

## New University Concept and University Expected Functions\*

### Research Article

Guven OZDEM<sup>1</sup>, Oguz Serdar KESICIOGLU<sup>2</sup>, Mehmet ALVER<sup>3</sup>, Senol SANCAK<sup>4</sup>

<sup>1</sup> Giresun University, Faculty of Education, Giresun, Turkey, ORCID: 0000-0001-5617-5780

<sup>2</sup> Giresun University, Faculty of Education, Giresun, Turkey, ORCID: 0000-0003-1176-1887

<sup>3</sup> Giresun University, Faculty of Education, Giresun, Turkey, ORCID: 0000-0003-4832-7363

<sup>4</sup> Giresun University, Faculty of Education, Giresun, Turkey, ORCID: 0000-0002-2731-8145

**To cite this article:** Ozdem, G., Kesicioglu, O. S., Alver, M., & Sancak, S. (2019). New University Concept and University Expected Functions, *International Online Journal of Educational Sciences*, 11 (5), X.

#### ARTICLE INFO

##### Article History:

Received: 08.04.2019

Available online:  
01.11.2019

#### ABSTRACT

The aim of this study is to determine what is expected of the newly established universities (Giresun University Case) together with the new university concept based on the opinions of the external partners of higher education institutions (non-governmental organizations, political parties, local administrators). The sample group was determined as Giresun Center, Tirebolu, Görele and Şebinkarahisar districts. In this respect, a sample group of 33 people has been formed in each district consisting of six representatives of non-governmental organizations (Agriculture Chamber President, Chamber of Commerce and Industry President, Journalists Society President, Trade Unions) and three political parties president, six local administrators (Governor, Mayor, District Governor). Semi-structured interview form was used in the study. The data were analyzed with descriptive analysis technique. In the research, more than half of the participants think that the university can be a driving force for local development and the region by opening sections that are suitable for local needs. Participants who participated in the study stated that the university has positive cultural diversity and cultural transitions. As for the financing model, universities stated that universities should create their own resources other than public resources.

© 2019 IOJES. All rights reserved

##### Keywords:

Higher education, university, new university, financing.

### Introduction

Universities are higher education institutions which are expected by the society. The purpose of the establishment of universities is to have knowledge, to be enlightened, to investigate the truth, to learn and to strive to understand (Togrul, 2012). Although universities have a great contribution to the development and socio-economic development of the country, they are also important institutions in terms of their impact on the social and economic development of the region. Universities are institutions that serve as bridges between Science, Information, Culture and society in the provision of qualified manpower needed by the country in the provision of services to society (Devecioglu, 2015; Eşme, 2015; Abacioglu, 2003; Yılmaz and Kaynak, 2011).

\* This research was supported by Giresun University Scientific Research Projects Unit

<sup>1</sup>Corresponding author's address: Giresun University, Faculty of Education, Giresun, Turkey

Telephone 454 310 1396

Fax: 454 310 1396

e-mail: guvenozdem@gmail.com

DOI: <https://doi.org/10.15345/iojes.2019.05.006>

With the transformation in the structure of universities in recent years, the concept of entrepreneurship as the field has entered into the university structure. This transformation has revealed the concept of entrepreneurial university. Entrepreneurial universities are institutions that care about cooperation with industry, invest in scientific studies by taking risks, support a change in student and academic staff, have a multicultural structure, diversify their financial resources, create job opportunities and bring entrepreneurship to the forefront (Batur, 2004). Especially today, the attempts of universities to contribute to the regional economy have become a center of attraction for individuals and entrepreneurs. It is observed that universities adopt the entrepreneurial university model and are in a fast-paced effort to achieve university-industry cooperation (Kavili Arab, 2010; Uysal and Çatır, 2016). Özdem and Sarı (2007); Yılmaz and Kaynak (2011); Erdoğan and Karagöl (2018) examined the expected functions of a newly established university based on the opinions of non-governmental organizations, political party representatives, local administrators, students and local people. According to the research, the local people and other stakeholders have generally agreed that the university will contribute positively to the social and economic development of the province.

UNESCO (2000) defines the university's role as an irreplaceable element in "social development and economic growth, in supporting the production of competitive goods and services, in shaping and protecting cultural identity, in maintaining social cohesion, in combating poverty, and in promoting peace culture". The University's development, missions and functions continue to change and transform. Today, the functions of the university are grouped into four groups; education, basic scientific research, community services and training of qualified manpower (Gürüz, Şuhubi, Türker and Yurtsever, 1994).

In the 1980s, the position and structure of the University in the knowledge-based economy started to be shaped as a new university phenomenon. The provider of this transformation is the policies implemented at the global level. Academic affairs and functioning in universities have begun to change direction in accordance with the demands of global markets. The structure of the university evolved into a university-state-industry tripartite relationship. For this reason, universities are increasingly starting to cooperate with businesses and companies. The characteristic of this new university phenomenon is that it has taken the form of a triple helix relationship from the two different forms of relationship formed by cooperation between the "university-government" and "university-industry" (Bingöl, 2012). The new university concept has caused the University's academic and research culture, financing, relations with its environment and, most importantly, autonomy to be presented as areas open to discussion.

In parallel with this transformation in the higher education system, the number of higher education institutions in Turkey has increased with the 1980s in order to contribute to social and economic development and to realize the expected institutional functions of the higher education institutions, and therefore universities have been established in various provinces. One of these universities is Giresun University. The problem of this research is to determine what functions of external stakeholders of higher education institutions (non-governmental organizations, political parties, local administrators) are expected from newly established universities in the context of university community relations. The aim of the research is to reveal the expectations of external stakeholders from universities. It will help research managers and policy practitioners to create a vision/mission by setting out the expectations of external stakeholders and determining the results.

In the tenth development plan (2014-28), under the theme of Education, 139. article "the central structure of the higher education system, lack of diversity in service delivery and problems related to education and research quality continue to affect the competitiveness of the higher education system, capacity to respond to the needs of society and productivity in a negative way," it is said. It is revealed that the negative impact of the universities on the capacity and productivity of the society to respond to the needs of the society adversely affects the functions expected from the universities. The research is of great importance for determining the needs of the society (external stakeholders) in line with the views of stakeholders.

The aim of this study is to determine the expected functions of the newly established universities (Giresun University example) on the basis of the views of the external stakeholders of higher education institutions (non governmental organizations, political parties, local administrators).

## Method

## **Model of Research**

In this research, qualitative research method was used. Qualitative research, observation, interview and document analysis, such as qualitative data collection methods are used, perceptions and events in the natural environment in a realistic and holistic way to reveal a qualitative research is followed by the research (Yıldırım and Şimşek, 2005, 39). The aim of the qualitative research is to look at the research object in a holistic and in-depth way, to examine it in complexity and to understand it within its context. Qualitative research is sensitive to binding and process, experience and the local (Punch, 2005, 183-228). In recent years, the tendency to use qualitative research methods that are followed and are becoming more widespread in order to better demonstrate social reality has been adopted in this research.

## **Sampling**

Criterion sampling method was used in the sample selection. The basic understanding of the criteria sampling method is the study of a sample group that meets a set of predefined criteria. The criteria mentioned here can be created by the researcher (Yıldırım & Şimşek, 2005, 112). The criteria that were taken into account when creating the sample group were the external stakeholders in Giresun Merkez, Tirebolu, Görele and Şebinkarahisar districts, which are the highest units of Giresun University. Another criterion in the determination of Giresun Merkez, Tirebolu, Görele and Şebinkarahisar districts of the sample group is that most of these districts have education in the university. External stakeholders were composed of non-governmental organizations, political party provincial presidents, union provincial representatives and local administrators in each district. In this respect, a sample group of 33 people has been formed in each district consisting of 6 representatives of non-governmental organizations (Agriculture Chamber President, Chamber of Commerce and Industry president, journalists Society President, unions) and 3 political party presidents, 5 local administrators (governor, mayor, District Governor).

## **Developing the Data Collection Tool**

Semi-structured interview form was used in the study. The semi-structured forms allow the interviewee to express himself / herself (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2012). During the development formation of the interview form, first of all, the field literature was scanned in detail for the purposes of the research and the articles related to the subject were determined. After the question form was prepared and the opinions of expert on (3 Education Management and 1 Turkish Language Teaching) were obtained, a preliminary interview was made 4 people in four non-governmental organizations to test whether the questions were understandable. After the preliminary interviews, corrections were made to two questions that were not understood and had expression disorders. After the pre-application, thirteen questions of four dimensions are included to help participants to discover the functions they expect from higher education institutions. Negotiations were started after this stage.

## **Data Collection and Analysis**

The data of the study were collected through interviews. Interviews are carried out to reveal the experiences and meanings of the cases. Interview is the most frequently used data collection technique in qualitative research (Büyüköztürk et al., 2012; Yıldırım and Şimşek, 2006). Since the two participants did not want their views to be recorded in the audio recording via interview, they answered the questionnaire on their own and sent them to the researchers via e-mail. There are many types of interviews. The most well-known type of interview is individual, superficial, face-to-face, interchangeable, but can be by mail, in the form of a questionnaire that is answered on its own (Fontana and Frey, 1994, Punch, 2005). Punch, 2005).

The interviews conducted to collect the data of the research were completed in November 2017 and 2018 March. Prior to the meetings, participants were requested to make an appointment by explaining the subject outline by e-mail and/or telephone. The meetings were held face-to-face in the authorities of the participants by mutual agreement with the participants at the appropriate date and time.

Since the conceptual structure and the themes that will be the basis for the analysis of the research have been determined beforehand, qualitative data that will reveal the perceptions and experiences of the participants have been analyzed with the descriptive analysis technique. The data obtained according to descriptive analysis technique can be presented by taking into consideration the previously mentioned

themes, the questions used and the dimensions (Yıldırım & Şimşek, 2013). In the analysis of the qualitative data, voice recordings and written data were transferred to the computer. Then, audio recordings and computer castings were given to a specialist and verified whether the data was correctly transferred to the computer environment.

In order to increase the internal validity and reliability of the research, "member audit" method has been applied. A member control means a control that is carried out by people who are engaged in research and provide data. The written version of an interview is given to the interviewer before proceeding with the report to ensure that the recording is correct (punch, 2005, 245). Accordingly, the interviews recorded to voice recording devices were resolved and submitted to the interviewers before the report was made into written text. After the approval of the interviewers, the data were used in the research.

In order to ensure confidentiality, the representatives of non-governmental organizations are STKT1, STKT2,.... Political Party Representatives SPT1, SPT2,..... Local administrators YY1, YY2 were abbreviated and each participant was given a number. In order to support the comments made by the researcher and to increase the validity of the findings, original quotations from the interview texts are included. Thus, in the analysis of the data, the results were supported by the same statements and attempts were made to minimize the possible researcher bias.

### Findings and Comments

In this section of the research, findings and comments on the data obtained from the research are included.

The purpose of the study is to determine the functions of the university with the concept of new university in line with the opinions of external stakeholders (non-governmental organizations, political parties, local administrators) of Giresun University based on the views of the external stakeholders of higher education institutions. In the study, the opinions of the participants were evaluated and frequency of each item was revealed. In Table 1, the responses of the interviewers were given the substance expressions and the frequency of the interviews.

**Table 1.** New University Concept and Expressions about the expected functions from the University

Themes	Phrases	Frequency of Expressions
Training-Teaching/Community Service/Research/Training of Qualified Human Resources	The university should be the driving force of the region and local development by opening appropriate faculties/departments at the University.	15
	Communication between the university and local stakeholders is not at a desired level.	14
	University - Industry cooperation is not at the desired level.	11
	The university is seen as a more economic area of return.	12
	The university has led to cultural diversity and cultural transitions.	9
	The University is not at the desired level in carrying out its research function.	8
	The transition from quantitative growth to quality should be made in education and training.	4
	Activities that contribute to the social and cultural development of the students should be carried out.	4
Financing	Local dynamics are unaware of university activities.	2
	Universities should create their own resources other than public resources.	10
	The University must be a commercial and entrepreneurial university.	7
	The University should not be a commercial and entrepreneurial university.	3
Management Model	The university should have state security in its financing. structure.	2
	In the management of the university, there should be a management model in which all stakeholders (private and commercial organizations, non-governmental organizations, local authorities, students, etc.) are involved.	15
	It should be the current management model.	7
Thematic University	Universities must be autonomous.	7
	Focusing on regional development	16
	Health area	6
	Research area	4
	Social Sciences area	3
	Defense Industry field area	1

In this study, participants think that the university could be the driving force of regional and local development with the opening of sections suitable for local needs ( $n = 15$ ) In this regard, participants:

"In my county, there must be absolutely animal husbandry related sections. Mean, it was a banking, but what is banking doing in our district? *Organic farming can be an agricultural practice, but it can certainly be veterinary faculty in the father, which means that it can be an agricultural practice*" (STKT7). Some districts should be preferred according to the socioeconomic conditions. For example, there are very serious mineral reserves in Şebinkarahisar. the ones that are licensed, the ones that are in production. For example, *if there was a section about the mine, it could be 4 years or 2 years. Internship opportunity will occur for our students*" (SPT3).

"In particular, the fact that they are interested in researching the provinces and regions in which they are connected will positively affect regional and local development" (YY1). "For example, regional development for agriculture and animal husbandry. Alucra agriculture and livestock. Giresun coastal areas will be slightly different. Giresun in terms of tourism, so it is still growing potential. There will be a regional development about this" (STKT8).

Participants stated that they should open faculties / departments according to local needs in the university and that they did not make good planning when opening sections. *The interviewer said " apart from this, opening the same departments opened at our university on the beach has affected our student potential"*(SPT5). Another interviewer stated that while opening the department, the university administration should make a good plan and open programs for the human resources needed by the country. "For this reason, not in other districts, especially contemporary departments and health departments need to be opened. Because young people are worried about finding a job in the future. Health departments are more prominent as a qualification. As a matter of fact, emergency medicine technician department was opened. 100% occupancy"(STKT9) Another interviewer said that there were problems for the departments that opened without considering the local needs and opportunities "Because our students are looking for an internship. He could not find in our district "(STKT12) expressed in the form.

The majority of respondents ( $n = 12$ ) stated that the university was seen as a more economical area of return. Related to this, participants:

"The point of view of our people is that they have an economic input. Our tradesmen look at the student as the money they will leave them" (SPT2). "The districts look at the student as an economic potential. Create economic mobility. It's certainly not a correct point of view" (SPT5). "The spread of the university faculties and departments outside the city center, in other words, to the districts, has contributed to the economy of the campus where it was opened. These contributions are generally commercial contributions" (STKT5).

It is observed that the 20. century universities have become basically five basic missions: education, research, nationalism, democratization and public service (Antalya, 2007) . One of the concepts included within the concept of new university during the transformation and transformation process with the participation of the research function within the mission of the university has been university-industry cooperation. It is stated that the cooperation will constitute the driving force of national and regional development (Aybarç, 2018).

Nearly half of the participants ( $n = 14$ ) stated that university-industry cooperation is not at the desired level and that the university is not at the desired level in fulfilling its research function ( $n = 8$ ). This is related to;

"Our teachers need to get on the field a little more and equip the private sector with their knowledge" (YY1). "Industrial cooperation, of course, is useful for universities to collaborate with industry and teach. I do not think that the university is in a cooperative position" (SPT5). Industrial cooperation is not at the desired point as it stands " (STKT1).

While higher education institutions are increasingly moving towards integration with the cities and regions where they are founded, cities are also seeking ways for universities to mobilize the economic, social and cultural development of the city (Sankır and Sankır,2017). Universities need to communicate and disseminate their work to local community dynamics in order to mobilize the economic, social and cultural development of the city where they are founded. The evaluation of this process determines the image of the organization. Organizational image can be defined as "the impression, thought, appearance, picture they

create in their minds based on the data and knowledge acquired by individuals in the process of interaction with an organization based on personal, environmental factors (Polat,2009). Organizational image is also seen as the basis of effective organizational communication (Demir, 2003).

The participants stated that communication between the University and local stakeholders is not at the desired level ( $n = 14$ ) and that local dynamics are not aware of the activities of the University ( $n = 2$ ). Participants in relation to this:

*"There is a chess league in Giresun. There are 4 teams right now, and there is not any university team. There is not enough participation in the tournaments and we are amazed at it. No students coming in. Even on Teacher's day, there's tournaments, and adults are also involved. So it has 30,000 students. There are close to 2,000 faculty members, but they do not contribute to these issues. Or they have deficiencies or they don't care" (STKT2). "I can't see a coordination of a cooperation. In other words, the university is going to be closed into itself here" (YY3). "First of all, we want to know what the university is doing. Should not be a closed box (YY5)". " It must do well to explain his activities to the community " (STKT16). "I think there is a lack of publicity" (STKT20).*

In universities, faculty and students are both influenced by the cultural texture of the city where the university is located and influenced by this texture. In this context, cultural diversity and cultural transitions are experienced among the stakeholders that make up the university community. Organizations should be able to manage cultural diversity well (Seymen,2005). The participants expressed that the university had positive cultural diversity and cultural transitions ( $n = 9$ ). Interviewers in connection with this:

*"Cultural is strictly in social terms. He made a huge contribution. Financially, I did not think much financially, but in the end inevitably contributed to our district financially and, of course, to our region visibly. So now there are 100% differences with the face of the town before the university was opened" (STKT7). "The students from many cities of Turkey came here from different cultures, our age is young at work, but what I have heard is that it was a more closed town compared to the old one, and the number of students was a little bit too much. Over time, each year, such an event has been added to the outside " (STKT8). "When the university community came, the different face were effective both in terms of lifestyle and culture. Although there are local reactions at work on the basis of artisans, we have encountered very happy things. We shared our customs with them, and we experienced theirs. We have been through the troubles together. He has made great contributions and the feeling of sharing the district both economically and culturally has made great contributions to us" (SPT4).*

The participants also think that activities should be carried out by University and university stakeholders to contribute to the social and cultural development of students ( $n = 4$ ). In relation to this, *"here, the student is identified with a little more local social opportunities. The county has a chance, but it's not enough. We opened a cinema last year, for example, at the bottom of this building. 82 capacity, but we could not see any interest in the student" (SPT3). Another participant stated that they supported and even helped the students ' social activities. "On the one hand, we provide economic support for their social cultural trip activities. We support our students financially if necessary, especially in setting up sports activities, graduation activities, car trips to nearby cities" (YY7).*

One of the most important areas of change in the new university concept is the change and transformation of the University's financing policies. The process of neoliberalization has been the main determinant in the transformation of public services. The university has also been one of the institutions affected by the transformations brought by this process. With the process of neoliberalization, universities have started to follow ways of developing new forms and models of relationship with the state and the market (Şenel,2016). Prepared by Gür, Çelik, Kurt and Yurdakul (2017) "Higher Education Perspective 2017: In the Monitoring and Evaluation Report, considering the enlargement process in higher education in Turkey and the rapid increase in access to higher education, they state that universities will increase their private funding sources as the amount of resources needed by the higher education system will increase in the coming years. The report highlights the importance of diversifying the financial resources of universities in terms of creating a sustainable financing structure. In this context universities; R & D, income generating or social support projects should increase their activities in the field of counseling, distance education and lifelong learning. It is important that universities find ways to collaborate with private enterprises and local governments and improve their opportunities to reduce their dependence on the central budget.

Participants in the study stated that universities should create their own resources out of public resources ( $n = 10$ ) and the university should be a commercial and entrepreneurial university ( $n = 7$ ) on the financing model of Higher Education. However, some participants stated that the university should not be commercial and entrepreneurial ( $n = 4$ ) and that the university should be a state assurance in financing structure ( $n = 3$ ). Related to this, participants:

*“Apart from the budget appropriations allocated by the government, there is an added value that universities can create by providing the services they produce to the public by the academic units of other faculties and schools, especially medical faculties. Under a capital, these incomes can be increased. It can be distributed to related services. I know that he is making electricity from electrical panels at ..... university and turning it into money”* (STKT1). *“He will produce something. He will sell what he produces to the public. For example, the furniture department will make and sell this table”* (STKT11). *“Universities must, of course, be entrepreneurs. Municipal too. Universities should also be run like a private company”* (YY4). *“This is the method of finding their own resources”* (SPT3).

*“I think the commercialization of the university is not pleasant. We do not agree with it. OK, if this will contribute to its development. But if the university is not going to put anything with practice, it's not a nice if it is just commercialization. Profit maximization rule is not pleasant. This commercialization prevents the scientific development of the university in my opinion. I advocate for the university to contribute more to scientific development. The government will make appointments to the university, then it will say commercialize within yourself and this is not acceptable”* (SPT2). *“I don't tolerate commercialization in any way. Everything has an ethics for me”* (YY6).

Participatory governance within the concept of new public administration allows universities to have a say in the management of individuals and representatives from outside the University. Participatory governance requires that social stakeholders with industrial or commercial experience who strengthen the University's ties with the market, reflect local needs, increase internal productivity, participate directly or indirectly in management (Biçer, 2006). Governance approach as an alternative to the state-private partnership in the operator model, cooperation and interaction between state-private-private-civil society prevails (Ayhan and Önder, 2017).

Participants who participated in the research were more interested in the structure of university management and more interested in all stakeholders (private and commercial organizations, non-governmental organizations, local administrators, students, etc.) in the management of the University. like ) where a management model will participate ( $n = 15$ ) observed that it is in. Related to this, participants:

*“It is always better to manage with a common mind if the people who have vision are involved. A board of Commissioners may think of a thought as a board of trustees rather than a manager”* (SPT1) *“So there must be civil society organizations. But I think there must be student representatives. It may be a larger area”* (STKT2). *“It would be nice to have representatives of non-governmental organizations or representatives of which they can attend or at least express their expectations, not politics”* (STKT6). *“Private sector and non-governmental organizations should be involved in management”* (STKT 9). *“I see that it is useful for representatives from the local government to take part ”* (SPT5).

Some of the participants ( $n = 7$ ) stated that universities should be managed with the current management model. Some participants are concerned that politics can enter the University with the inclusion of dynamics such as non-governmental organizations, local administrators, etc. in management practices. *“I don't think he needs to be involved. Of course, politics will be involved then”* (SKTK8). *“I think it's better to run the university like now.*

*When you add non-governmental organizations to the university administration, politics will inevitably interfere. There is no education where politics is involved. My opinion is like this”* (STK14). *“The university must continue to be governed by this traditional method. But it is also necessary to exchange ideas with the institutions and people you count. Of course, the people involved in the subject should be consulted”* (STKT18).

The participants stated that universities should be autonomous, even if different types of models are applied in terms of Finance and management, and that such practices should not eliminate the autonomy of universities. Interviewers on this subject:

*"In terms of management, I think that 51% of the academic control should be within the university itself. Local authorities may be, but I think the basic control should be university. The university must be autonomous, but this autonomy is in academic sense autonomy" (YY7). "Universities are really institutions that I think should be autonomous. They are independent research institutions" (STKT 10) Universities must be free, autonomous, free from political pressure, independent " (STKT2).*

"In recent studies carried out by the Higher Education Institution (YÖK), it is stated clearly that universities should be specialized in certain areas and act in a regional development oriented structure. In this context, by the Higher Education Institution (YÖK) in order to increase the contributions of universities to the region, "The Regional Development Oriented Mission Differentiation and Specialization Program of the Universities", coordinated and coordinated in cooperation with the Ministry of Development, was initiated. The program has emerged from the idea of increasing the contribution of universities to the region and encouraging specialization in specific areas and focused on higher education institutions, which were established since 2006. Within the scope of this project, five pilot universities were established in 2016.

The participants stated that Giresun University should be structured in the field of Health ( $n = 16$ ) and regional development ( $n = 7$ ). Related to this, participants:

*"It should be a regional development-oriented university. When it comes to cause or causes, too many causes can be presented. . In short, local development is of great importance for the development of our country" (YY1). "I am in favor of being a regional development-oriented university. Knowing the needs of this region, a large number of students will come and the incoming students will be raised as qualified and how much they can employ can participate in production. We can contribute to this region, we have to think about it" (NGO1). "Health University makes sense to me. Because in recent years, especially in the Black Sea region there are also very serious cancer cases in our district. Heart attack, cancer ... I would like him to specialize in a field of Health. In addition, the job opportunities of the staff is a lot. I would like it to be a brand in health and focus on it" (SPT3).*

With the changing function of universities, the economic functions of universities have become more prominent. Universities contribute to the economic structure of the region and the city by raising qualified personnel to the labour market, creating jobs, acting as a center of attraction for individuals and entrepreneurs, attracting public opportunities and opportunities to the region (Kavil Arab, 2010).

### **Discussion Results and Recommendations**

The results of the study, which aims to determine the functions expected of the newly established universities (Giresun University Case) together with the new university concept, based on the opinions of the external stakeholders of the higher education institutions (non-governmental organizations, political parties, local administrators) are as follows:

The effects of the university on the region; improvement of political process, change in political structure, higher mobilization, impact on regional income, supply of higher cultural goods and services, impact on cultural environment, impact on regional image, impact on social life quality and socialization of students (Pellenbarg, 2005; akt: Sakıncı and Bursalıoğlu, 2011; Sakıncı and Bursalıoğlu, 2011).

Universities; through employment of qualified staff to the labor market, creating employment, acting as a center of attraction for individuals and entrepreneurs, by attracting public opportunities and opportunities to the region, contributes to the economic structure of the region and the city they are located in (Arap, 2010). More than half of the respondents think that the university can be the driving force of the region and local development with the opening of sections appropriate to local needs. Similar results have been achieved in the studies of Temel and Şeker (2017). In the study carried out with the authority of the institutions and organizations in Yozgat province, the participants stated that the Department of Mining Engineering within the Faculty of Engineering, depending on the mineral reserves (especially Uranium), would be appropriate to open the Transportation or Road Engineering Department on the basis of the importance of transportation. In 2007, similar results were obtained in the study conducted with Giresun University's external stakeholders (Özdem and Sarı, 2007). In the study, the participants stated that the university's



academic department and faculty opening policy should be planned in a way that will contribute to the qualified manpower needed by the region and the country.

In the study, it was revealed that the university's academic-administrative staff and the increase in the number of students considered the university as a more economic return area, without chimney. There are many research studies in the field of economic contributions of university students to the city center in which they reside. In these studies Akçakanat, Carikci, Dulupcu (2010) Isparta; Erdoğan and Karagöl (2018) Bingöl; Arslan (2014) Çankırı; Gümüş and Ekiz (2017) Kastamonu; Torun, Öztürk, Gelibolu (2009) Kars; Yayar, Karanfil and Şeker (2017) Amasya; Altuntaş and Erilli (2015) Sivas; Korkmaz (2015) Bayburt; Yayar and Demir (2013) Tokat; Demirelli and Taşkın (2013) Kütahya; Selçuk (2012) Erzurum; Dursun, Kaya and Kılıçaslan (2017) Artvin, Rize, Trabzon, Gumushane, Giresun, Ordu province of the university students who contribute to the city economy by positively contributing to the economic value added.

In order to contribute to the development of universities at national and regional level, the necessary planning is required when opening faculties / vocational schools / colleges / departments in universities. the 5th article of the Law on Higher Education Council numbered 2547, it is stated that the faculties, institutes and colleges within the universities shall be established by law on the opinion or proposal of the Council of Higher Education in line with the principles and objectives of the development plans and programs and within the framework of higher education planning. Participants who expressed their opinions in the research; in the university, it is necessary to open faculties / departments according to local needs, however, it is not possible to make good planning when opening the departments, and the reasons of these problems are that local politicians and local dynamics put pressure on university administration to open faculties / colleges / departments.

The Departments of each university established should be determined differently from each other in terms of its location and local needs should be taken into consideration. Politicians can influence universities in various ways, and they can demand the opening of faculty/vocational school/vocational school/department units within the university under the influence of local dynamics (Arab, 2010). In the general evaluation report of the "External Audit" prepared by the court of accounts in 2017, it was stated that faculties, schools and institutes were opened without complying with the principles and principles set out in the provisions in some universities.

In the University of Giresun, technical, social and Health Care Advisory Boards of the University-City cooperation platform and vocational schools, which will also contribute to the acquisition of stakeholder views in the design and opening of programs, are established and the principle of efficiency and efficiency is being established in units to be opened within the university (Giresun University, 2018). President of Higher Education Institution, Saraç (2015) when it comes to offering faculties from universities; *"Within the framework of the needs of the designated region and the strong aspects of that region, we will decide where to specialize in selected universities. "We are an agricultural region, we need to establish a faculty of agriculture or fisheries faculty, we will consider the planning of the Ministry of Development when it comes to similar offers."* he said.

According to Erdil, Pamukçu, Akçomak and Erden (2013), the resources provided by the state are mostly provided by the state for the production of information and technology development in universities. However, as a result of the decreasing of the state resources transferred to these areas and getting these funds, the competition experienced forced universities in the universities to find new sources and sponsors for their research. Thus, the contribution of industry to research activities in the university has increased and university-industry cooperation has strengthened. The University and industry cooperation helps both groups. While companies benefit from researchers at the University on product and process innovation, faculty members have access to resources and opportunities to make research activities more effective. Nearly half of the participants stated that university-industry cooperation was not adequate and that the university could not reach the desired level in order to carry out its research function. Işık and Çiçek (2016) in the provinces of Bitlis and Muş have also shown that university-industry cooperation is not sufficient level.

By Giresun University, "employment fair" is opened once a year in order to increase the cooperation of the university-industry. At the fair, the internal stakeholders of the University, the professional organization, the employer and the business world, the representatives of human resources of industrial organizations are gathered together. The university also has a Central Research Laboratory, application and Research Center,

which has the capacity to increase research capacity and to develop, test and analyze research to meet the needs of the region (Giresun University, 2018).

It is very important for organizations to present their activities and convey them to the target audience in order to create an image of the organization. Corporate image is basically emerging as a result of customer satisfaction and positive public relations activity. One way to create a positive image in organizations is to have an effective public relations process. The participants expressed that communication between the university and local stakeholders is not at the desired level and that local dynamics are unaware of the university's activities.

In the study of Sağır and İnci (2013) Karabük University and Torun, Öztürk, Gelibolu (2009) Caucasian University sample, it was revealed that the university should give importance to public relations studies. The study of Temel and Şeker (2017) found that the communication level between the university and non-governmental organizations and the public in terms of relations with the governorship, mayorship and other bureaucratic institutions, which are accepted as the protocol of the "Bozok University" in the institutional sense, was not at the level of the level of communication. In the same study, it was stated that the citizens of Yozgat were unaware of the activities of Bozok University and therefore they were not able to benefit from the activities.

Universities provide mobility not only in economic terms but also in cultural and social terms. Perhaps one of the most important contributions that the university can contribute to the region is the function of stimulating social and cultural life. Students from different cultures can also see that social and cultural life is revived. Considering the interaction between university students and the student-regional community, it is observed that the university has an important role in ensuring cultural transitions and diversity. However, given the level of *student-urban* interaction, this can sometimes lead to cultural conflicts, alienation between people from different cultures, and mutual understanding. However, students and the university often influence the shaping of cities with new needs, growing up and gaining a new identity (Sağır ve İnci, 2013). Torun, Öztürk and Gelibolu (2009) also stated that the university had a positive impact on the socio-cultural life of the city in Kafkas University study. When asked about the opinions of the participants about the university students, the first emphasis was on the ability to recognize different local cultures and to interact with people from different cities.

In the study, the participants stated that in education and training, quality should be shifted rather than quantitative growth. Although the university has done the necessary studies to increase the quality in education, it is stated in the in-house evaluation report prepared by Giresun University (2018) that in some units education and research activities cannot be carried out efficiently due to deficiencies in laboratory and physical equipment.

Globalization and universalization in the higher education system, that is, the increase in the student number has also led to a significant increase in public expenditures. There has been a decline in the transfer of public resources to universities. With the increase in the number of private higher education institutions, state universities are also encouraged to use less public resources, to find non-public resources and to develop their own resources (Çetinsaya, 2014). In the case of a new university, the universities experienced a resource problem and went to seek new resources other than public resources. This transformation and change also paved the way for universities to be governed by the corporate logic. Thus, different management models were discussed in universities. Nearly half of the participants involved in the research have views on the structure of university management, mostly in university management of all stakeholders (private and commercial organizations, non-governmental organizations, local administrators, students, etc.). as such, it is in the direction of being a management model in which its participation is ensured.

More than half of the respondents stated that universities should create their own resources other than public resources and that the university should be a commercial and entrepreneurial university in terms of the financing model of higher education. In the In-house Evaluation Report of Giresun University (2018), it is emphasized that studies are planned to increase the diversity of financial resources to be provided outside the university. Market-oriented in the process of creating the new university concept establishment of research centers, project of scientific studies encouraging initiatives, trying to establish university-industry cooperation, directing universities to seek resources other than public resources, has led to the discussion of the autonomy

of universities. The discussion of university autonomy has brought with it concerns in the public. Today, it is emphasized that although the influence of the state is reduced by the demand of 'autonomy', the tutelage authority has passed to actors outside the state (market, non-governmental organizations, politics) at the University (Bingöl, 2012).

Nearly half of the participants involved in the study think that University of Giresun should be structured with regional development focus. Related to this, Giresun University (2018) is a member of UNIDOKAP, which was established within the structure of DOKAP in order to support regional development. In addition, the university has also declared that it has signed a cooperation protocol with the agricultural and Rural Development support institution (TCKD) and many institutions. Participants should be able to open sections suitable for local needs. University faculty/vocational school/ vocational school/department should take decisions on development plans, regional development plans, university strategic plan. Political populism product proposals for opening faculty/vocational high school/ college/department should not be accepted by cooperating with local dynamics.

The study revealed that communication between the university and local stakeholders is not at the desired level and they are unaware of the activities of the university. The units and communities that will provide communication and interaction between the University and the local stakeholders are actively operated. University web page should be used more effectively. A university bulletin should be issued. Social media should be used effectively for the promotion and announcement of the activities. Flyers and leaflets should be distributed and promotions should be made. The communication channel diversity and effectiveness of the university should be increased by increasing the efficiency and recognition of the radio channel established through the university communication faculty.

Giresun University increased the number of students by 2.3 times and the number of faculty members by 3.8 times in a ten-year period. As the number of university students, it has achieved growth in the numerical sense. However, the university policy objectives should focus on quality without growing in size. University education policies should be determined according to quality policies.

In line with the new university concept, it is expected that the universities will be transformed into entrepreneurial universities, commodification of information, weakening of the academic culture, seeing students as customers and using scientific knowledge as a source of income will bring with them important problems. The main sources of this problem are university autonomy. Universities will implement and determine the policies of academic, managerial and financial autonomy. However, universities should apply the concept of autonomy without losing their sense of responsibility and reflex towards society.

Giresun University should increase the number of practices encouraging regional development-oriented work in projects and research. For regional development, the University continued its cooperation with the Eastern Black Sea Project Regional Development Administration (DOKAP), the Eastern Black Sea Development Agency (DOKA), the Agricultural and Rural Development Support Agency (ARDSI), the Association of Universities in the DOKAP Region and the local industrial organizations. The university should activate the process with applications that may be subjects within these components.

It can be suggested that this study conducted with external stakeholders can be done with other components of the university and carried out in the future with a group that can spread throughout the university. In addition, new studies can be designed to compare the studies of the university's stakeholders with those of the university.

## REFERENCES

- Akcakanat, T., İ. Carikci., & Dulupcu M. A. (2010). Economic contributions and spending trends of university students to the city center: Isparta 2003-2009 years example. *Faculty of Arts and Sciences, journal of Social Sciences of SDÜ*, 22, 165-178.
- Altuntaş, C., & Erilli, N.A. (2015). The contribution of Cumhuriyet University to the economy of Sivas Province. *Siirt University Faculty of Economics and Administrative Sciences, Journal of Economic Innovation*, 3 (1), 11-21.
- Antalyalı, Ö. L. (2007). Formation of university missions in the historical process. *Süleyman Demirel University Journal of Institute of Social Sciences*, 2, (6), 25-40.
- Arap, K.S. (2010). As Turkey achieves new universities: universities and organizations new grounds in Turkey. *Ankara University Journal of the Faculty of Political Sciences*, 65 (1), 1-29.
- Arslan, H. (2014). Economic contribution of Çankırı Karatekin University to the city and analysis of student spending in terms of different variables. *Dicle University Institute Of Social Sciences Journal*, 12, 114-127.
- Aybarç, S. (2018). Regional development dynamics: University-industry cooperation strategies. *International Journal of Human Sciences*, 15, (1), 581-593.
- Ayhan, E., Önder, M. (2017). New public service approach: a door to management. *Gazi Journal of Economics and Business*, 3 (2), 19-48.
- Batur, B. (2004). University in the information society. *University and Society*, 4 (2). Retrieved from <http://www.universite-toplum.org/text.php3?id=191>. Accessed on: 12.5.2018
- Bingöl, B. (2012). Changing definition of university autonomy and the reorganization of universities configuration. *Hacettepe Faculty of Law Journal*, 2 (2), 39-75.
- Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2012). *Scientific research methods* (Improved 11th Edition). Edition). Ankara: Pegem Academy.
- Çetinsaya, G. (2014). Growth, quality, internationalization: Turkey's higher education road map. Ankara: Higher Education Institution
- Demir, K. (2003). *Image management*. Ankara: Sandal Publications.
- Demireli, C., & Taşkın E. (2013). Economic contributions of university students to the city they are located in: Kütahya city center example. *Dumlupınar University Journal of Social Sciences*, 37, 312-328.
- Devocioğlu, Y. (2015). The concept of 'New University' in the eyes of students. *Journal of Educational Administration in Theory and Practice*, 21 (3), 319-344.
- Dursun, M. K., Kaya, A., & Kılıçaslan, S. (2017). The contribution of higher education students to the economy in the Eastern Black Sea region. *Turan Strategic Research Center* 9 (34), 23-31.
- Erdil, E., Pamukçu, M. T., Akçomak, İ. S. & Erden, Y. (2013). University Organization in Changing University-Industry Cooperation. *Ankara University Faculty of Political Sciences Journal*, 68 (2), 95 ,127.
- Erdoğan, M., Karagöl, V. (2018). The role of newly established universities in regional development. An example of Bingöl. *International Journal of Economics, Business and Politics*, 2 (1), 51-78.
- Eşme, İ. (2015). Education and research performances of Turkish universities. Retrieved from <http://www.aljazeera.com.tr/gorus/turk-universitelerininegitim-ogretim-ve-arastirma-performances>. access date: 21.6.2018 21.6.2018

- Giresun University (2009). *Giresun University Strategic Plan (2010-2014)*. <http://www.sp.gov.tr/upload/xSPstratejikPlan/files/pPlku+GiresunUniversitesiSP1014.pdf>. Accessed on: 05.08.2018
- Giresun University (2018). *Internal evaluation report*. <http://www.giresun.edu.tr/index.php/content-contact-reports/> Access date: 05.08.2018
- Gümüş N., & Ekiz N. (2017). Determining the contribution of the consumption expenditures of the university students to the city economy: A research in the city of Kastamonu. *Kastamonu University Faculty of Economics and Administrative Sciences Journal*, 17 (3), 99-116.
- Gür, B.S., Çelik, Z., Kurt, T. and Yurdakul, S. (2017). *Overview of Higher Education 2017: Monitoring and evaluation report*. Ankara: Eğitim-Bir-Sen Strategic Research Center.
- Gürüz, K., Şuhubi, E.A. M., Şengör, C., Türker, K. and Yurtsever, E. (1994). *higher education, science and technology in Turkey and in the world*. Istanbul: Turkish Industrialists' and Businessmen's Association (TÜSİAD).
- Işık, M., Çicek, B. (2016). *The impact of university-industry cooperation on development: The case of Bitlis and Mus*. UNIDAP International Regional Development Conference (Muş-2016)
- Ministry of Development (2013). *Tenth five-year development plan (2014-2018)* Ankara: Ministry of Development
- Korkmaz, Ö. (2015). The contribution of university students to the provincial economy: An analysis on students of Bayburt University Faculty of Economics and Administrative Sciences. *Atatürk University Journal of Economics and Administrative Sciences*, 29 (2), 233-250.
- Özdem, G., Sarı, E. (2007). Functions expected from newly established universities with new perspectives in higher education (Giresun University case). *XVI. National Educational Sciences Congress, 5-7 September 2007*. Tokat: Gaziosmanpaşa University Faculty of Education.
- Polat, S. (2009). *Organizational image management in higher education organizations: Pioneers of organizational image*. and printouts. <http://www.eab.org.tr/eab/2009/pdf/106.pdf> address 1. was found on November 2018.
- Punch, K. F. (2005). *Introduction to social research. Quantitative and qualitative approaches*. Ankara: Political.
- Sağır, A., İnci, H. Ü. (2013). The perception of Karabük University: Karabük University example. *Journal of Humanities and Social Sciences Research Journal*, 2 (29), 49-81).
- Sakınç, S., Bursalıoğlu, A. S. (2011). *University industry cooperation in regional development strategies*. YÖK International Higher Education Congress: New Approaches and Issues (UYK-2011) May 27-29, 2011, Istanbul; 3. Volume / Section XV / Page 2163-2169
- Sankır, H., Sankır, Ş. (2017). University-urban interaction and perception in terms of social change: Bülent Ecevit University example. *Journal of Higher Education and Science*, 7 (3), 473-483.
- The Court of Accounts (2018). *General evaluation report of 2017 external audit*. Ankara: The Court of Accounts.
- Selçuk, G. N. (2012). Analysis of expenditures of Atatürk University students and their contribution to the economy of Erzurum. *Ataturk University Institute of Social Sciences Journal*, 16 (3), 317-330.
- Seymen, O. A. (2005). Different approaches to cultural diversity in organizations, their dimensions and effective management: a literary review. *Istanbul University Institute of Business Economics Management Journal*, 16, (50), 3-24.

- Şenel, K. F. (2016). Public to private? social position of the university and production of scientific knowledge. *Education Science Society Journal*, 14 (55), 61-76.
- Temel, R., & Şeker, F. (2017). Yozgat and Socio-Economic Development: A Qualitative Research on Expectations from Bozok University, *Economics*, 1 (1), 249-287.
- Torun, İ., Öztürk, S., Gelibolu, L. (2009). The view of the local people to the university and their expectations: The Case of Kars Kafkas University. *Manas University, Journal of Social Sciences*, 21, 169-189.
- UNESCO (2000). Higher education, vision and action in the twenty-first century (Adapted to Turkish: G. Baskan). *Educational Administration in Theory and Practice*, 6 (22), 167-189.
- Uysal, H. T., & Çatı, K. (2016). The effect of business and organizational psychology on the entrepreneurial university perceptions of managers in higher education institutions. *Journal of Higher Education & Science/Higher Education and Science Journal*, 6(1), 77-93
- Yayar, R., & D. Demir (2013). The impact of Gaziosmanpaşa University on Tokat. *Journal of Academic Research and Studies*, 5 (8), 106-122.
- Yayar, R., Karanfil, N., & Şeker, H. (2017). The econometric analysis of student expenditures: a case study of Amasya University *Business and Economic research*, 8(2), 167-181.
- Yılmaz, M. K., & Kaynak, S. (2011). The role of our university in the socio-economic transformation process of Bayburt and the expectations of the local people. *Bayburt University Bulletin*, 2 (4), 44-47.