committees or to discipline	Community service mentioned; volunteerism or consulting may be included in portfolio	Formal guidelines for documenting and rewarding service	Community-based research and teaching are key criteria for hiring and evaluation
<i>Organisation Structure</i>	None focused on service or volunteerism	Units may exist to foster volunteerism	Centers and institutes are organized to provide service	Infrastructure includes flexible unit(s) to support widespread faculty and student participation
<i>Student Involvement</i>	Part of extracurricular student life activities	Organized support for volunteer activity	Opportunity for extra credit, internships, practicum experiences	Service-learning courses integrated in curriculum; student involvement in community-based research
<i>Faculty Involvement</i>	Campus duties; committees; little interdisciplinary work	Pro bono consulting; community volunteerism	Tenured/senior faculty pursue community-based research; some teach service-learning courses	Community research and service-learning a high priority; interdisciplinary and collaborative work
<i>Community Involvement</i>	Random or limited individual or group involvement	Community representation on advisory boards for departments or schools	Community influences campus through active partnership or part-time teaching	Community involved in defining, conducting, and evaluating community research and service
<i>Campus Publications</i>	Not an emphasis	Stories of student volunteerism or alumni as good citizens	Emphasis on Economic Impact, links between community and campus, centers/institutes	Community connection as central element; fundraising has community services as a focus

Appendix C. Qualitative Data Display Chart

Interview question	Theme	Category	Content	Participants
1. Meaning of SR	Identifying the meaning of SR from personal viewpoint	_Individual act _Group act _Governmental duty	_personal steps taken _actions within groups _primary concern of the state	_A2,A4,A5,A6,A7,N1,N3,N4,N7,L4,S1,S2,S4 _A1,A3,C2,L1,L2,L3,S3 _N1,N5,N6
2. Meaning of USR	Identifying the meaning of USR from personal viewpoint	_Employee based _Duty based _Domain based	_academicians and personnel _beyond education and research activities' words without education'	_A3, N3 _A2, A4, A5, S2 _N1, N2, N5, L2
3. USR Applications	Listing/identifying USR applications currently conducted	_Academic acts	_Seminars, conferences, workshops, certificate programs	_A3, A4, A7
		_Access to facilities	_24/7 Library _collecting stationary, clothes and books	_A1, A2 _A2, N3, S1, S3
		Student involvement	_student groups _CBSL	_N4, N5, L1, S2 _A4, A5, S1, S2, S3, S4, L2
		Counter ideas	_Dissemination of knowledge	A6, N7
		Additional USR	_historical acts _women's issues	_N6 _L1
		Current USR info. level	_No info. _Limited info.	_ A1, N1, N2, L3 _ A4, A5, S1, S2, S3, S4, L2 (info. about CBSL)
		Source of information	HEI's journal, public invitations, newspapers, on hearsay	A1, N1, N2, L3
		For the scholars	_forming a culture _accepting the USR duty _the need of taking social	_A7 _A2, A6 _A6

4. Outcomes of USR applications	USR applications' outcomes for participant groups		actions, _improving personal skills and forming new relationships _concrete outcomes _eager to do new projects _interaction with the community and students _cooperation between formal institutions _interaction between students and scholars _new research activities	_A4 _A3 _N3 _L2 _L4 _S4 _S2
		For the students	_desire to do new projects _positive future motivation _and 'learning by experiences	_A3, A4 _A2, A7, N3, L2, S1, S2 _A1, L4, S3, S4
		For the society	_interaction with the community _raised awareness	_A4, A7, L1, L2, S1, S4, _A2, A6, N3, N4, N6, S4
5. Mutual expectations	Mutual expectations of participants from each other	_the need of interaction	Ex/As+ LAs+ NGOs+ Sts combining powers, sharing resources_all groups	A1, A2, A6, A7, N2, N4, N7, L2, L3, S1, S3, S4
		knowledge transfer	Ex/ NGOs+HEI _interchange of scientific & field knowledge	A1, A4, L3, N4
		leadership of HEIs	Ex/LAs+ NGOs + Sts _consensus on the leadership of HEI	A4, A5, S1, S3
		criticism of HEI	Ex/ LAs+ NGOs + Sts _having the power & resource, being away	N1, N2, N3, L1, A6
		Positive	_Positive outcomes of CSBL, active student groups, town, village visits to supply	_A3

6. Level of Satisfaction	Participants' level of USR satisfaction		local needs _the rich choice of certificate programs served by the HEI _official support for student groups	_A6 _S3
		Negative	_Lack of announcements/info. related to the projects _limited to USR applications of the Faculty of Education _lack of interaction with LA & NGOs _ USR is profit focused _ student dissatisfaction	_A2, A4 _A7 _N1, N3, N5, N6, N7 _L3 _S1, S3, S4
7. Outcome of Full Interaction	Personal viewpoints for the outcomes of full interaction	_more solutions _more projects _union of resources _mental change	_decrease in current social problems _rich blend of demand based applications _combining powers saves time and energy _ positive effect of being involved in the community	_A1, A2, A6, N3, N5 _A4, A5, A7, N1, N4 _ N1, N2, N7, L3, L4 _ S1, S3, S4
8.Future Considerations of USR	Personal viewpoints for the USR applications that must be future considerations of HEIs	_educational considerations	_raising social awareness, requiring the demands of the labor market, institutional autonomy	_A3, A4, N2, N3, N6, L4, S2, S4
		_environmental considerations'	_the use of thermal reactors, recycling,	_A1, A2, N3, L4, S4
		_cultural development	_ going back to roots, raising awareness and unity by cultural events, bringing together the polarized groups	_A5, N1, N4
		_the need of a specific USR unit	_ having the primary focus to create and conduct USR apps.	_A6, N6

Appendix D. Data Collection Tool (EN)

Dear Pre-Service Teacher,

This survey is designed to assess the Faculty of Education's accomplishment level of the social responsibility duty as a part of my doctoral dissertation. There are 4 dimensions and 25 statements related to universities' social responsibilities

It is of great importance for the research that your level of agreement related to your Faculty's social duties is sincerely reflected.

There is no need to write names and your responses will stay confidential and for scientific purposes only. Please do not leave statements unmarked. Thank you for your understanding and cooperation.

Özgür BATUR

PhD. C. Graduate School of Educational Sciences, ÇOMÜ

Info: Social responsibility term brings together the public and private sector and directs for a specific purpose where the outcomes are shared at the end. (Paksoy, 2001).

PERSONAL INFORMATION

Gender: () Male () Female **Age:**

Department: **Grade:**

Note: Please read every statement with the starting phrase; **“The Faculty that I recently registered...”**

(A) TRANSFERRING THE SOCIAL RESPONSIBILITY CONSCIOUSNESS TO STUDENTS <i>(1:Strongly Disagree <<< 5: Strongly Agree)</i>	Level of Agreement				
	1	2	3	4	5
A1. Conducts social applications that can increase student participation.					
A2. Activates students to solve social problems.					
A3. Directs students to conduct social applications for nursing homes, orphanage and penitentiary					
A4. Prioritize projects that can strengthen the relations between students & stakeholders.					
A5. Conducts social applications with academicians, students and staff.					
A6. By using instructional skills, transfers the students the importance of taking actions for the benefit of the society.					
A7. Prioritize social applications in order to pass the manner to be continued after graduation.					
(B) TRANSFERRING THE ACADEMIC KNOWLEDGE <i>(1:Strongly Disagree <<< 5: Strongly Agree)</i>	Level of Agreement				
	1	2	3	4	5
B1. Conducts applications that can update the current skills of industrial employees.					
B2. Applies a leadership role to conduct applications related to science and technology.					

B3. Conducts social applications to raise awareness for the protection of historical values.					
B4. Conducts applications that can enable the proper use of natural resources and environmental protection.					
B5. Involves specific units to plan social applications between institutions.					
(C) PARTNERSHIP WITH THE STAKEHOLDERS <i>(1:Strongly Disagree <<< 5: Strongly Agree)</i>	Level of Agreement				
	1	2	3	4	5
C1. Applies a leadership role to form cooperation and compromise during the applications that are conducted with stakeholders.					
C2. Undertakes a key driver role within the social applications conducted with stakeholders.					
C3. Takes advices from the institutions that work for the benefit of the society.					
C4. Offers participation for the social applications that are developed and planned.					
C5. Uses the knowledge and experiences of stakeholders in social applications.					

C6. Leads social and scientific applications that focus on local problems.					
(D) OUTCOMES OF SOCIAL RESPONSIBILITY APPLICATIONS <i>(1:Strongly Disagree <<< 5: Strongly Agree)</i>	Level of Agreement				
	1	2	3	4	5
D1. Creates social consciousness on students.					
D2. Undertakes a unifying role for the society.					
D3. Receives societal support and respect.					
D4. Applies a leadership role for the cultural and social transformation of the society.					
D5. Stands as a good example for other higher education institutions in the country.					
D6. Cooperates with state branches of the Ministry of Education, Ministry of Health, Ministry of Youth and Sports.					
D7. Strengthens the ties between academic personnel, students and the society by means of social applications.					

Thanks for sharing your precious time

Appendix E. Data Collection Tool (TR)

Değerli Öğretmen Adayı,

Bu çalışma üniversitelerin sosyal sorumluluklarını yerine getirme düzeylerini belirleme amacıyla hazırlamakta olduğum doktora tez için geliştirdiğim ölçeğin uygulamasıdır. Çalışmada, üniversitenin sosyal sorumluluk uygulamalarındaki rolleriyle ilgili 4 bölümde toplam 25 soru yer almaktadır.

Anketteki her soruyu öğreniminize devam ettiğiniz üniversite açısından samimi bir şekilde değerlendirerek katılma düzeyinizi işaretlemeniz araştırmam için büyük önem taşımaktadır.

Anketin üzerine isminizi yazmanıza gerek yoktur. Vereceğiniz cevaplar saklı tutulacak ve sadece bilimsel amaçla kullanılacaktır. Lütfen hiçbir soruyu cevapsız bırakmayınız. Kıymetli zamanınızı ayırarak çalışmamıza katkı sunduğunuz için teşekkür ederim.

Özgür BATUR

ÇOMÜ Eğitim Yönetimi ve Denetimi Bilim Dalı Doktora Öğrencisi

Bilgi notu: Sosyal sorumluluk kavramı kamu sektörü, özel sektör ve sivil toplum kuruluşlarını bir araya getiren, bir amaç için birlikte çalışmaya yönlendiren, olumlu sonuçlarının birlikte paylaşıldığı önemli bir kavramdır (Paksoy, 2001).

KİŞİSEL BİLGİLER

Cinsiyetiniz: () Erkek () Kız

Yaşınız:

Bölümünüz:

Sınıfınız:

Açıklama: Anketteki her soruyu “Öğrenimimi sürdürdüğüm üniversite....” başlangıç ifadesiyle birlikte değerlendiriniz.

(A) ÖĞRENCİLERİNE TOPLUMSAL BİLİNÇ KAZANDIRMA (1:Hiç Katılmıyorum <<< 5: Tamamen Katılıyorum)	Katılma Düzeyi				
	1	2	3	4	5
A1. Öğrencilerin sosyal hayata katılımlarını arttıran uygulamalar gerçekleştirir.					
A2. Toplumdaki sorunları çözebilmek için öğrencilerini harekete geçirir.					
A3. Öğrencilerini huzurevi, yetiştirmeyi yurdu, cezaevi gibi kurumlara yönelik sosyal uygulamalar yürütmek için yönlendirir.					
A4. Paydaşlar (STK ve Yerel Yönetim) ve öğrenciler arasındaki bağı güçlendirici sosyal uygulamalara öncelik verir.					
A5. Sosyal sorumluluk uygulamalarını akademisyen, öğrenci ve çalışanlarıyla birlikte yürütür.					
A6. Öğretim programları dâhilinde öğrencilerine toplum için çalışmanın önemini kazandırır.					
A7. Sosyal sorumluluk uygulamalarının öğrencilerin meslek hayatlarında da devam ettirebilecekleri şekilde yürütülmesine önem verir.					
(B) AKADEMİK BİRİKİM AKTARMA (1:Hiç Katılmıyorum <<< 5: Tamamen Katılıyorum)	Katılma Düzeyi				
	1	2	3	4	5
B1. Endüstri kuruluşlarında çalışanların bilgilerini yenilemelerine yönelik uygulamalar yürütür.					

B2. Fen ve teknoloji eğitimine yönelik uygulamaların yapılmasına öncülük eder.					
B3. Tarihi değerlerin korunmasına yönelik sosyal sorumluluk uygulamaları yürütür.					
B4. Çevrenin korunmasını ve doğal kaynakların doğru kullanımını sağlayacak uygulamalar gerçekleştirir.					
B5. Kurumlar arası sosyal sorumluluk faaliyetlerini planlayan özel birimlere sahiptir.					
(C) SOSYAL AKTÖRLERLE ORTAKLIK <i>(1:Hiç Katılmıyorum <<< 5: Tamamen Katılıyorum)</i>	Katılma Düzeyi				
	1	2	3	4	5
C1. Paydaşlarıyla yürüttüğü sosyal sorumluluk etkinliklerinde iş birliği ve uzlaşma ortamının oluşturulmasına öncülük eder.					
C2. Paydaşlarla (STK ve Yerel Yönetim) yürüttüğü sosyal sorumluluk uygulamalarında başlatıcı rol üstlenir.					
C3. Toplum adına faaliyet gösteren kurum ve kuruluşların görüşlerini alır.					
C4. Geliştirdiği toplumsal projeler için paydaşlara katılım fırsatları sunar.					
C5. Sosyal sorumluluk uygulamalarında paydaşlarının bilgi ve					

deneyiminden faydalanır.					
C6. Yerel problemlerin çözümüne yönelik sosyal ve bilimsel uygulamaların hayata geçirilmesine liderlik eder.					
(D) SOSYAL UYGULAMALARIN ÇIKTILARI <i>(1:Hiç Katılmıyorum <<< 5: Tamamen Katılıyorum)</i>	Katılma Düzeyi				
	1	2	3	4	5
D1. Öğrencilerinde sosyal sorumluluk bilincini oluşturur.					
D2. Toplumda bütünleştirici bir rol üstlenir.					
D3. Toplumsal destek ve güven elde eder.					
D4. Toplumun sosyal ve kültürel dönüşümüne liderlik eder.					
D5. Ülke genelindeki üniversitelere örnek teşkil eder.					
D6. Milli Eğitim, Sağlık, Gençlik ve Spor Bakanlığı gibi kurumlarla iş birliği yapar.					
D7. Sosyal sorumluluk uygulamalarıyla akademisyen, öğrenci ve çalışanları arasındaki bağları güçlendirir.					

Zaman ayırarak cevapladığınız için teşekkür ederim.

Appendix F. Semi-structured Interview and Consent Form (EN)

Interview # _____
Date _____ / _____ / _____

SEMI-STRUCTURED INTERVIEW AND CONSENT FORM

Welcome and thank you for your participation today. My name is Ozgur BATUR and I am a graduate student at Çanakkale Onsekiz Mart University, conducting my Dissertation with the title “Examining Stakeholders’ Perspectives for Universities’ Social Responsibilities” in partial fulfillment of the requirements for the degree of PhD of Educational Sciences. The interview will take about 30-40 minutes and will include 8 questions regarding your experiences and expectations related to the subject. I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. Your responses will remain confidential and will be used to develop a better understanding of how you and your peers view social responsibilities of universities. The purpose of this study is to increase our understanding related to the subject and identify the missing values that can help us to create a better HEI and community engagement.

At this time I would like to remind you of your written consent to participate in this study. You and I have both signed and dated each copy, certifying that we agree to continue this interview.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. Do you have any questions or concerns before we begin? Then, with your permission, we will begin the interview.

Name:
Surname:
Occupation:
Age:
Place:
Time:

I.W. Signature:

I.E. Signature:

1. What does the term “social responsibility” mean to you personally?
2. Can you please tell me what do you understand from universities’ social responsibilities?
3. What kind of social responsibility applications are currently conducted at your university?
4. Can you explain the outcomes of these applications for scholars, for students and for the society?
5. As a scholar, what are your expectations from local authorities and civil society organizations to help universities’ maintain their social responsibility duties?

- 5.1. As a local authority what are your expectations from HEIs' and civil society organizations to help you maintain your social responsibility duties?
- 5.2. As a civil society organization member, what are your expectations of local authorities and schools, helping you maintain your social responsibility duties?
6. To what extent are your expectations accomplished? If not, what can be the causes-reasons and what can be done to get over this undesired situation?
7. How do you think an active interaction between stakeholders (local authorities and civil society organizations) and universities can affect your life as a student and as a citizen?
8. From your point of persuasion as a scholar/local authority/SCO member, what must be universities' future considerations of societal responsibilities in order to accomplish this duty for a better university and society engagement?

Appendix G. Semi-structured Interview and Consent Form (TR)

Görüşme # _____

Tarih _____/_____/_____

YARI YAPILANDIRILMIŞ GÖRÜŞME FORMU

Öncelikle katılımınız için teşekkür ederim. Adım Özgür BATUR. Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Anabilim Dalı, Eğitim Yönetimi ve Denetimi Bilim Dalı Doktora öğrencisiyim. Doktora tez konum “Üniveristelerin Sosyal Sorumluluklarının Paydaş Algılarına Yönelik İncelenmesi: Çanakkale İl Örneği” doğrultusunda nitel veri toplamak maksadıyla yüzyüze görüşmeler yapmaktayım. Görüşmeler 30-40 dakika sürmektedir ve konuyla alakalı 8 soru içermektedir. İzninizle görüşmeyi daha iyi değerlendirebilmek adına sesli veya yazılı olarak kayıt altına almaktayım. Görüşme boyunca ihtiyaç duyduğunuzda kayıt işlemini durdurma şansına sahip olduğunuzu belirtmek isterim. Vereceğiniz tüm cevaplar saklı tutulacak, isminiz açıkça belirtilmeyecektir. Bu araştırmanın amacı, sizin Yükseköğretim Kurumlarının Sosyal Sorumluluk görevine yönelik algılarınızı ve beklentilerinizi derinlemesine incelemektir

Araştırmanın yürütücüsü olarak hatırlatmak isterim ki gönüllü olarak katılımınızı belirten imzalı katılım/rıza formunu bir kopya olarak karşılıklı güncel tarih ve saat ile imzalamış bulunmaktayız. Araştırmaya katılımınız gönüllülük esasına dayandığı için istediğiniz an durdurma veya ara verme şansına sahipsiniz. Soracağınız herhangi bir şey yok ise görüşmeye başlayabiliriz.

Görüşme Soruları

1. “Sosyal Sorumluluk” ifadesi sizce ne anlama gelmektedir..
2. “Yükseköğretim Kurumlarının Sosyal Sorumlulukları” sizce ne anlama gelmektedir.
3. İlimizdeki Yükseköğretim Kurumunda ne gibi Sosyal Sorumluluk projeleri veya uygulamaları yapılmaktadır?
4. Bu uygulamaların çıktıları akademisyenler, öğrenciler ve toplum için sizce nelerdir?
5. Bir akademisyen/ Yerel Yönetim Temsilcisi/ Sivil Toplum Örgütü temsilcisi olarak, Yerel Yöneyimlerden ve Sivil Toplum Örgütlerinden Yükseköğretim Kurumlarının Sosyal Sorumluluk görevini tam olarak yerine getirebilmeleri adına beklentileriniz nelerdir?
6. Beklentilerinizin karşılanma düzeyi nedir? Eğer varsa, eksikliğin sebebi nedir ve bu durumun üstesinden nasıl gelinebilir?
7. Sizce Yerel Yönetimler, Sivil Toplum Örgütleri ve Yükseköğretim kurumları arasındaki aktif iletişim ve eşgüdümün varlığı toplum yaşantımızı nasıl etkiler?
8. Bireysel bakış açınıza göre Yükseköğretim Kurumlarının Sosyal Sorumluluk görevini tam olarak yerine getirebilmesi için gelecekte ne gibi konularla ilgilenmeler gerekir?

İsim:
Soyisim:
Meslek:
Yaş:
Yer:
Saat:

Katılımcı imzası:

Araştırmacı imzası: