Cultural Reflection of Global Demands in Higher Education: The Case of Aksaray University

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ABSTRACT :*The study examines the academic culture in terms of third generation university, which is characterized by researching, innovation, flexibility, entrepreneurship, competitiveness, etc. in the case of Aksaray University. Based on the literature, we first develop a tool that transfer global developments in higher education into cultural forms regarding cultural theory, then we implement it on totally 320 academicians selected by the cluster and random sampling technique. We also collect qualitative data coming from administrative performance report and strategic plan of 2015-2019, which are both legal documents prepared institutionally. Analysing both quantitative and qualitative data we compare the features of academic culture and the features of third generation university. At the end of the study we concluded that academic culture is not strong and does not match with 15 criteria out of 16 represented the features of 3GU. The most prominent difference is the lack of market driven research capability which is also trigger for creativeness, entrepreneurship and competitiveness. Based on the results we suggest that multidisciplinary researches should be encouraged and formal link between university institutions and industry and other organizations has to be established.*

KEYWORDS: *Academic culture, Higher education, Third generation university*

I. INTRODUCTION

1.1. Higher Education Institutions

The first higher institutions, focusing on teaching, appeared in Bologna, Paris and Oxford at the end of the XI. Century. The first modern university was established in Berlin at the beginning of the XIX. Century. The feature that differs the modern university from others is its function of producing knowledge so that it emphasis on researching and innovating. Modern university, which is also called as Humboldtian university, integrates research and teaching (Deem and Lucas, 2007; Yang, 2015). This kind of universities are called as second generation university (2GU) by Wissema (2009). According to Bourdieu (1988) scientific capital is depended on research (research funding, research projects, publications) but academic capital is related with teaching. As we get closer to the present day there have been diversifying and increasing in university's functions. In the American university model, academics cooperating with investors and producers, strive to carry out projects with participating non-academic representatives. The university tend to become company to be more innovative and to transfer findings into technology. Among the characteristics of academicians, *innovating* and *trading* have been prominent. The basic characteristics of the current higher education that tend to become dominant are *institutional diversity*, *broad freedom*, *flexibility*, *competitiveness* and enriched financial support (Eurydice, 2008; OECD, 2009; Vest, 2007; Wissema, 2009). University that has got such characteristics is called third generation university (3GU) (Wissema, 2009).

"University" is defined as "a higher education institution that holds scientific freedom, has legal personality, conducts education-instruction as well as research publishing and consultation, consists of faculties, higher schools and similar institutions and units" (Eurydice, 2016). Structure of the modern university is formed by faculties operate on a particular branch of science and each faculty consists of departments having different disciplines (Kerr, 2001). In general, at a university there are four academic groupings based around areas of study-business, health sciences, social sciences, and the physical sciences (Drew and Klopper, 2014). A faculty is, in fact, diversified from other faculties because of particular commitments. So, each faculty has its own cultural characteristics (Rosch and Reich, 1996).

History of modern university in Turkey goes back at the beginning of the XIX Century. Substantial reform in 1933 aimed at transforming the traditional university into Humboldtian university. Governance and organizational structure of HEIs in Turkey have been formed regarding modern university. They have been experienced some changes and the system became more centralized over time. Today, the main regulator of Turkish higher education, CoHE, centrally determines and directions all issues related with higher education based on the Law numbered 2547 Higher Education Act (CoHE, 2014). Higher education institutions do not have the authority to select their own students except for programs that are entered through special ability. As a

general principle, access to higher education programs at all levels in academic or vocational-technical secondary education is dependent on the success of exams conducted at the central level (Eurydice, 2016). The executive body of university, rector, is appointed by the head of state. Final decision for appointment of academic staff is made by senate and rector (CoHE, 2014). Academic staff in public universities are considered civil servants and only assistant professors have contractual status, other academic degrees have tenure.

OECD (2008) reviewed the global developments in tertiary education and the report announces that new institution types emerge, educational offerings multiply, private provision expands, new modes of delivery are introduced. Female participation steadily increases and student bodies are heterogeneous, funding resources diversify, accountability and quality assurance systems prevail, academic leaders transform into managers and entrepreneurs. A growing emphasis is placed on researching instead of teaching and as a result, universities focus on entrepreneurial activities, competitiveness, non-public resources and quality control (Wan et al., 2015). Similar trends are outlined for different parts of the global (Yang, 2015).

Global trends in higher education, with some distinctions, have been experienced in Turkish context, as well.Although globalization drives Turkish tertiary institutions into scientific capitalism but most of the public universities have not felt competitiveness and have no infrastructure feeding research culture. However, there is a growing demand for higher education so that universities provide higher education to as many students as possible (Kavak, 2011). Because they have been assumed as the door opening to better employment. HEIs experienced a rapid expansion in last thirty years in Turkey. While the number of university in 1981 is only 19, today, including foundation universities, the number of university is 193 (84 is foundation university) and they have 6.6 billion students (1.2 % doctorate). Total number of academicians is 156 thousand. All public university are publicly funded and foundation universities are semi-funded by public resources (https://istatistik.yok.gov.tr/ 2015-2016 academic year). The proportion of face to face education is lower than that of international averages and the burden of academician is higher. Very weak link between training and the labour market leads to unbalanced demand for the higher education programmes. While some programmes close down because of inadequate demand but some of them experience extra ordinary demand. Main problems of higher education in Turkey are related with quality rather than quantity (Çetinsaya, 2014; Şenses, 2007).

Turkish academics are very susceptible to challenges derived by global competitiveness and marketization in higher education (Çetinsaya, 2014; Kuzu, 2013). Global imperatives on higher education system have emphasized researching, innovation, flexibility, entrepreneurship, competitiveness, accountability and quality assurance (OECD, 2008; Şenses, 2007; Vest, 2007; Wissema, 2009). Although Turkish academicians seems to be agree with the implementations introduced by third generation university (OECD, 2008; Wissema, 2009) but they also indicate that universities, in general, do not meet the demands of third generation university because of lack competitive environment and systematic and organizational incompatibilities (Çetinsaya, 2014; Şenses, 2007). While The Council of Higher Education (CoHE) follows Bologna process but only fewer universities carry out the curricular reform and quality assurance. Since the criteria of appointing academic staff require researching and publication, research performance of Turkish higher education tends to develop, nevertheless international comparisons refer a long way to go (Çetinsaya, 2014; CoHE, 2007). Some comparisons of Turkish higher education institutions to European and American higher education institutions in terms of global indicators such as academic freedom, accountability, research and publication performance suggest that the levels are lower than that of European and American Universities (Doğan, 2015; Kuzu, 2013; Seggie and Gökbel, 2014; THE, 2016). Doğan (2015) evaluated accountability practices and academic freedom in higher education institutions in Turkey based on the views of academics employed in 12 public universities including Aksaray university (ASU). She found that academics evaluate the accountability and academic freedom in universities below the average. Academic degree causes no difference on the views of academicians about accountability.

Working mechanisms of Turkish higher education systems have significantly been shaped by complex interaction of *i*) decisions and directions of CoHE, *ii*) demands of students (customer), *iii*) global imperatives and *iv*) assignment and promotion criteria (Çetinsaya, 2014). The main object of the mechanisms in higher education institutions is academic personal who is also core actor of institutional culture. The influence of the mechanisms has raised concerns about its reflections in cultural context.

1.2. Cultural theory and academic culture

Cultural theory is a systematically ordered understandings and models explaining the nature of culture and its implications for social life. Smith (2001) proposed three core issues as *content*, *social implications* and *action* in cultural theory. *Content of cultural theory* refers the make-up of culture such as values, codes, narratives, discourses. *Social implications* explain the role of culture in providing stability, solidarity or in sustaining conflict, inequality etc. *Action* implies that culture can restrict or enable people to do something. The culture of an organization is heavily formed by administrative and organizational discourses such as goals, structures and practices (Schein, 2010; Smith, 2001). According to Dill (1982) organisational culture is the

shared beliefs, ideologies, or dogma of a group which impel individuals to action and give their actions meaning. Forming and changing of culture in social units takes time, it does not happen instantly. Many different elements integrating each other in consistent way constitute culture of social unit. This entity is called as *cultural capital* by Bourdieu (1988). It has a potential to affect many things and it can also be influenced by internal and external developments, as well (Schein, 2010; Smith, 2001). Universities and faculties are open social system (Parsons, 1991). According to open system theory organizations interrelate with its environment and it can be affected by external initiatives. Every initiative is evaluated in terms of cultural capital. Academic staff as a cultural agent is exposed to external interventions and they evaluate these interventions regarding their cultural capital which is deeply rooted.

Numerous studies examine the culture of organizations and they suggest some models. For instance, Hofstede, Hofstede and Minkov (2010) suggested six dimensions for organizational culture. They describe it by pointing a place between two opposition poles on each continuum (dimension). These opposition poles are goal or means oriented, employee or job oriented, parochial or professional identity, open or close system, loose or tight control and normative or pragmatic behaviour. Chang and Lin (2007) classified the features of organizational culture under four titles: cooperativeness (team work, information sharing, empowerment), contingency (order, rules, regulations, uniformity), effectiveness (goal achievement, production, competition, benefit-oriented measures) and innovativeness (creativity, adaptability, entrepreneurship, dynamism). Most of the studies focused on organizational culture propose the contents, social implications and action of organizational culture. These studies comprise *(i)* Administrative and Organizational dimensions (hierarchy, bureaucracy, centralization, formalization, regulations, following rules, control, risk taking, open communication, contingency, empowerment, ceremonies, symbols, fair attitude, functionality, performance, rewarding, product quality, process quality, professional development, open-close system, uniformity etc.); *(ii)* Process and outputs (competitive, cooperative, entrepreneurship, innovation, specialization, creativity, team work, sharing information etc.); *(iii)* Environment and climate (Sincerity, support, trust, value oriented application, solidarity, friendly, joyful, courtesy, enthusiasm, excitement) (Cameron and Quinn, 2011; Chang and Lin, 2007; Deal and Kennedy, 2000; Harrison, 1972; Hofstede et al., 2010; Schein, 2010).

Academic culture refers to the norms, values, beliefs, and practices associated with the working lives of *faculty members at higher education institutions* (Szelenyi and Rhoads, 2013; Yang, 2015). Maassen (1996) defined academic culture as "set of attitudes, beliefs, and values that integrates a specific group of academic". In the same academic unit, culture is defined as sharing core norms, values and goals (Zilwa, 2007). Academic culture is considered as that of organizational culture in university environment. Within a university, the culture of an academic unit differs from that of another. Particular faculty can be distinguished from another considering main goals, discipline, structures and their terminology. According to Maassen (1996) faculty refers to "*guildlike professional structure*". In an academic unit, members have more possibility interacting with each other and sharing common things than those from another unit. There is a general agreement that the academic profession provides general identity for all faculty (Rosch and Reich, 1996).

Higher education institutions in general are susceptible to the external interventions by politics, shareholders, etc. According to Szelenyi and Rhoads (2013) the culture of higher education institutions today is significantly shaped by the interaction of profit oriented goals and public good-oriented goals. Studies related with this issue indicate that external developments have influence on members of the faculty. The marketization process demanding competitiveness, creativeness, and commercialize from faculties and its academicians and this process attributes a value for academics regarding their contribution on it without considering characteristics of faculty. Therefore, the marketization process is not welcomed and it can cause reaction of academicians (Green, 2006; Wan et al., 2015). Fredman and Dougney (2012) noted that "marketization has not delivered the promised freedom and flexibility, but further bureaucratic and control, as well as increasing pressures to work harder". Similar argument made by Green (2006) who attributes decreasing work satisfaction of academicians to neo-liberal practices and main drivers of this result are workloads and perceived loss of control. Houston et al. (2006) found that the intrinsic nature of academic work such as autonomy and flexibility make academics be happy but the extrinsic aspects of it such as promotion, recognition, reward make them be unhappy. Wan et al. (2015) examined the sources of satisfaction and frustration among academics in Malaysian HEIs. They found three satisfiers as *i)* teaching, supervising, mentoring; *ii)* research, publication and dissemination; *iii)* flexible nature of academic work. And main sources of academics' frustration are *i)* policies and bureaucracies; *ii)* promotion and reward; *iii)* administrative duties; *iv)* unrealistic expectations and *v)* lack of resources.Fredman and Doughney (2012) examined the influences of neo-liberalism on academics and found that the most important factor is managerial culture. They noted that academics who have low work satisfaction prefer collegial instead of market-driven discourse. According to Schein (2010) administrative mechanisms influence organization's culture. External imperatives reach through managerial mechanisms at members. Typical example can be given on academics' research-teaching activities. Because of incentive mechanisms, research-teaching connections are questioned and some initiatives attempted to separate them (Deem and Lucas,

2007; Szelenyi and Rhoads, 2013). But teaching keep its place in academic life (Martensson, Roxa and Olsson, 2011). Because researching and teaching are embedded in nature of academic work and these activities need to go with hand in hand (Wan et al., 2015). Drew and Klopper (2014) proposed that if research is priority rather than teaching in a university in which academic culture functions as an impediment to staff engagement with development of excellence in learning and teaching. Winter and Sarros (2002) proposed a ''value conflict'' between ''traditional academic cultures'' and ''modernising corporate culture''.

Previous studies, which are overwhelmingly involved in Australian, European and East Asian context, indicate that external interventions aimed at transferring the university into market driven institution cause cultural discomfort. The need of studies in different context appears in order to understand the cultural bases of the phenomena more deeply. The main objective of this study is to examine the reflections of recent global developments in higher education system on the cultural environment of a young public university, which is purposefully selected in Turkish context. Operational research question is that at which level does the academic culture of selected university have the features of global imperatives.

II. METHOD

2.1. Research Design
This research is carried out along with the mixed research design consisting survey and the case study approach. A researcher can study a particular problem in a single instance. In case studies, researcher is integrally involved in the case (Cohen, Manion and Morrison, 2007). For this study, researcher has been studying in the case institution for six years. Based on the perceptions of academic staff, it examines the reflections of global imperatives on academic culture of a young university in the cultural theory perspective. The research model can be seen on figure 1. We first describe the academic culture using a tool developed based on the cultural theory (Phase 1: Survey). Then we define the features of global imperatives on HEIs characterized by third generation university (Phase 2: Content analysis). We finally compare the features of third generation university with academic culture (Phase 3: Content). At the final stage we also used qualitative data gathered from content analysis of university's administrative performances report 2015 and strategic plan 2015-2019.
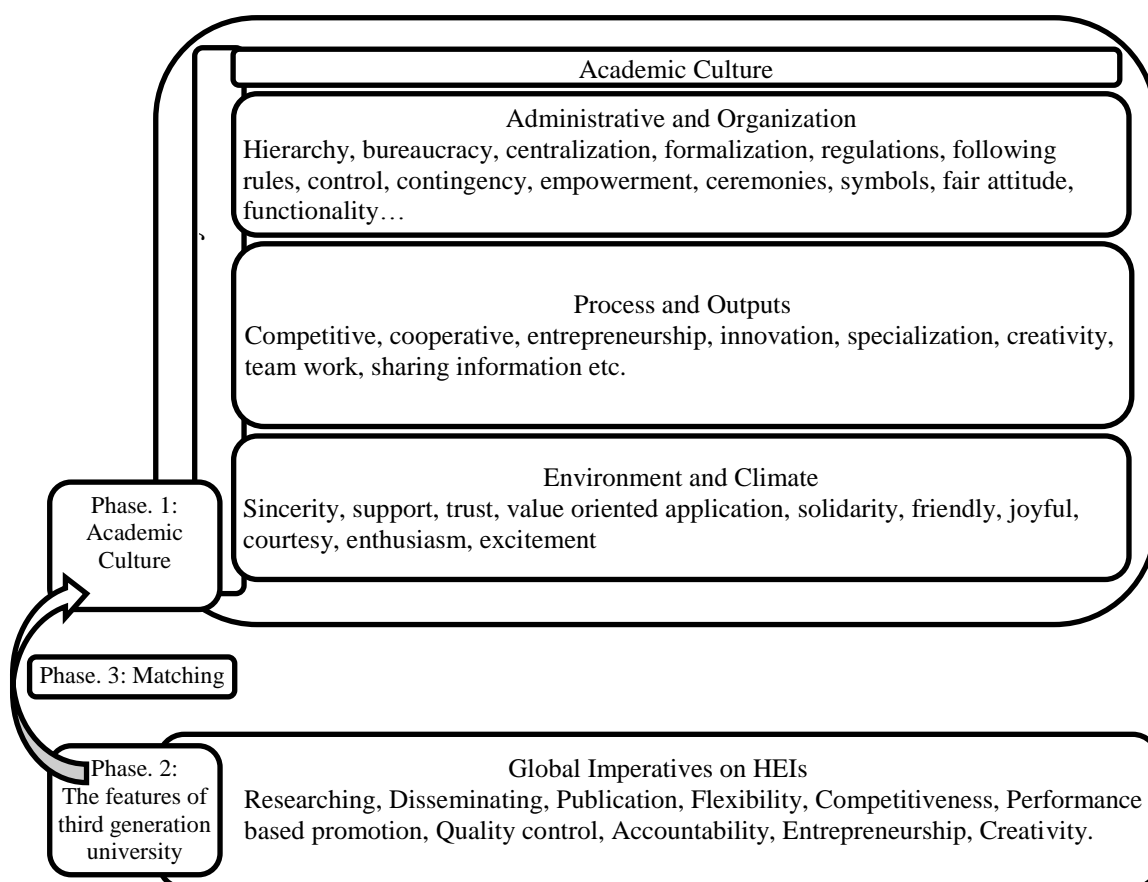

Figure 1. Research model

2.2. Population and sampling

In this research Aksaray University (ASU) is selected as a case. Although this study does not assert generalizing its result, it can represent other HEIs having similar conditions. There are studies (Doğan, 2015; Oran, 2016) suggesting similarities among young and deep rooted universities in terms of scientific freedom, accountability and organizational culture in Turkey context. ASU, as a young public university, can represent more specifically the HEIs established after 2006. Their proportion is nearly one sixth of total number. ASU located in Cappadocia region of Anatolia, Turkey. It currently offers 74 undergraduate programs in eleven colleges and nine faculties (Science, literature, economics, management, engineering, education, tourism, Islamic sciences, medical and veterinary medicine). The university also offers 12 doctorate programs and 35 masters programs. While it has international students but it overwhelmingly is a nation-wide university. The student population includes some 14 600 undergraduates and about 1 900 postgraduate students. ASU employs 21 professors, 72 associate professors, 232 assistant professors, 161 lecturers and 198 researchers and there are only 4 contractual foreigner academicians (http://www.aksaray.edu.tr/tr/genel-tanitim).

Participants were selected using cluster and random sampling design. As we regard total number of academicians (688) we get nearly half of the academicians (320). Participants were randomly selected from the list of academicians in purposefully selected faculties. Volunteer participants come from seven faculties and two colleges. 30 % of them are employed in Science and Literature faculty, 28 % of them are from Engineering Faculty and 23 % of the academicians are from Education Faculty. Slightly more than half of the participants are assistant professor, 16 % of them are researchers, nearly 18 % are associate professor and only six percent of the participants are professor. One fourth of the participants are female (*f*=76), and more than half of them are between 30-39 years old. Only 15 % of them younger than 30. Nearly one fourth of participants have at least five-year experience. Nearly 40 % of the participants have been working at the same department for five or less than five years. The proportion of very experienced (more than 16 years) academicians is 26 %.

2.3. Data gathering instruments and Procedure

Quantitative data were collected between April and May in 2016 in real environment of academicians. We delivered survey with 320 faculty members but 11 of it were not full-completed. Questionnaire consists of two parts including eight demographic questions and 30 academic culture questions which are designed along with the cultural theory and related literature. Its validity was satisfied by experts who have publications on organizational culture in HEIs and we satisfied its criterion validity with the scales used by Chang and Lin (2007). Questions of academic culture measurement explain a statements involving academicians as a group in their institution (*e.g.Academicians in this institution produce original things using their creativeness; Academicians in this institution share knowledge, experience, material etc.; New and original things are welcomed and stimulated in this institution*). Measurement tool of academic culture demanded participants to write a score changing between 1: *Never;* 2: *Rarely;* 3: *Sometimes;* 4: *Often* and *5: Always*. Continuous scores were interpreted as follow: 1.00-1.80: 1; 1.81-2.60: 2; 2.61-3.40: 3; 3.41-4.20: 4; and 4.21-5.00: 5. Completing each form took nearly 25 minutes. The internal consistency (Cronbach's Alpha) of measurement tool is .96 that refers it as very reliable. Qualitative data were taken from literature reviews. We purposefully analysed publications involving the third generation characteristics and performance indicators of ASU.

2.4. Data analyse

We first analysed quantitative data then we converted into qualitative data. Second step required describing the characteristics of third generation university so that we employed content analysis. And at the last step we compared the characteristics of academic culture of case university and the characteristics of third generation university. To do it, we also used criteria that were gotten from content analysis.

Before analysing the quantitative data, we first eliminated the questionnaires not completed accordingly (e.g. same coded responses) then, we entered the data of 306 questionnaires into SPSS 22.0 package programme. After checking data considering missing, outliers and duplication, we cleaned data belonged to three participants because of duplication. The proportion of missing for each variable is not exceed five percent. Statistical analysis was performed on data belonged to total 303 academicians. In data analysing, we employed parametric descriptive statistics. We also computed Z and T scores to compare the place of an item in group so that we can make more clear judgement about the particular statement. Significance was evaluated on error margin of .05.

III. RESULTS

The results belonged to descriptive analysis including means, standard deviations, frequencies and percentages can be seen on Table 1. In descending order, we can see which statement mostly occurs. According to Table 1, the range of mean scores is between 2.31 (rarely) and 3.76 (often). There is no statement happening "always" or "never". Average score ($\bar{X}$ =3.27, Sd=1.06) means that participants *sometimes* perform actions explained by the statements. Mean scores between $3.41 \leq \bar{X} \leq 3.76$ indicate that academicians *often* involve in their *main responsibilities* and *students related issues*. When we consider the statements that academicians *often* experience we can briefly describe academic environment in which they often *involve in students*, *response help demands (mentoring, guiding, studying etc.)*, *spontaneous communication*, *study on their specific field (researching, testing, publication etc.), carrying out scheduled events (lecturing, meeting, visiting etc.), working on institutional goals (writing reports, filling the forms, marking etc.).*

Academicians less frequently experience events related with the symbolic elements of academic culture. For instance, remembrance that reminds noteworthy people or places of university's past is *rarely* taken place in institutional environment (C_{19}, C_{18}).

Academicians perceive a rather positive environment (C_1) that refers neither supportive nor threatening environment. This is in line with the finding explaining that the environment is not disruptive. Most of the academicians (73 %) sometimes or more frequently experience a tranquil and individual environment (C_{28}). This also implies an individualist

culture, which is also supported by that nearly 74 % of academicians sometimes or less frequently experience supportive and protective behaviours (C_7). More than one-fourth of the academicians never or rarely experience some value-based cultural elements such as "*honesty*" and "*solidarity*" (C_2, C_7). It implies a mistrustful environment and nearly 70 % of the participants claim that they sometimes or less frequently come to the institution in "enthusiasm and excitement" (C_{30}). Most of the participants (66 %) sometimes or less frequently experience "joyful, compassion and courtesy" (C_5). These two findings (C_{30}, C_5) signs *low institutional identity*.

More than half of them (63 %) think that their happiness, achievement and professional growth are sometimes or less frequently emphasized (C_6). So that everybody works for individual benefits and does not pay attention for others except those who are related with the main responsibilities. And they demand *fair and objective treatment* because most of them assert that it is not adequately met (C_4). It also refers academic cronyism.

One of the prominent results is related with "creativity". Although 45 % of the academicians often or always welcome "the new and original" things (C_{14}), but their creativity is not so widespread across the university and only a small group assert their creativity (C_9). Frequency distributions about "sharing" (C_{11}) indicate a cooperative culture that 42 % of them often or always share knowledge, experience and material. That also refers the weak apparent competition among academicians. But they may have implicit competition, thus another finding supports this inference that 83% of the academicians individually try to develop their personal knowledge and skills sometimes or more frequently (C_{15}). More than 60 % of the academicians argue that they often or always spent effort for institutional success (institutional goals) (C_{29}) that can meet academicians around a common point. Nearly three-fifth of the participants often or always express their will and demands to managerial bodies (C_{27}). That informs about *a weak hierarchical structure* of the institution. On the other hand, emphasizing on specialization, responsibilities and rules informs about a *bureaucratic structure*. But there is also a loose control because of fewer interference behaviours (C_{28}).

T scores indicate the place of a statement in group that is computed ($T=Z*10+50$) based on the Z scores ($Z_x=X-\overline{X}$ /SD). T scores are standardized scores which refers normal distribution having $\overline{X}=50$ and SD=10 so that we can see a score transformed into 100 system (Elliot and Woodward, 2007). We can summarize academic culture based on the T scores on Table 1. Totally 17 statements take place above average ($\overline{X}=50$) and 12 are below. We can briefly describe academic culture as follows: *Open communication, student oriented, personal development and specialization but take little support for professional growth, strive for doing things in time, serve also for institutional goals, weak hierarchical structure, rules are important but rather strong bureaucracy, looking for new things but it takes little support and weak creativeness, neither friendly nor hostile environment and it lacks joyful and courtesy, formalization, strong individuality and weak group norms, lacking solidarity, mistrust and sceptical climate, seems to share but not effectively, weak emotional affiliation to institution, low but intrinsic competitiveness, rather apparent cronyism and very weak symbolic culture.*

After describing the main characteristics of academic culture based on the perceptions of academicians employed in ASU, we show the status of it whether having the characteristics of third generation university proposed by Wissema (2009). We compare them in terms of 3GUs' characteristics by 16 criteria. Findings can be seen on Table 2.

The key criteria differing third generation university from others is to have capacity of producing knowledge and applying it in field. Then, creativeness, competitiveness and entrepreneurship can functionally work. Despite ASU declare the aim of being research oriented university (ASU, 2015; ASU, 2016) performance indicators and SWOT analysis show that university is far away from this objective (ASU, 2016: 57). Library and laboratories need to be improved, and the number of patent is only a few (ASU, 2016). Comparison between the proportion of R&D revenue within the total university's revenue, which is .07 and the proportion of evening courses' revenue, which is 4.63, indicates the weaknesses of being research oriented (ASU, 2015: 54). The number of projects that financially supported by international organizations is only 5 (ASU, 2015: 76). University is heavily depended on public financing (ASU, 2016).

Table 1. Descriptive statistics of academicians' perceptions about academic culture

Item code and statements							f			
Academicians in this institutions,	$\overline{X}$	SD	T*	n/ %	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5	Total
C21. behave considering students' well-being.	3.76	.96	55.1	n	11	20	59	153	60	303
				%	**3.6**	**6.6**	**19.5**	**50.5**	**19.8**	**100**
C22. positively response to help demands.	3.71	.94	54.7	n	12	17	65	161	48	303
				%	**4.0**	**5.6**	**21.5**	**53.1**	**15.8**	**100**
C3. open to spontaneous communication.	3.63	.97	53.7	n	12	18	92	129	52	303
				%	**4.0**	**5.9**	**30.4**	**42.6**	**17.2**	**100**
C20. deal with the students' problems and try to solve them.	3.60	.97	53.4	n	13	26	71	152	41	303
				%	**4.3**	**8.6**	**23.4**	**50.2**	**13.5**	**100**
C12. strive for specialization on their profession.	3.58	1.00	53.2	n	11	32	77	135	48	303
				%	**3.6**	**10.6**	**25.4**	**44.6**	**15.8**	**100**
C25. put emphasis on carrying out the responsibilities as they are scheduled.	3.56	1.00	53.0	n	10	32	89	121	51	303
				%	**3.3**	**10.6**	**29.4**	**39.9**	**16.8**	**100**
C29. spend effort for the success of institution.	3.55	1.01	52.8	n	13	34	72	141	43	303
				%	**4.3**	**11.2**	**23.8**	**46.5**	**14.2**	**100**
C27. express easily their will and demands to managerial bodies.	3.51	1.18	52.0	n	25	34	69	112	63	303
				%	**8.3**	**11.2**	**22.8**	**37.0**	**20.8**	**100**
C26. fulfil their responsibilities.	3.47	.99	52.0	n	12	35	95	121	40	303
				%	**4.0**	**11.6**	**31.4**	**39.9**	**13.2**	**100**
C13. apply the new methods and techniques in their jobs.	3.47	.99	52.0	n	13	35	88	132	35	303
				%	**4.3**	**11.6**	**29.0**	**43.6**	**11.6**	**100**
C10. use technologic devices in line with their functions.	3.46	1.02	51.9	n	15	30	102	113	43	303
				%	**5.0**	**9.9**	**33.7**	**37.3**	**14.2**	**100**

C1. are in a trust and friendly but not hostile environment.	3.46	1.10	51.7	n %	20 6.6	34 11.2	86 28.4	112 37.0	51 16.8	303 100
C28. behave freely and anybody does not interfere others' doings.	3.38	1.04	51.1	n %	20 6.6	31 10.2	101 33.3	115 38.0	36 11.9	303 100
C15. continually develop their knowledge and skills.	3.35	1.01	50.8	n %	17 5.6	35 11.6	111 36.6	105 34.7	35 11.6	303 100
C24. definitely obey the rules.	3.35	.98	50.8	n %	14 4.6	38 12.5	111 36.6	108 35.6	32 10.6	303 100
C14. welcome the new and original things and appreciate them.	3.32	1.06	50.5	n %	18 5.9	42 13.9	107 35.3	96 31.7	40 13.2	303 100
C11. share knowledge, experience and material with their colleagues.	3.29	1.06	50.2	n %	18 5.9	43 14.2	114 37.6	88 29.0	40 13.2	303 100
C23. give importance and care for ceremonies.	3.27	1.01	50.0	n %	17 5.6	36 11.9	136 44.9	76 25.1	38 12.5	303 100
C6. feel that their achievement, professional growth and happiness are emphasized.	3.23	1.05	49.6	n %	21 6.9	38 12.5	133 43.9	73 24.1	38 12.5	303 100
C5. mostly experience joyful, compassion and courtesy.	3.13	1.04	48.7	n %	22 7.3	49 16.2	129 42.6	73 24.1	30 9.9	303 100
C16. widely use symbols, emblem etc. that represent the institution.	3.13	1.05	48.6	n %	23 7.6	45 14.9	139 45.9	62 20.5	34 11.2	303 100
C30. come to the institution in enthusiasm and excitement.	3.12	1.03	48.6	n %	24 7.9	41 13.5	143 47.2	64 21.1	31 10.2	303 100
C9. produce original things using their creativeness.	3.12	.98	48.5	n %	21 6.9	41 13.5	146 48.2	70 23.1	25 8.3	303 100
C4. are treated in a fair and objective way.	3.10	1.09	48.5	n %	28 9.2	47 15.5	129 42.6	64 21.1	35 11.6	303 100
C2. behave honestly with each other.	3.06	1.01	47.9	n %	22 7.3	54 17.8	137 45.2	65 21.5	25 8.3	303 100
C7. protect and support each other.	2.96	1.06	47.1	n %	29 9.6	61 20.1	132 43.6	54 17.8	27 8.9	303 100
C17. have common symbols.	2.88	1.05	46.3	n %	36 11.9	55 18.2	146 48.2	42 13.9	24 7.9	303 100
C8. behave in friendly way such touching and hugging.	2.86	1.10	46.3	n %	38 12.5	70 23.1	115 38.0	56 18.5	24 7.9	303 100
C18. see photographs, drawings or symbols reminding the past of the institutions.	2.57	1.14	43.9	n %	58 19.1	95 31.4	88 29.0	43 14.2	19 6.3	303 100
C19. notice information and anecdotes belonged to noteworthy people in the past.	2.31	1.09	41.2	n %	73 24.1	122 40.3	67 22.1	24 7.9	17 5.6	303 100

*: T scores are computed up to 100.

Stakeholders anticipate that academicians should benefit from ideas suggested by industry in order to produce innovation and they also should take active role in transferring theoretical knowledge into industrial field (ASU, 2016:45). Other expectation from university is to train the personal that is currently working in industry. However, the number of academicians having productive technical information are restricted and some of them prefer private sector with higher salaries, too (ASU, 2015, ASU, 2016).

Academicians mostly have double roles of research and education. The main function of the ASU is to educate students for particular professions so that educator role is more prominent. Producing new knowledge and marketing is very restricted because of lacking infrastructure for researching. So that creativeness and entrepreneurship have no chance for flourishing. But academicians have authority in their particular area, that provide them an academic freedom, in turn. The most important performance indicator is the number of publications in credential journals. Although academicians are encouraged to publish more articles in credential journal, the number of them are only 304 in 2015. Among these publications multidisciplinary studies are less than 13. (ASU, 2015: 67). This also informs about the internal connection in university. Faculties, as the main parts of the university, work in an isolated environment. Multidisciplinary studies between different faculties are not nearly exist (ASU, 2016).

Table 2. Comparisons between characteristics of 3GUs and characteristics of Academic Culture dominant in Aksaray University

Criteria	Third Generation University	Characteristics of Academic Culture dominant in ASU
1. Objective	Research, education and know-how	In ASU, education is more prominent than research. There is also no contract displaying that it sells know-how to industry.
2. Using Scientific results	Public or proprietary	Scientific results are used for publicly.
3. Application of knowledge	Productive	Producing new knowledge is very restricted so that application of it is very limited.

4. The aim of Education	create scientists, scientific professionals and entrepreneurs	The basic aim of education is to grow up scientifically trained professionals.
5. Training	Academics educate students along with the demands of industry.	Academics educate students as they think best.
6. Ranking	Depend on scientific findings, publications and know-how marketization and contracts with the industry etc.	It is heavily focused on publication which is financially encouraged by the state.
7. Existence of Competition	They actively compete for the best academics and research contracts from industry, academicians are colleagues and competitors, Compete for the best students	Academicians are colleagues but there is an implicit competition among them to faster reach higher position. There are no legal grounds in terms of competing for best students among public universities but foundation universities can offer gratuitous scholarship for recording better students.
8. Formal links with other organizations	They collaborate with industry, private R&D, financiers, and other universities.	The university and its institutions have very limited connections with other organizations.
9. Mono or multidisciplinary	Institutions with oriented research works separately	Most of the academicians fulfil double roles of research and education. They have to lecture at least five course hours differing on their status.
10. Dominance of Faculties	Faculties may eventually disappear because of growing university institutes.	Faculties keep their important places among university's institutions.
11. Interaction among faculties	Research is largely trans-disciplinary or interdisciplinary	Multidisciplinary researches and studies are very limited among different university.
12. Student selection Entrance Criteria	Mass and elite education, provide different programmes for different clients.	Students have to take examination of entrance and they select university programme based on their performance score of entrance examination. Preferences for ASU comes in generally after deep rooted universities.
13. Language	University is multicultural organization with diverse range of students.	Written and spoken language is mainly national tongue.
14. Financing	Indirect financing, weak connection with state	Strong connection with state and heavy dependence on state funding
15. Academic freedom	University institutes have an entrepreneurial nature, they employ their own personnel and they report directly to the board of management.	All HEIs are subject to the regulations of CoHE, which is formed by central government. But Universities are authorized in selecting their personnel based on the criteria and restrictions determined by CoHE.
16. Operation level	National and International	It operates at national level and has small proportion of international students and international relationships.

It has been declared that one of the main goals of university is to establish strong connection among university, industry, other organizations and local community (ASU, 2016) but it has still had a weak linkage with them. Strategic plan, analysing strong and weak features of ASU, informs inadequate connection between university and industry (ASU, 2016). The main opportunity used to collaborate with other organizations is to send students into organizations for internship. The other connection type is the mobility of student among universities across Turkey. International student mobility is very restricted (ASU, 2015: 75).

ASU is subjected to the legal regulations in selection of students. Students make their preferences based on their performance score of central examination. Depending on their scores it is determined which university they must go on (Eurydice, 2016). ASU operates on national level, many students come from nearby provinces and fewer students from abroad specifically from Turkic Republics. Researcher's personal observations showed that university seems to be more engaged with local issues that get it away from international perspective. For instance, connections with foreign institutions and academicians are declining.

IV. DISCUSSION AND CONCLUSION

This study examines the academic culture in terms of third generation university features in the case of young public university in Turkish context. Using both quantitative and qualitative data we first described academic culture dominant in case university and the features of third generation university, then we compared them by 16 criteria. At the end of the research we concluded that the case university's academic culture is not so strong and unable to meet the demands of third generation university.

The most prominent difference accrues from whether having market driven research capability. The core criteria of third generation university is being research oriented, which also forms creativeness, entrepreneurship and competitiveness.

When we consider the historical developments in higher education, the features of third generation university are perceived as stages which a university should reach for being more efficient institution in terms of better community life. Third generation university can both prevent isolation of academia from real life and keep the importance of research. So characteristics of third generation university function as a guide for today's young universities like ASU. This study indicates the gap between current state of case university and third generation university.

The case university has some positive features that can be basement on the way of reaching the stage of third generation university. Academicians give importance on students related issues and main responsibilities as academician. They want to develop their professional status and deepen on their specific field. And they experience academic freedom. Therefore, individual motivation for 3GU is ready but institutional environment needs to be developed. Legal regulations, research infrastructure and incentive mechanism lead to an academic environment in which formal, individualist and sceptic culture is dominant. Lack of enthusiasm and compassion prevail among academicians. They expect fair and objective treatment. Creativeness, competitiveness and entrepreneurship all are resulted by producing knowledge through research but research culture in the case university is at the beginning stage.

When we compare the results of this research to those of previous researches, we can see a greatly compliance. Wan et al. (2015) and Houston et al. (2006) found that academicians' student oriented activities such as supervising, mentoring and teaching are prominent and these activities with research oriented activities such as producing new knowledge, disseminating and publicising make them satisfy. In the current study we found that most of the academicians are student-oriented.

Sckerl (2002) examined the organizational culture in Midwest university based on the academicians' perceptions and found the non-strong organizational culture. İra (2011) has got similar result that academic culture in an education faculty is not strong. Oran (2016) examined organizational culture in six different universities including ASU and found that non-strong academic culture is exist. This study has the same result, too. Academicians tend to behave individually, that in turn lead to heterogeneous perceptions. Joint research activities requiring participation of different disciplines might help for strong academic culture.

Bakan, Büyükbeşe and Bedestenci (2004) studied on academic culture in 36 different Turkish universities. They found that academicians work along with organizational targets and feel academic freedom within the university. But they have negative views about emotional satisfaction, statute, team works. İra (2004) described organizational culture based on the perceptions of 477 academicians employed in a public university. He found that while academicians emphasize the organizational commitment but they also inform about lack of solidarity, trust and common norms among academicians. According to nation-wide research on HEI, it is stated that "we" emotion does not occur among the academicians (YÖK, 2007). All these findings are harmonious with the findings of the current research.

The results by İra (2011) and the results of the current research are greatly coherent. İra (2011) found that academicians do not exhibit objective behaviour and competitiveness in academic environment is not so clear. Academicians gave importance on the academic promotion but they also criticised the incentive system and research infrastructure. In this study we have got nearly same results. But on the open communication and weak hierarchical structure there is an inconsistency between the results of mentioned studies. Because İra (2011) found that academicians experienced inadequate communication and freedom of expression.

The results of this study shows that teaching is more prominent rather than research but teaching and research are accepted as twin activities (Wan et al., 2015).

While academic culture described in this study does not meet the cooperativeness and innovativeness, which are suggested by Chang and Lin (2007) but it does partly match with the contingency. When we evaluate the results in the perspective of organizational culture dimensions, we can suggest that *administrative and organizational dimension* is strongly appeared but *process and output dimension* and *environment and climate dimension* are rather dim.

The results of this study are also consistent with the arguments by Çetinsaya (2014) and Şenses (2007) who discussed that universities do not meet the demands of third generation university because of lack competitive environment and organizational incompatibilities. While academicians are susceptible for global developments and there is a rhetoric for being 3GU (ASU, 2016; YÖK, 2007), but cultural capital (Bourdieu, 1988) functions as glass-roof in the case of ASU. The case university can develop strategic plan considering deficiencies proposed by this study. Studies and researches requiring participation of academicians from different disciplines should be encouraged and supported. Some courses might be taught in industrial and other organizational settings that strengthens the link between HEIs and industry and other organizations.

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