

THE THIRD MISSION OF UNIVERSITY: PERCEPTIONS AND PRACTICES
OF FACULTY MEMBERS ON COMMUNITY SERVICE

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

YASİN ALTUN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

AUGUST 2021

Approval of the thesis:

**THE THIRD MISSION OF UNIVERSITY: PERCEPTIONS AND
PRACTICES OF FACULTY MEMBERS ON COMMUNITY SERVICE**

submitted by **YASİN ALTUN** in partial fulfillment of the requirements for the degree
of **Master of Science in Educational Sciences, Educational Administration and
Planning, the Graduate School of Social Sciences of Middle East Technical
University** by,

Prof. Dr. Yaşar KONDAKÇI
Dean
Graduate School of Social Sciences

Prof. Dr. Cennet ENGİN-DEMİR
Head of Department
Department of Educational Sciences

Assoc. Prof. Dr. Serap EMİL
Supervisor
Department of Educational Sciences

Examining Committee Members:

Prof. Dr. Fatma Nevra SEGGIE (Head of the Examining Committee)
Boğaziçi University
Department of Educational Sciences

Assoc. Prof. Dr. Serap EMİL (Supervisor)
Middle East Technical University
Department of Educational Sciences

Assist. Prof. Dr. Merve ZAYİM-KURTAY
Middle East Technical University
Department of Educational Sciences



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Yasin ALTUN

Signature:

ABSTRACT

THE THIRD MISSION OF UNIVERSITY: PERCEPTIONS AND PRACTICES OF FACULTY MEMBERS ON COMMUNITY SERVICE

ALTUN, Yasin

M.S., Department of Educational Sciences

Supervisor: Assoc. Prof. Dr. Serap Emil

August 2021, 231 pages

Core missions of the universities are currently expressed as teaching and education, research and development, and community service while they have substantially evolved throughout the history. Besides, community service function of the universities has recently begun to attract increasing attention in the field of higher education; despite this growing interest, community service is still an ill-defined and unclear concept. Therefore, the aim of the study is to explore the perceptions and practices of faculty members about community service mission of the university and investigate how they define, interpret, and fulfill community service in their professional lives. Hence, a qualitative exploratory case study was conducted with thirteen full-time faculty members working at a public university in Ankara, Turkey. The participants were selected through purposeful sampling. Data were collected via

semi-structured interviews and document analysis, mainly the strategic plan, of the case university was also utilized to triangulate the data. The data were analyzed via descriptive and thematic analysis. According to the results, the paradigms in which the faculty members perceive and practice community service are closely connected to their conceptualizations and definitions of community service. In addition, the findings suggest that the faculty members consider community service as a rather ambiguous notion that needs detailed characterization and clarification, which shapes their perceived service practices accordingly. Finally, it is highlighted by the majority of the faculty members that the concept of community service necessitates more extensive, systematic, and institutionalized comprehension by policymakers in higher education and university administrators and requires active participation of all university constituents into this process.

Keywords: Community service, faculty members, higher education, missions of university, third mission.

ÖZ

ÜNİVERSİTENİN ÜÇÜNCÜ GÖREVİ: ÖĞRETİM ÜYELERİNİN TOPLUMA HİZMET KAVRAMINA YÖNELİK GÖRÜŞ VE UYGULAMALARI

ALTUN, Yasin

Yüksek Lisans, Eğitim Bilimleri Bölümü

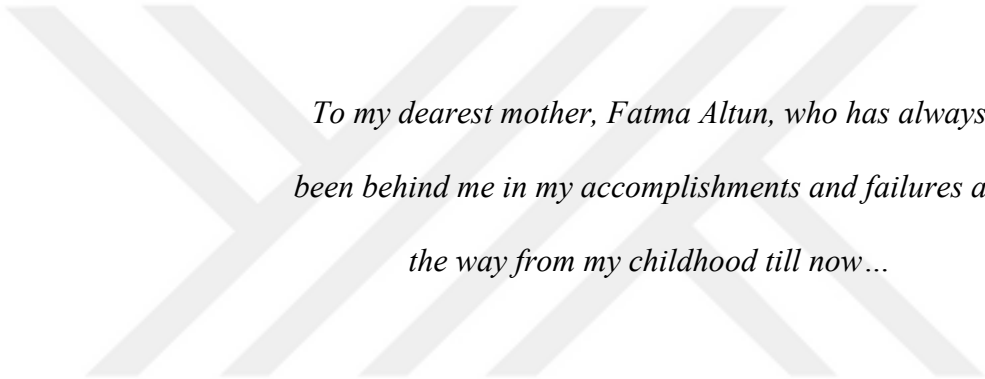
Tez Yöneticisi: Doç. Dr. Serap Emil

Ağustos 2021, 231 sayfa

Üniversitelerin temel görevleri tarih boyunca büyük ölçüde değişmiş olsa da günümüzde eğitim-öğretim, araştırma-geliştirme ve topluma hizmet olmak üzere üniversitelerin üç temel görevinden bahsedilmektedir. Üstelik, üniversitelerin topluma hizmet işlevi son zamanlarda yükseköğretim alanında giderek artan bir şekilde ilgi çekmeye başladı. Giderek büyüyen bu ilgiye rağmen, topluma hizmet hala yeterince iyi tanımlanmamış ve anlaşılması zor bir kavram. Bu sebeple, bu çalışmanın amacı öğretim üyelerinin üniversitenin topluma hizmet görevine ilişkin görüş ve uygulamalarını keşfetmek ve topluma hizmeti mesleki hayatlarında nasıl tanımladıklarını, değerlendirdiklerini ve yerine getirdiklerini incelemektir. Bu amaçla Türkiye’de Ankara ilinde bulunan bir devlet üniversitesinde tam zamanlı olarak görev yapan on üç öğretim üyesiyle nitel bir vaka çalışması yapılmıştır. Katılımcılar amaçlı örnekleme yöntemiyle seçilmiştir. Veriler yarı yapılandırılmış görüşme soruları

aracılığıyla toplanmış ve ayrıca ilgili üniversiteye ait başlıca stratejik planlama olmak üzere çeşitli yazılı belgeler veri çeşitlendirmesi amacıyla incelenmiştir. Veriler betimleyici ve tematik analiz ile analiz edilmiştir. Sonuçlara göre, öğretim üyelerinin topluma hizmeti algılama ve uygulamalarına dair paradigmlar öğretim üyelerinin topluma hizmeti kavramsallaştırma ve tanımlama biçimleriyle yakından ilişkilidir. Ayrıca, sonuçlar öğretim üyelerinin topluma hizmeti, detaylı bir nitelendirilme ve açıklık kazandırılması gereken, oldukça muğlak bir kavram olarak algıladıklarını ve bu durumun öğretim üyelerinin algılanan topluma hizmet uygulamalarını benzer biçimde şekillendirdiğini ortaya koymaktadır. Son olarak, topluma hizmet kavramının yükseköğretimde karar vericiler ve üniversite yöneticileri tarafından kapsamlı, sistematik ve kurumsallaşmış bir şekilde incelenmesi ve üniversitenin tüm bileşenlerinin bu sürece aktif bir şekilde dahil edilmesi gerektiği öğretim üyelerinin büyük çoğunluğu tarafından vurgulanmıştır.

Anahtar Kelimeler: Topluma hizmet, öğretim üyeleri, yükseköğretim, üniversitelerin temel görevleri, üçüncü görev.



*To my dearest mother, Fatma Altun, who has always
been behind me in my accomplishments and failures all
the way from my childhood till now...*

ACKNOWLEDGMENTS

In all honesty, I would like to state that this study would have been much more difficult to complete if it had not been for the support, assistance, and encouragement of many people. All of them have contributed to the development, organization, and conclusion of the present study in many different ways.

First and foremost, I wish to express my heartfelt thanks and deepest gratitude to my supervisor Assoc. Prof. Dr. Serap Emil for providing invaluable feedbacks and generous contributions to this study. She has guided me through all my endless questions and granted me the autonomy to go after what I strive for. Thanks to her encouraging and role-modeling faculty membership, I have gotten even more interested in the field of Higher Education.

I also want to present my utmost appreciation and respect to my committee members Prof. Dr. Fatma Nevra Seggie and Assist. Prof. Dr. Merve Zayim-Kurtay for their valuable feedbacks, comments, and suggestions.

I would also like to wholeheartedly thank each and every one of all the respected faculty members that have participated in this study for sparing their precious time and sharing their insightful opinions. The present student would not be so valuable without their contributions and presence.

Furthermore, I am also grateful to all the faculty members that have presented their significant feedbacks to the development of the interview protocol in this study. Likewise, I am also indebted to all the esteemed faculty members in my undergraduate

and master's education that have shed lights on my personal and professional development.

My very special admiration goes to my family, especially to my mother and my sister who have always believed in and supported me. They have been two of the most influential persons in my life that taught me *to not give up on anything whatsoever*.

I am also highly thankful to my dear friends, Serhat Orhak and Çiya Aydoğan for their continuous encouragement and motivation. As a person that can be easily distracted by his own dark thoughts, I have been utterly boosted up by them to put up with all the challenges and hardships throughout this study.

I have been living in the campus of METU for more than 7 years now and I hereby would like to express my deepest appreciation and best regards to all the individuals that have inherited this mesmerizingly beautiful campus to us. I am extremely beholden to their memory and heritage.

Finally, I would like to thank the Scientific and Technological Research Council of Turkey (TÜBİTAK) for supporting this study. As a grantee of the 2210-A National Scholarship Program for master's students, I am greatly thankful for their financial assistance in the current study.

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS	xi
LIST OF FIGURES	xiv
LIST OF TABLES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTERS	
1. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	10
1.3. Purpose of the Study and Research Question.....	12
1.4. Significance of the Study.....	13
1.5. Definition of the Terms	16
2. LITERATURE REVIEW	18
2.1. Definition of Community Service	19
2.2. Institutionalization of Community Service in Higher Education	22
2.3. Community Service in Teaching and Learning.....	29
2.4. Faculty Perspective on Community Service.....	34
2.5. Community Service in Turkey’s Higher Education Context	44
2.6. Summary of the Chapter.....	54
3. METHODOLOGY	57
3.1. Research Design	57
3.2. Context of the Study	60
3.3. Research Participants and Sampling	62
3.3.1. Demographic Information of the Faculty Members.....	63
3.4. Data Collection Instruments	65
3.4.1. Interview Protocol.....	66

3.4.2. Document Analysis.....	68
3.4.3. Reflective Journal.....	69
3.5. Data Collection Procedures.....	70
3.6. Piloting.....	72
3.7. Data Analysis.....	74
3.8. Trustworthiness.....	76
3.9. Ethical Considerations	78
3.10. Researcher's Role	78
3.11. Summary of the Chapter	85
4. RESULTS	86
4.1. Descriptive Analysis of the Interviews	86
4.2. Thematic Analysis of the Interviews	107
4.2.1. Theme 1: Reasons D'êtres of University and Faculty Members' Position.....	109
4.2.1.1. Core functions of university and the notion of community service.....	110
4.2.1.2. Roles and responsibilities of faculty members	115
4.2.2. Theme 2: Faculty Members' Understanding of Service Mission of University	118
4.2.2.1. Definition of community service mission.....	119
4.2.2.2. Shared features in defining community service.....	128
4.2.2.3. Perception of community service on different extents	133
4.2.3. Theme 3: Community Service Practices of Faculty Members	139
4.2.3.1. Service practices in professional life	139
4.2.3.2. Service practices in personal life	145
4.2.3.3. Factors that affect service policies and practices.....	146
4.2.4. Suggestions for Supporting Community Service in Higher Education ..	150
4.3. Summary of the Findings.....	156
5. DISCUSSION AND CONCLUSION.....	159
5.1. Discussion.....	159
5.2. Implications.....	174
5.2.1. Implications for Theory	174
5.2.2. Implication for Research	176
5.3. Recommendations.....	178

5.3.1. Recommendations for Higher Education Administration.....	178
5.3.2. Recommendations for Further Research	182
5.4. Conclusion.....	183
REFERENCES	187
APPENDICES	
A. INTERVIEW PROTOCOL (IN TURKISH).....	205
B. INTERVIEW PROTOCOL (IN ENGLISH)	208
C. INVITATION E-MAIL	211
D. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE.....	212
E. INFORMED CONSENT FORM	213
F. PARTICIPANT DEMOGRAPHIC INFORMATION FORM	214
G. TÜRKÇE ÖZET/ TURKISH SUMMARY	216
H. TEZ İZİN FORMU / THESIS PERMISSION FORM.....	231

LIST OF FIGURES

<i>Figure 1.</i> Faculty members' total experience at the case university as a student and a faculty member	64
<i>Figure 2.</i> Age distribution of the faculty members.....	65
<i>Figure 3.</i> A monthly timetable of data collection process.....	72
<i>Figure 4.</i> Themes and categories for the thematic analysis of the interviews.....	108
<i>Figure 5.</i> Shared features in defining community service.....	130

LIST OF TABLES

Table 1. <i>Demographic information of the participants</i>	63
Table 2. <i>Codes of core functions of university and the notion of community service</i>	110
Table 3. <i>Codes of roles and responsibilities of faculty members</i>	115
Table 4. <i>Codes and sub-codes of definition of community service mission</i>	119
Table 5. <i>Codes and sub-codes of service practices in professional life</i>	140
Table 6 <i>Distinction of community service practices in terms of impact and recipient</i>	143
Table 7. <i>Codes and sub-codes of factors that affect service practice and policies</i>	146
Table 8. <i>Codes and sub-codes of suggestions for supporting community service in higher education</i>	151

LIST OF ABBREVIATIONS

CoHE	The Council of Higher Education
CSC	Community Service Course
FM	Faculty Member
HEIs	Higher Education Institutions
MoNE	Ministry of National Education
NGOs	Non-Governmental Organizations
ÖSYM	Measuring, Selection and Placement Center
TÜBİTAK	The Scientific and Technological Research Council of Turkey

CHAPTER 1

INTRODUCTION

A short introductory journey into the history of missions of university has been explored in this chapter, and for this purpose, the reasons, and requirements for investigating university missions historically and broadly are expounded. Furthermore, historical background and development of higher education in Turkey have been briefly summarized in terms of missions of universities. In addition to historical perspective, the background of the study, the problem statement, the purpose of the study, and related research question are also presented in this chapter. As a contribution to higher education literature and practical implications in the Turkish context, the significance of the research is discussed, as well. Finally, to understand HEIs' (higher education institutions) general missions in a familiar and shared aspect, critical definitions of the study are made and presented early in this part.

1.1. Background of the Study

The images of university and society are dynamic since they are the evolving and changing social institutions in the history of humankind. As a much older and historical terminology, society's definitions changed conceptually over time as the populations constituting these societies altered. The modern-times definition of society, on the other hand, refers to "a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or several similar countries, can be referred to as society" (Cambridge English Dictionary, n.d.). Based on this general definition, the scope of being a society includes various areas that enable people to

co-exist and co-live together in an organized way. One of the crucial components of this togetherness is increasing peoples' living standards and meeting such essential needs as learning. Such a fundamental necessity gave birth to one of the prominent organizations in history, that is, the university. At its earliest times, the concept of university was hugely affected and shaped by the requirements and directives of the general public and society's demands.

The very first universities born in Medieval Europe were arisen out of the developments that occurred in society, population growth, revival of ancient knowledge sources, increase in welfare and economy, and intellectual and philosophical rebirth / renaissance (Scott, 2006). This bi-directional influence and interaction between university and society have been present since their first encounter in 10th and 11th century Europe. A more critical point to indicate in this bilateral relationship is the question of authority conflict between these two terms. The power conflict between university and society resulted in an ever-lasting debate among scholars, whether the public is supposed to direct and affect the university or vice versa. HEIs were established upon a request for meeting specific societal needs of different cultures and communities. Some of these needs were educating a specific group of people in a particular manner and producing required labor and opportunities for society to develop (Urdari et al., 2017).

Currently, as of now, the world is facing a global health crisis, that is a pandemic called coronavirus disease (COVID-19), and many universities around the globe are working in partnerships with either other universities or medical companies to develop a vaccine against it. These institutions include University of Oxford, Beijing Institute of Technology, University of Queensland etc. (World Health Organization, 2020). Therefore, the universities' role in resolving challenges is a great indicator of how universities can contribute to their service commitments. University partnerships and social service responsibilities are observed and maintained in such globally trying

times as nowadays; however, it is not as quite often as it is at present to see that such strong engagements occur for addressing such social issues as education, healthcare, human rights, equality, and so forth. According to a study conducted by Oertel and Söll (2016), some institutional factors ascertain the studied German universities' engagement with their mission statements, and these factors include the history of the university or foundational values, national and international recognition and status, institutional autonomy, and imprinting. Thus, while analyzing the missions of universities, it is elemental to consider the underlying reasons behind different organizations. Ergo, the fundamental motives behind this study are to explore further how service role is implemented and followed at HEIs. In addition, given that such a study dwelling upon universities and their service activities is a less frequently investigated field, it is rather essential to comprehend how universities situate themselves in terms of their missions and roles.

Concomitantly, the field of higher education has long been under the close-up examination and study of different scholars from diverse scientific fields and backgrounds. There has been an on-going discussion and controversy regarding the roles of HEIs within societies. More specifically, throughout their long course from the early Middle Ages up until now, various scholars have raised questions to understand and define the reason d'être or existential reasons of universities. These include What is a university? What is the purpose/mission of higher education? Where does a university stand in the world? or to What extent should the university serve for? Such questions delving deeper into the existential meaning of the concept of the university has been present for a long time. Lowe (2009), in his five-volume collection called *The History of Higher Education: Major Themes in Education*, discusses the history, rise and development of early universities and exemplifies how universities were established. From the very first universities, such as University of Bologna, University of Paris or University of Oxford, the definition of a university and its primary roles have been disputed (Lowe, 2009).

Arising out of this continuing search for meaning came the very first mission of the university, which is teaching and learning. Herein, Cobban (1975) uses two important terms in his article to contemplate the concept of a university in its very beginning and establishment: *studium generale* or *studium universale* and *studium commune* or *studium particulare* (as cited in Classen, 2015). These terminologies mark one of the first and foremost essential responsibilities of a university: teaching and learning. During medieval-Europe, the universities were at the heart of this teaching and learning interaction. Janin (2019) explains the position of a university model as central back then and further notes that the essential purpose of the university in Medieval Ages was to transfer a cumulated pile of knowledge and learning received from Greek, Roman, Arabic, and early Christian resources to learners and students.

In accordance with the concepts connotated to university, that is universal and particular study, transmission of knowledge from certain sources to the common people was conducted in two ways, transferal of general knowledge and specific areas' knowledge. These notions, thereupon, were conversed, and what they suggest for universities evolved hugely in the 12th and 13th centuries. The center of knowledge in Medieval Europe was mostly based in religious institutions, like monasteries, churches, and power of knowledge was performed by clerks of such organizations. This authority was mainly supported and produced by a renovation and re-discovery regarding learning, promoted by such notable thinkers as St. Anselm and Abelard, and thanks to the discovery of Aristotle's lost classics (Rait, 2012). The intellectual desire for literacy and knowledge within certain groups in the society posed such new roles on these newly founded institutions as transferal of wisdom from masters to the students and education of religious groups. Some of these masters' learning centers became popular in the continent and spread all around it. These schools turned out to be commonly phrased as *Universitas* (university) and were established primarily in Europe during Medieval Times (Lowe & Yasuhara, 2017). The etymological base of the modern term was constructed as its translation into other European languages. However, what this term referred back to is slightly different from that of now. As

Cobban (1975) indicated, there is no relationship between the Latin term *Universitas* and the universality of the learning process. Besides, this nomenclature has been unknowingly accepted to point to modern-day term *university*.

After the teaching and learning roles of earlier universities were internalized by many small-scale and big-scale institutions in Europe, the number of such places in the continent increased over the years. The mission of teaching and learning was well established and adopted by scholars (Scott, 2006). Up until the 18th century in Germany, the first mission of university dominated continental Europe. However, at this time, the traditional role of schooling mission operated by mainly theology dominated HEIs, called universities, was challenged by a German and Prussian naturalist and explorer. His modern approaches to understanding the purpose of university have led to a drastic change in the relationship of university with its nearby and outside partners. Dominating ideas of Humboldt were that the production of knowledge is a cumulative process and the discoverers of knowledge should be far from societal concerns in this aspect (Humboldt, 2010; Josephson et al., 2014). What he intended to challenge at his time created a new mission for the purpose of higher education. Along with the scientific developments in Europe through Enlightenment and the Age of Discoveries, the focus of knowledge shifted from traditional ancient sources into modern methods. Backhaus (2015) illustrates some essential properties and characteristics of the Humboldtian University Model and claims that universities were built up as public institutions for the civil society, and they contained such specific features as *freedom of research* and *instruction*. These key concepts gave birth to the second mission of the modern university, that is, research and knowledge production.

In addition to teaching and learning responsibilities, the idea of advancing the knowledge through research dominated the university from then on. This new approach to defining universities as research-oriented institutions significantly

impacted the understanding of higher education. According to National Commission on Education, London (England); Council for Industry and Higher Education (the United Kingdom, 1994), in the Lecture Series on Universities in the Twenty-First Century, the history of the research-incentive university is briefly introduced as institutions with such strengths as research laboratories with crucial resources and expertized professors at the laboratories. These laboratories' main mission was to produce cutting-edge research and prepare novel researchers that were eager to pursue such ambitions. Motivated by such desires to conduct research and follow the knowledge, academicians and professors adapted to freedom of scientific search and shaped the university's position within society further. Modern universities differed from traditional universitas in that knowledge production in the scientific community should be conducted in a separate and free environment, the only aim of which is to produce pure knowledge and science (Humboldt, 2010; Josephson et al., 2014). This important mission of the university has led to major innovations, improvements, inventions and produced important scientists in the academy.

Finally, in the 20th century, the university's last mission, or termed alternatively as third mission, (Inman & Schütze, 2010), came into the field of higher education. While scientific knowledge accumulation and dissemination were an accepted role of the universities, the third mission of the university was unusual since it was not yet internalized or accepted compared to the earlier two purposes. Prior to its definition and its contents clarified, it has gone through a development process and has been covered by many scholars. What should the third mission of university cover or mean in terms of university and its relationship with society is discussed a lot by different professionals. The theories referring to this recent mission of university are summarized under two important concepts as third mission or community service in the literature (Alter & Bridger, 2006; Boyer, 1991, 1996; Inman & Schütze, 2010). In addition, Ernst L. Boyer (1996) has indicated his remarks of third mission of the university in his famous book *Scholarship of Engagement* as that the university must be in search for an active partnership and collaboration with the society in response

to social, civil, economic, and moral problems of the community and the university. This mutual partnership between the university and the society is termed as *scholarship of engagement* (Boyer, 1996). Deeley (2015), in his book, *Critical Perspectives on Service-Learning in Higher Education*, explains the fundamental properties of service-learning of the university as student-learning and civic engagement. What is typical between these two scholars is that the purpose of higher education should include community; nevertheless, how it should be practiced is various and rich.

Given that community service mission of higher education is the newest of all three, it is still a current and vivid concept in the field. What is certain about these discussions in the field is that community service is an important responsibility of universities in their relationships with their surroundings. As Rubens et al. (2017) point out that universities, along with their all constructive and structural units, regard their missions and responsibilities as threefold: teaching and learning, research, and service. These three missions of universities are also termed as *first mission*, *second mission*, and *third mission*. Community service, in its most comprehensive meaning, refers to a strong relationship based on mutual benefit between the society and the university in this study. The prominent features of this service by the university include increasing the welfare and living standards of the public thanks to the university's excellence in research and development (Langseth & Plater, 2004). Since the major intention of this study is to delineate the perceptions and practices of faculty members over community service, this concept is accepted as significant in the field of higher education. In addition, since the definition of community service mission is open to interpretation, in this study, it is accepted as a vague term that needs further explanation and clarification. All in all, in the current literature, three typical missions of the universities in today's world have become teaching and learning, research and community service (National Commission on Education, 1994).

When it comes to the missions of Turkish higher education, it can be easily pointed out that the missions of universities in Turkey are also composed of similar missionary statements. According to Higher Education Act, law *numbered 2547*, one of the aims of Turkish higher education or universities as HEIs is to carry out studies and research of high academic level, to promote knowledge and technology, to disseminate scientific findings to assist progress and development at the national level. Also, through cooperation with national and international institutions, the aim of the universities is to become recognized members of the academic world and contribute to universal and contemporary progress. As can be inferred from the law, higher education in Turkey seems to be openly based on the universal missions of higher education. Universities as crucial HEIs are required to follow the statements explained in the law. It gives partial freedom and autonomy to the universities in terms of the activities they wish to go after, and the missions they intend to follow; nevertheless, bureaucratic, and legal boundaries exist and stand valid for all universities in Turkey. This strict control over the universities by CoHE (The Council of Higher Education) is an indicator of the centrality of higher education governance in Turkey. While universities' mission statements are particular and related to that institution's characteristics, there is also an external ruling body that governs the universities' planning and indirectly their missions. Mizikaci (2006) defines, in her book on *Higher Education in Turkey*, this situation of Turkish higher education as a very centralized higher education system that does not provide any freedom for universities to behave autonomously, and the structural organization of higher education results in central planning of teaching, learning, research, and other activities.

Overall, the field of higher education in Turkey depends on a rather tightly coupled system, and universities within this environment are shaped and directed by the system's general objectives, as well. In terms of this study's dealing with community service mission in Turkish higher education on a specific point of view, faculty members have a critical and unique position with regards to their status, and they can be regarded as knowledge authority in the university compared to such other

stakeholders as students, staff, administrators, and policymakers. Since faculty members are all at the center of maintaining and practicing missions of an HEI, further research inquiring into their perspectives and practices on the university mission of community service is needed for the higher education discussions and policy-developments. One of the reasons behind acquiring detailed information as to faculty members' policies, perceptions and practices is that it enables a HEI to self-evaluate itself through its key role players and constituents. Furthermore, since faculty members also have wide networks among students, academicians, civic societies as well as international contacts, their status at a university is a key determinant and connector between scientific authorities and civic partners.

Given the three available missions of the university, that is teaching and learning, research and development, and community service, the roles, and responsibilities of faculty members in realizing these objectives are extremely unmatched. To demonstrate, faculty members have a huge amount of academic and administrative duties in the academy. Macfarlane (2007) lists some of these educational practices as: advising undergraduate and graduate students, sharing classroom materials with colleagues and students, reviewing scholarly works, students' assignments and projects, tutoring students and those communities in need, mentoring students and institutional units with their expertise, organizing academic seminars, talks, and events, online and offline meetings, leading national and international events, studies, academic programs, authoring articles, journals, institutional materials, and engaging in academic and non-academic affairs. Such practices of faculty members employ three missions of the university together. Given all roles that faculty members hold at an HEI, their engaged existence with the university contributes to its organization and management.

Furthermore, in respect to their organizational structure properties, universities contain such unique characteristics as standardization of skills, horizontal job

specializations, and vertical and horizontal de-centralizations. In addition, faculty members who have highly skilled training and assets stand at these organizations' operating core. Moreover, the faculty members are blessed with autonomy and freedom in their professions. With such an organizational structure type, universities are quite examples of professional bureaucracies (Mintzberg, 1992). In professional bureaucracies, the operating core is the essential part, and the organization is heavily reliant on the assurance of standardization of abilities and their implied parameters, training, and indoctrination (Mintzberg, 1992). Thanks to such professionalized members, universities can provide the best service to their internal and external components. Via the autonomy and looseness granted by their professional quality, faculty members manage to direct their studies and programs without being dependent upon a tight schedule. An example for this would be that some faculty members are voluntarily engaged in advising and guiding student clubs, sharing their professorial knowledge with internal and external units, and responding to needs of students and university in various areas. As a result of these important values of faculty members at a university, studying their lived experiences and perceptions about the community service mission of university will help unearth the practical issues in universities. For this reason, it is important to gain perceptions and practices of community service mission by faculty members at the university-level. Likewise, it may encourage related stakeholders to acquire deeper insights into the field of higher education thanks to this detailed examination, too. Henceforth, it is essential to investigate faculty members' perceptions and practices on universities' community service mission in this manner.

1.2. Statement of the Problem

HEIs are lively social organizations that are impacted by the developments occurring nearby. As open systems, universities are closely linked to developing regional engagement activities in teaching and research areas (Pinheiro et al., 2014). Nevertheless, when it comes to studies that highlight this engagement and its detailed scope, there is a lack in the literature. The field of higher education is also rich in

terms of its sub-studied areas and interdisciplinary branches. Higher education studies that have an intermediary role between social sciences, such as public administration, finance, law etc. and educational sciences provide an affluent area of study for novel researchers; however, the prominent areas of research in the field mainly focus on such aspects of the field as university administration, budgeting, and planning of financial resources, tenure and promotion, academic culture in the university, internationalization of universities, student affairs and so forth. When it comes to a broader perspective on the understanding of higher education or university concepts, especially in terms of a core understanding angle, there is a lack of studies and interests by the scholars. Though university missions are universally accepted as teaching and learning, research and development and community service, there is a need for exploring further about how or in what ways these missions are applied in the university-life. Furthermore, given that the newest and latest mission of higher education, that is community service, is a relatively new emerging and shining concept adopted by university members, mainly academicians, the perceptions, and practices of them on this mission are missing in the field.

Therefore, a study focusing on investigating faculty members' perspectives and standings on community service is very much needed. Even though it is generally promoted and supported at universities through different initiatives and projects, integrating this mission into essential cores of the university, that is, student-learning, teaching, research, and academic culture, should be explored. Relatedly, since the definition of community service is unclear in terms of its meaning, content and application, there is a need for further exploring this concept in the field of higher education. In addition, community service mission in higher education has complicated and confusing meanings and there needs to be clarification on this issue particularly from the perception of faculty members and their practices. This research aims to explore the reflection of this third mission in faculty members' work life and on their understanding of the service mission role.

1.3. Purpose of the Study and Research Question

This study aims to explore the perceptions and practices of faculty members serving at one of the leading and well-known state universities in Turkey about the community service mission of the university through their lived experiences and conceptual references. In addition, this study intends to present some real-life examples from faculty members' lived academic experiences on community service. Also, this study aims at making some recommendations and notifications to various stakeholders of the university as well as the general higher education system in the country. Moreover, by having a fundamental question in mind, that is, 'What is the purpose and mission of university? ', this study tries to discuss the three well-known missions of the universities, specifically the third mission from the perception of faculty members who are all active agents in these three missions.

In the framework of the abovementioned explanations, this study has one main research question to investigate the topic. The research question that guides the study is as below:

Research Question: In what ways, do faculty members perceive the role of university for community service and practice this role in their academic lives?

This research question aims to examine how the third mission of university is perceived by the faculty members, and what practices are conducted within community service's scope by the faculty members. Watson (2013) explained the compounding roles of university between academic centers and communities as that universities should be both in the academic environment to send knowledge and mastership to the community and be in the community to enable an open, clear, and bilateral communication between two ends of the line (as cited in Humphrey, 2013). Overall, this study intends to seek further into the community service mission of the university, and as important figures in this purpose, the understandings, and activities

of faculty members are planned to be uncovered in order that the content of community service is also clarified better.

1.4. Significance of the Study

It is no wonder that universities are becoming more at the center of discussions ranging from social and political issues to financial and global affairs these days, especially given that such problems are more commonly and visibly present and deeply disseminated than ever before. Under this consideration, the role of HEIs for facing challenges and dealing with these difficulties encountered amongst their surrounding environments is prominently essential. Also, as social organizations living in conjunction with the issues around them, universities have or are expected to have some roles and duties towards pointing these concerns. Since the range of problems or challenges is as varied and rich as it can be, universities are also bothered and delimited by the trends that are on-going in their communities as well as on global levels. For this reason, several universities around the world have integrated engaging with social issues into their institutional statements, such as values, mission, vision, and so on, explicitly, or even implicitly (Beere et al., 2011).

Many universities are non-profitable organizations except for some that mainly function to make financial benefits out of their facilities. The core responsibilities of these universities include conducting research, offering teaching and learning opportunities for the mass population, and presenting their overall services. Thus, universities possess crucial duties in addressing hindrances that are omnipresent. One such vivid instance of these obstacles is related to fighting against global or national crises, such as social or political conflicts or health-related issues, including pandemic diseases, health crises, basic needs deficiencies, etc. This need for coping with such challenges has asked for further collaboration among universities. To demonstrate, after the latest Ebola crisis in West Africa, four Southeastern Asian countries have partnered together to get prepared for a possible pandemic disease that may occur in

the future in 2016, and they established unions amongst different universities to establish a higher administrative body that cooperates to share its knowledge and expertise (Chapman & Errecaborde, 2016). As a result of more complicated and sophisticated challenges worldwide, it is very much needed that a stronger partnership be established among universities, consequences of which may overcome the problems.

As a result of such a deficiency in the field, the main motivation behind this study is to shed light on one of the less studied areas in the field of higher education, faculty members' perceptions and practices of an important concept, namely, third mission of university. Considering the studies conducted in the Turkish context, the focus of these studies is mainly on students and their attitudes towards higher education; however, in such an essential topic as community service mission, the roles and opinions of faculty members towards this mission would help any institution determine their destiny, organize themselves better and plan for the future more readily. This study bears important outcomes in terms of two aspects, contribution to the development of literature in Turkish higher education context and depiction of a general scheme of faculty members' perceptions and perceived practices of community service.

With respect to literature of higher education studies in Turkey, the society and its relationship with the universities is generally left behind or ignored so to say, when compared to teaching and learning and research agendas of academic communities. Activities and practices that would result in societal profits or community benefits are pushed into the backyards of universities due to various reasons. Some of these reasons are intended to be emerged in this study, as well. Disengagement of the university (Bok, 1982) and/or academicians and students from their society has increased the gap between society and university. While universities pursue their missions on their own, the society seems not to be supported and guided by these

developments in the field of higher education as much as they should be. In modern times when access to information is simpler and more comfortable, yet the reliability and trustworthiness of it is questionable, universities as creators and holders of knowledge play a critical role in society's understanding of knowledge. One of the problems arising out of this conflict is pseudoscience.

According to Regal (2009), the definition of pseudoscience is the desire to create any intellectual or technological output in a scientifically scheduled way, but which fails to use such philosophy or planning and ends up using unscientific methods. A somewhat interrelated concept to cope with challenges that result from unscientific ethos among society is science communication. Science communication, in its broadest definition, refers to creating such five essential values among the public as 'consciousness towards, content from, enthusiasm of, thoughts about, and knowledge of scientific thinking and living' through benefitting from activities and collaborations of the scientific community (Burns et al., 2003). To not allow non-scholars or pseudoscientists to mislead the society, HEIs are equipped with a rather important mission, and that is community service.

Even though science communication is a naturally embedded application under community service responsibility of universities, institutional acquisition and adaptation to this notion is still immature at institutions. According to Bucchi (2013), organized engagement with the public at institutions is still missing mainly because the culture of promoting such engagement opportunities is not entirely established, and such practices to contribute to partnership with society are not officially recognized and promoted. Likewise, HEIs are faced with similar challenges while promoting more organized and established partnership possibilities within their organizational culture. Therefore, this study is important to highlight universities' influential missions in the 21st century where society is going through challenging times, including a global pandemic of Covid-19. This study is also crucial for

presenting a sketch of organizational culture at the studied university in terms of planning and implementing community service policies among the faculty members.

Finally, this study is valuable for presenting the perceptions and practices of faculty members who are generally accepted as fundamental role-players and influencers in HEIs. The importance of faculty members in performing missions of higher education and beyond is the starting point of this study, and this study intends to reveal real-life implications of community service mission among faculty members. This will contribute not only to the field of higher education theoretically but also lead fundamental components of university to contemplate over the role of faculty members in pursuing general missions of universities. Moreover, the faculty members at the specified university are equipped with intense research background, huge teaching workload and hold important positions not only at university's inner community but also for other shareholders outside, such as other HEIs (their faculty members, students and even parents), public organizations like ministries, schools, hospitals, municipalities and so on besides non-governmental organizations (NGOs) and other possible partners. In these aspects, studying some of these faculty members' insights and actions will help to make a connection between university missions and their real-life examinations and practicalities in the mentioned society.

1.5. Definition of the Terms

Activities of Third Mission: In this study, the definition of third mission is extended to include any activities that function as public good for the society, and this may include research (knowledge and technology transfer, and innovation), teaching (lifelong learning / continuing education), and social engagement (university involvement in social and cultural life) (Gerholz, 2018).

Community Service: Corresponding to Turkish translation 'topluma hizmet' or 'toplumsal hizmet', community service is used interchangeably with third mission of

the university in this study and it refers to "a civic renewal in higher education that includes initiatives by students, faculty members, and other stakeholders to conduct institutional activities to strengthen the welfare of civil society " (Langseth & Plater, 2004, p. 212).

Faculty Member: Corresponding to Turkish translation *öğretim üyesi*', faculty member signifies academic staff working full-time at HEIs under such titles as professor, associate professor, and assistant professor or Ph.D. lecturer (Higher Education Act 2547).

Higher Education: Higher education indicates all post-secondary education consisted of at least four semesters, under the national education system, at all levels and programs (Higher Education Act 2547).

Higher Education Institutions: HEIs refer to educational organizations that include all post-secondary education. In this study, the concept of HEIs is utilized as an umbrella term to cover mainly universities and then research institutes, science and technology institutes, technical and vocational schools of higher education.

Missions of University: Three missions of university refer to teaching and learning or first mission, research, and development or second mission, and service to the society, or third mission (Göransson & Brundenius, 2011). In this study, there are shortly deemed as 'teaching and learning, research, and community service'.

CHAPTER 2

LITERATURE REVIEW

This chapter aims to present a broad and detailed introduction into the concept of community service in higher education, and doing so, tries to discuss the ever-on-going relationship between universities and their external stakeholders. Beginning with such an extensive intention, this chapter primarily focuses on the theoretical conceptualization of community service with its different applications in the field of higher education. More specifically, various definitions of community service mission of the university are made at the very beginning of this chapter. Next, institutional determination of community service policies at universities is reviewed and presented accordingly. This part is followed up with the implications of community service in teaching and learning domains, which is also known as service-learning. In addition, a thorough investigation as to faculty members' perceptions of community service mission is accounted, and the roles of faculty members in leading and realizing community service responsibilities of HEIs are also examined in this part. Furthermore, some service practices performed by the faculty members are reviewed and discussed in relation to community service mission of the university. Then, the place of community service mission within Turkey's higher education context is explained, and a detailed coverage of studies conducted in the field as well as real-life practices from different institutions and policy-making documents is also presented. Finally, a summary of the literature review on community service mission is given at the end of this chapter, as well.

2.1. Definition of Community Service

The field of higher education is quite rich, and in the last few decades, it has been contributed a lot by various scholars and interdisciplinary studies. As a result of these on-going studies and academic discussions, different terms were created to refer to the debates in the field. One of them concerns overall missions of HEIs. This important theme, missions of university, has been at the center of different studies under varying terms. Though the concepts that define teaching and learning and research missions of university were mostly agreed on, the third mission of universities has been uttered in different terms. Some highlighting terms are presented in this section, and key differences among different terms and their approaches to community service mission are examined, as well. Furthermore, various scholars in the field have explored service role of university towards the society, and different terms are developed to explain the scope of service from multiple perspectives.

This mission of university to society has been entitled differently by scholars as 'scholarship of engagement and academic citizenship' (Boyer, 1991;1996), 'public work and civic renewal' (Langseth & Plater, 2004), 'public engagement' (Orr & Rogers, 2011), 'community engagement, civic engagement, public service, public engagement, community service, outreach, and regional citizenship' (Beere et al., 2011), 'academic citizenship' (Macfarlane, 2007). Nevertheless, these concepts all include teaching and learning and research missions of the university in their community service purposes, and they are also mingled for similar outreach aims. While all these terms refer to similar concepts and carry shared meanings, the general term to indicate this service role of university is accepted as third mission or simply community service.

Though service role is an accepted mission in universities, the general terminology to indicate such universities that support community service mission is not agreed upon, either. This type of university model that values service to the society was called

variedly, that is, *regional universities* (Pinheiro et al., 2014), *third-generation universities* (Wissema, 2009), *community colleges* (Levinson, 2005), *land-grant universities* (Macfarlane, 2007), *engaged campus/ university* (Beere et al., 2011). Even though service mission is not the primary function of these universities, it is still valued and implemented within the agendas of these institutions. While there is not a shared or unique nomenclature to refer to the universities that are involved in service to the community, key characteristics of such universities consist of training of students in a highly professionalized method, teaching activities that are at the center of learning, and the university orienting towards the societal service (Macfarlane, 2007).

In addition to universities that are established with a service mission, different types of universities also adopt service in their mission or vision statements in a way. That is to say, the extent to which community service mission is integrated and implemented by universities varies. While some universities are fully devoted to providing service for the community, some other universities indirectly pursue this goal through their practices and facilities. The universities have been innovative in providing trained human resources, creating research outputs, contributing to the development of industry and economy via new start-ups, companies, technological firms, and entrepreneurial ideas being developed in the university (Etzkowitz, 2003). Henceforth, the diversity in providing service to the community is rich and dependent upon universities' capabilities. Some universities conduct their service role by means of providing education, training, certificate programs, and massive online open courses.

According to European Commission Lifelong Learning (January 2012), third mission of universities is defined to entail a combination of various activities that contain production, application, usage, and consumption of knowledge and related university resources for public service (as cited in Carrión García et al., 2012). Under the third

mission theme, another frequently and interchangeably used terminology is community service. The properties of universities as complex entities include several components, such as the students, the faculty, public authority, the administration external, and internal and semi-external influences (Kerr, 2001).

A strong university has the power to influence its internal and external stakeholders. Herein, the community service mission is integrated into the roles of the university to act upon this responsibility via its resources. Even though third mission and community service are synonymous expressions, community service implies more specific and targeted goals in universities. Community service refers to a public renovation in HEIs that contains various activities conducted by the students, the faculty members, and other related participants to contribute to prosperity and life standards of the society. This renewal in universities can be in areas of research, both basic and applied, teaching, learning, and some other service practices (Langseth & Plater, 2004). Hence, community service is the specific destination in the third mission role of universities, and it is implemented into strategic planning documents of universities, as well (Scott, 2006).

While the content of community service activities is rather inclusive and broad to include all kinds of activities conducted for the public good, some scholars make a division between two types of service activities for external service purposes and internal service purposes (Macfarlane, 2007). Within this aspect, the scope of community to which service is reached does not have to be necessarily external stakeholders; rather, it can include any community within the university itself, such as its student clubs, alumni associations, student scholarships and grants etc. What is all common in these community service activities is that the knowledge, scientific, financial, cultural, and social facilities of the university are designed to be used for service purposes themselves.

2.2. Institutionalization of Community Service in Higher Education

Community service theory regarding university's missions is developed by various scholars in the field. Each researcher approaches the theory from a unique perspective, which eventually results in interpretations of various areas regarding community service. While some take advantages and disadvantages of community service from an institutional and organizational perspective, others consider a narrower aspect of the theory, from students' and faculty members' viewpoints. Boyer (1996) indicates that universities' research and community service mission can be implemented conjointly for similar purposes and can complete each other. He goes on to term this collaboration as 'community-based research'. Integrating two important missions of university can produce fruitful outcomes for both faculty members in terms of new and interdisciplinary research fields and students in terms of a more authenticated and hands-on learning environment.

Even though community service mission is maintained by different university participants, such as faculty members, administrative personnel, student clubs or university management, there is still a gap in maintaining a healthy community service policy in HEIs. One such frequently voiced problem in following community service activities at universities is lack of institutional commitment and continuity. This deficiency is uttered as the engagement gap or disengagement in the field (Orr & Rogers, 2011). This engagement problem mainly stems from dependency on individuals in maintaining community service activities and policies instead of more organized and collective strategies (Beere et al., 2011). For these reasons, community service mission of the university should not be dependent upon peoples just like it does not in terms of teaching and learning or research activities. The institutions' academic environments enable academicians to do further research and engage in teaching courses; similarly, community service mission of higher education should be implemented in a more professionalized and specialized manner so that it can be planned as thoroughly as other activities of university. According to Langseth and Platter (2004), if community service cannot be internalized as a valid missionary

statement by faculty members, teaching and learning aspects, also known as service-learning, cannot be structured in organizational management of faculty or university.

Community service mission of HEIs is a recent topic in the field compared to other purposes of universities. Therefore, the bureaucratic and administrative correspondence of service activities in universities is varied and named diversely. Since universities differ in their organizational structures and constructions dependent upon the political, economic, and social conditions of the geographies they are located in, the continuation of community service mission in a planned and arranged fashion is quite complicated. One of the prominent explanations behind this incoherence in universities' realization of community service in their structural division is management and leadership issues. According to Boyer (1991), management in higher education is still conducted by administrators who do not have professional training, but rather amateur drives and experiences. Given that administrators at many universities lack professional education or lack administrative experience, the university management that deals with community service policies is not effectively carried.

In addition, since community service is not as internalized as the other two missions by universities, the way it is situated in universities' organizational and administrative structure plays a key role in its acceptance by university members. Furthermore, university administrators have an obligation to focus their institutions' attention on tangible goods, such as research outcomes, projects, teaching and learning programs, etc. Hence, there is continuing pressure that is caused by the expectations of the university and university administrators. In a study conducted at one of the prominent universities in Sweden, Benneworth et al. (2014) have found that institutionalization of third mission engagement activities may cause some tensions both within the university and outside the university. Similarly, some common concerns are that universities have their predetermined priorities, like publications, research activities,

and student learning. Whereas, having to satisfy other needs of the society that do not comply with core values of universities is a burden, and unnecessary act or the legal, economical, and political boundaries of university make the institutionalization processes limited and engagement activities less effective (Benneworth et al., 2014).

For these reasons, before analyzing the content of the institutionalization process and its outcomes for universities, it is critical to define what institutionalization of community service activities means in universities. The institutionalization of community service is defined as offices and units at university organization level supporting the administration and promotion of public engagement activities (Beere et al., 2011). While this perspective is only focused on establishing related units responsible for promoting service activities, another approach to institutionalization takes a broader perspective. The institutional position of community service includes other key areas in universities, such as units, centers, or offices. Seven key organizational factors support the development of service, service-learning, and civic engagement in higher education:

- Mission (mission, vision, and values statements),
- Organizational structure,
- Faculty involvement,
- Promotion and tenure,
- Student involvement,
- Community involvement, and
- Publications and university relations (Gelmon et al., 2001; Holland, 1997;1997b;2000).

Similarly, an even more critical element in implementation of community service in universities is the institutional factors that determine commitment to service. According to the EU Lifelong Learning scheme, five main circumstances affect third mission activities at universities, which are:

1. Institutional policy and governance issues: Such as organizational leadership and culture styles, trust, and commitment,

2. Institutional finance issues: Such as funding, financial freedom,
3. Institutional communication issues: Like open and good communication,
4. Institutional human resources: Like quality academic and administrative staff, career development, resource allocations, and
5. Issues relating especially to individual motivation: For example, trust, entrepreneurship, loosely management. (as cited in Carrión García et al., 2012, pp.5-7).

These factors help integrate community service into universities in different ways, and each enables service role to be more internalized in HEIs. For example, suppose service mission is explicitly indicated in a university's mission, vision, and values statements. In that case, it means that community service aspect matters important enough for this institution to clearly declare it in its visible documents. In contrast, it is also crucial to involve different stakeholders at universities, such as faculty members, students, and so forth, in pursuing community service practices. Additionally, reviewing significant documents regarding universities, such as annual reports, strategic plans, proposals, and other artifacts related to community service can also indicate an institution's relationship with service activities (Langseth & Plater, 2004). Therefore, an essential indicator of community service policies is institutional documents.

The reason behind a need for a more organized and determined community service policy has resulted in institutionalization in the field. For this purpose, one of the fundamental questions regarding the institutional adaptation of community service concerns how organizational elements are set to advocate service activities. According to Beere et al. (2011), if universities are willing to be committed to public engagement or service, they should go through a profound change and institutionalize community service. Furthermore, similar to Langseth and Plater's (2004) ideas regarding institutionalization, universities should present some important indicators to integrate service mission. According to Beere et al. (2011), seven key institutional properties that foster engagement of community service in HEIs are:

- a. Vision, mission, and values,
- b. Planning and goal setting,
- c. Rituals, awards, and ceremonies,
- d. Presidential commitment and leadership,
- e. Organizational level (university/college, academic unit, faculty, and staff),
- f. Promotion and tenure directions, and
- g. Accountability and reporting systems.

Given that various scholars proclaim corresponding suggestions as to institutionalization of community service, it can be easily inferred that the procedures through which community service mission should go are clear. Even though ideas about institutionalization are openly shared in the literature, there are some challenges that need to be considered while dealing with institutional positions of service in the real-life or practical implications. As universities' vital constituents, faculty members and their roles in service activities cannot be underestimated or ignored. Since faculty members are mainly motivated by their actions which they calculate based on a simple cost-benefit policy in their academic incentives, it is somewhat expected that academicians think intensely about gains and losses of their efforts for service before they do. Concurrently, since some activities are identified as superior to the others, faculty members behave in an obvious manner. "Since research and publishing tend to be more heavily rewarded than teaching and service, faculty who devote more time to research and less to other activities will have a greater likelihood of success" (Biglin, 1973; Braxton & Hargens, 1996; Shaker, 2015, p.74). Therefore, awards, promotion and tenure guidelines in university governance greatly impact on how community service is approached by academicians.

Returning to the initial description of institutionalization in community service, administrative bodies that support the development and enhancement of community service practices are rather crucial. In the American HEIs, there is an administrative position called 'Chief Public Engagement Officer' responsible for coordinating administrative offices to foster service activities and engagement policies (Beere et al., 2011). More specifically, for service to the community to be a natural part of

universities, some structural innovations are needed in universities. To strengthen institutional commitment to regional, economic and social developments, such essential units as technology transfer offices which are based in university campuses, research centers and innovation institutes, science parks, and other assistance bodies should be established, and participation of various stakeholders through such offices should be encouraged (Benneworth & Charles, 2005; Chen & Kenney, 2007; Clark, 2008; Cox & Taylor, 2006; Feldman, 2000; Pinheiro et al., 2014).

As well as structural changes and establishments of novel offices to support service policies in universities, four significant factors play key roles in ensuring a strong institutional belonging to community service, and they include (1) systematic, (2) strategic, (3) leadership, and (4) cultural reconstructions towards third mission practices. This process is called entrepreneurial architecture in administration (Pinheiro et al., 2014). Even though a stronger devotion to community service activities is mainly accepted among higher education scholars, some concerns still exist about possible challenges. According to a study conducted with the academicians in a Portuguese HEI, there are external and internal barriers to efficient institutionalization and commitment of community service activities. As external obstacles, there are legislative and financial difficulties that make university's relation with service activities more burdensome. In terms of internal challenges, the assessment and performance evaluation of academicians in their scientific motivations, and ignorance of service activities in career arrangement and promotion, complexities of university management and ambiguous understandings towards service activities within university administrators are some examples (Koryakina et al., 2015). Furthering relationships in service activities with society creates some concerns among scholars about potential damages to universities' core values. Though universities are regarded as open systems and have been affected by developments that happened in their surroundings throughout history, their very core essence is not determined by outside doctrines, but rather it is shaped by their internal values (Olsen, 2007; Pinheiro et al., 2014; Scott, 2006).

To create a suitable and sustainable atmosphere for community service activities to flourish and at the same time core university values to be maintained and protected, a strengthened partnership among various stakeholders is required. In addition, an inclusive policy change and paradigm shift of understanding service to the society is very much needed. A strong commitment and determination to service (learning) policies, or shortly termed as *institutionalization*, is difficult to achieve unless an open and powerful collaboration is established between university / faculty administrators and academicians (Langseth & Plater, 2004). Some preliminary suggestions that are found as conclusions of the studies conducted in the field suggest a paradigm shift in HEIs' management and governance. Rather than embracing a competitive, publish or perish culture, social responsibility and community / society needs should also be welcomed into the university, and positive relationships with diverse constituencies of communities should be established (Levinson, 2005). A mix of academic excellence and professional solidarity can advance the quality of universities' influences on society besides making themselves more unified and focused on common objectives.

Furthermore, while serving society better and providing contributions, core values of university, that is, conservation of academic freedom, continuation of academic excellence and high scientific standards, protection of academicians and scientists from outside threats and damages and the protection of other university participants' rights, should be ensured (Bok, 1982). As institutions that have contributed greatly to advancement of knowledge in human history, universities should be recognized fully as autonomous institutions in their pursuits of knowledge and science. In addition, core values that construct these institutions should also be upheld. The challenge of third mission responsibilities of universities is a contemporary issue, and universities have grand burdens to face with this matter. Therefore, an appropriate service policy demands a balanced arrangement in universities' attitudes towards pursuing such activities and preserving their core values.

Finally, some critics of community service theory indicate potential threats and damages of engagement with the community to basic principles of higher education, such as autonomy, academic freedom, and loosely coupled organization. Maassen and Olsen (2007) defend that universities are open to being affected by their external conditions throughout the history. That is normal of them to be in close interaction with their surroundings; however, their reason of existence or existential being has not been decided or controlled by external obligation. Their instinct desire has become to develop and overcome all obstacles via their authorities as they have always been. Such scholars regard community service as an objective which should have its limits and should be approached cautiously even though they accept it valuable in the university. The edges of community service activities in university should be limited and should not overpass the university's reason d'être or creating innovation and being pioneers in science and development. Amid these discussions, the theory of community service mission in HEIs is implemented, practiced, and analyzed in the literature.

2.3. Community Service in Teaching and Learning

One of the major implications of community service practices in universities is in the areas of teaching and learning. As institutions that contribute significantly to the creation and accumulation of knowledge, HEIs are places where teaching and learning practices are conducted and developed. For this reason, how teaching and learning are practiced in universities is within the interests of many disciplines and scholars. These studies include methodological discussions, curricular arrangements, learning theories, student-learning, faculty development, and other interrelated areas. In the teaching and learning process, two important components are academicians and students. The interaction between these two important participants of universities has resulted in various teaching and learning methods. A key concept that also relates to the third mission role of the university in tandem with teaching and learning missions is service-learning. The definition of service-learning is complicated, and it refers to a bunch of activities, policies, programs, and implications in universities and their related sub-units. According to Carter et al. (2012), service learning is an educational

pedagogy that includes meaningful service activities to the community with instruction and meta-reflection to contribute to students' learning experiences and teach them responsibility about supporting communities. The core ideas of service-learning strategy are hands-on experience for students and receiving support from the university for communities.

Similar to community service mission of universities, service-learning pedagogy refers to the community being offered service, outcomes of the service process being related with course content, and students reflecting on their learning processes (Boyer, 1996). At the focus of service-learning lies students' learning and communities' benefiting. In this aspect, service-learning pedagogy indicates that community service mission can be implemented at such levels as course design and program evaluation, and students' learning. Through course contents and other course-related projects, service-learning pedagogy can be practiced at universities. According to Britt (2012), a closer definition of service-learning means that it is a specific pedagogical technique that enables students to get actively involved in community-service and provides students the opportunity to self-evaluate themselves after the service while advancing community well-being.

In addition to two important properties of service-learning, namely student learning and community benefit, another key characteristic of pedagogy as suggested in the literature concerns improving student-learning and increasing quality of education in universities. According to Elliott (2009), the pedagogy of service-learning is a learning method that mixes theoretical and practical sides of knowledge to supply students with the capacity to connect real-life implications of any knowledge and theoretical frameworks. In this aspect, service-learning is a multidimensional pedagogical approach that has varied implications for learners, academicians, and the community together. Service-learning has a unique position in the dissemination of community service policies in HEIs. Since it is applied at the very base level of the

university, namely with students and academicians, and since it has direct and straightforward encounters with the community, its role in making a connection between academic societies and civic organizations from students' perspectives is unprecedentedly vital for many. Just as the terminology itself implies, the service-learning concept suggests blending between theoretical knowledge and service of the university to the community, and the overall objective in this is to increase the academic success of students with better course-learning outcomes (Salam et al., 2019).

In addition to the integration of students-learning with community service, the pedagogy of service-learning is also a student-centered approach, and it differs from traditional learning pedagogies in that it promotes active and hands-on learning experiences (Deeley, 2015). As a novel approach to learning theories, service-learning offers some actual outcomes for students. The benefits of service-learning on students vary a lot from social and intellectual progress, communication skills developments, values and moral aspects to academic achievement, better learning environment, and rich career development opportunities (Eyler & Giels, 1999; Langseth & Plater, 2004). These contributions of service-learning pedagogy indicate a connectedness between the university and society because student-learning is relatable with external knowledge.

In addition to positive impacts on students, the content of service-learning pedagogy and activities is also vast. Dependent upon the degree of relationship and range of service types, there are different versions of service-learning practices in higher education: namely (1) direct service practices that call for face-to-face experience with the community stakeholders, (2) indirect service activities that imply dealing with general issues instead of facing them in person, (3) a combination of community-service and research activities to focus on problems the community experiences, and (4) advocacy acts that engage students in problem-solving processes (Colorado State

University, 2016; Lavery et al., 2018). Therefore, service-learning pedagogy can be implemented both at different levels and varying scopes in universities. Even if the extent to which service-learning is implemented changes, the key features that construct service-learning perspectives remain considerably typical. Five key elements that foster effective service-learning practices are (1) hands-on experience, (2) relevance to course content, (3) reflections over the learning experience, (4) a community partnership or collaboration, and (5) active participation (Steiner & Watson, 2006). These critical factors make service-learning a pedagogy that is committed to following objectives towards the community service mission.

Service-learning concept is a narrower one compared to community service or third mission practices. It only refers to an academic project that is generally conducted within course content and at the curriculum level to enable students to learn by doing and contribute to community improvement. Hence, unlike general aspects, its focus mainly concerns students and academicians besides community stakeholders. In this way, service-learning is a specific act of service to the community coordinated by faculty members, conducted, and reflected by students, and profited by community members. Therefore, service-learning provides a linkage of thoughts and acts between students' service to the community and gained experiences via a self-assessed and organized manner, indicating that service-learning can be for life-long learning purposes (Shumer, 2018). Through service-learning activities, HEIs respond to the prevailing criticism they have been receiving. Even further, they get to be called ivory towers that are far away from the communities.

According to Langseth & Plater (2004), universities' alienation from service activities means they have ignored their civic duties. Based on service-learning pedagogies, programs are good indicators of universities' dealing with third mission activities in their teaching and learning practices. Another common critique directed towards schools and universities is that learning process that happens in these institutions does

not carry relatedness with the experiences on-going outside schools, and this disconnection between universities and external world creates dissatisfaction among learners (Erickson & Anderson, 1997). Service-learning closes the deficiency between academic learning centers and external communities and includes students and academicians in this association. One final criticism that is expressed against universities relates to incapacities of resources conducted within universities to produce impactful solutions or ideas to problems in society. More particularly, teaching and research activities carried out at HEIs do not directly create required social or communal changes and renovations in the community (Chatterton & Goddard, 2000). Furthermore, the deficiency between theoretical knowledge and practical application is closed via service-learning pedagogy programs in universities.

Service-learning pedagogy involves an amalgamation of three missions of the university in its implementation. Receiving knowledge from research and scientific discoveries, service-learning is mingled with learning theories and applied in a way to aid the communities. According to Millican and Bournier (2011), three main factors that make service-learning a crucial community-engagement tool are contributions to the disseminations of three-missions of universities, developments in students' social-responsibility understandings, and acquisition of values within the university culture. Faculty members are vital influencers and role-players in service-learning pedagogy's realization in universities. As leaders in their courses and classes, faculty members can influence the students extensively so that students get more motivated to be engaged with service activities.

In the situations where service-learning is maintained within a course, academicians' roles impact it a lot. Successful implementation of service-learning in a course depends on faculty members' academic disciplines since course content may vary from being a separate service course to being part of a curriculum. (Kronick & Cunningham, 2003). At this point, the importance of academicians in conducting

service-learning pedagogies is crucial. According to Langseth and Plater (2004), if faculty members do not internalize service-learning, then it is rather probable that it cannot be accepted as a genuine pedagogy in faculties. That is why acceptance of service-learning as a valid method enables the further extension of it around the universities. All in all, service-learning is a modern teaching and learning pedagogy that has major impacts on students, academicians, and community members.

2.4. Faculty Perspective on Community Service

In a global era of economic, political, social, and environmental problems, it is not surprising to notice that these issues also deeply affect the universities. Since such global challenges as migration, refugees, racism, sexism, poverty, war, global warming, and many more have profound impacts on the societies in different ways, as knowledge-producers and critical institutions, universities have crucial responsibilities and importance in addressing and even overcoming these issues. This necessity for active participation from universities' sides refers to a total collaboration between university and society. At this point, one interrelated concept for university-society relationship concerns university's link with external stakeholders, which is public engagement or serving for public good (Jacob et al., 2015). In their book, titled *Community Engagement in Higher Education: A policy reforms and practice*, Jacob et al., (2015) define engagement as setting networks, collaborations, partnership practices between universities and local, national, international, and global stakeholders. Some exemplary community-engagement activities are joint meetings, events, conferences, projects, visits that are intended to increase bilateral agreements between universities and public audiences. Through changing communication tools, such partnerships are also maintained via online platforms to compensate distances among these institutions (Jacob et al., 2015).

The collaboration between university and society includes various shareholders, such as industry, government, corporations, non-governmental organizations etc. Extension of community partnership from students who receive education at

universities to external stakeholders is a crucial indicator of universities' importance in this aspect. Furthermore, the United Nations have forwarded 17 Sustainable Development Goals (SDGs) to respond to the most urgent problems faced in the society. These goals are developed to face the severe challenges occurring within the public. They range from fighting against poverty and reducing hunger, providing good health and well-being, accessible clean water, and sanitation, saving water sources to offering quality and accessible education, supporting gender equality, decreasing income inequalities and unfair income distribution, peace and social justice and climate change and global warming (United Nations Sustainable Development, 2015).

Given that there are many global crises that societies encounter, the role of universities in tackling these issues is quite crucial. A key role player and determinant in establishing or strengthening the interrelationship between university and society is the academics. Since they are equipped with scientific knowledge and academic scholarship, their position in building a bridge between the two parts matters more than anybody else. Henceforth, while discussing the relationship, the role of academicians should also be considered. Faculty members' roles may consist of teaching or lecturing courses, developing course-related materials or curricular activities, mentoring, guiding, and advising students of undergraduate and graduate levels, taking active roles in different committees, developing projects for research and funding, and finally pursuing scientific and academic objectives (Academic Leadership Development Program, n.d.).

Academicians also have other additional responsibilities that they conduct besides full-time faculty members and scholarly duties. Faculty members have such administrative responsibilities and tasks as managing the department or administrative units, coordinating human resources, infrastructure, supporting internal and external constituents of faculties, working on bureaucratic paperwork and regulations, attending meetings and many other linked activities (Academic Leadership

Development Program, n.d.). That is to say, roles of faculty members in universities have expanded to include all kinds of activities conducted within universities' regular management. Therefore, faculty members are not only responsible for academic affairs in their routine workload, but instead they are also in charge of following any sort of administrative matters.

One of the key conditions that affect how community service mission is implemented at universities is to what extent faculty members can partake in such activities. Faculty involvement in community engagement practices is an indicator of universities' actions to deal with community needs, and it enables the faculty to build ties with their surroundings thanks to their research interests and academic aspirations (Gavazzi & Gee, 2018). Faculty members' roles and responsibilities in providing service activities are crucial. HEIs would fall short of their existential beings and aims if it were not for students and faculty members at universities. As organizations where teaching and learning mostly occur between students and academicians, universities offer an interactive environment for both parties to be in a present communication with each other. This bilateral relationship between two of the most crucial internal participants in universities has changed recently, which consequently affected how teaching and learning occurs at universities.

According to Barr and Tagg (1995), a shift in understanding from the Instruction Paradigm towards the Learning Paradigm has impacted teaching and learning structures in universities in terms of missions and purposes of learning, criteria for success, and structural properties. In this change, teacher-student interaction is also transformed in such a way that new roles of faculty members are assigned as facilitators and designers who help students increase their abilities and skills (Barr & Tagg, 1995). Furthermore, the faculty members work in collaboration with students in promoting empowered learning opportunities while students are also described as active learners who work in groups during the learning process (Barr & Tagg, 1995).

This drastic exchange in the teaching and learning paradigm has redefined the roles of faculty members in their positions at universities both as instructors and as researchers. The students have also been influenced by this shift from the traditional teaching and learning areas towards more interactive and collaborative learning. More specifically, faculty members as crucial role-players in universities have been involved in service-learning thanks to a diverse range of activities upon this paradigm shift. According to Macfarlane (2007), faculty members' significant functions in disseminating service-learning practices are framed as *academic citizenship*. Such actions include service to students, service to institutions, service to discipline-specific or professional fields, and service towards the public community.

The communication between universities and societies creates mutual opportunities for both ways, which is called *public good* (Shaker, 2015). The public good allows faculty members an opportunity to present their studies and receive feedback from the community. This role is also related to universities' first and second missions, and faculty members can benefit from this situation. According to Shaker (2015), in pursuing research activities, faculty members as researchers have the main responsibilities to produce knowledge, generate research frameworks, hold research designs, collect, and analyze research outputs and offer results of such research activities to the society in pursuit of their responses and feedback. Austin and McDaniel (2006) states that research activities must refer to doing research itself and publishing its results with related parties that are in need for them and their reactions to such results.

Third mission or community service activities are rather distinct and can include different forms in their applications. These practices are shaped by many variables, such as budget, culture, tendencies of faculty members towards the issue, political environment, and universities implement these practices in several ways. The most widespread samples of community service activities are continuing education,

professional development courses, workshops, and seminars (Montesinos et al., 2008). The main motivation behind these actions is to help increase the teaching and learning qualities of the learners and respond to the needs of a wide range of participants and their involvement in life-long learning (Carrión García et al., 2012). Many faculty members participate in conducting such practices at universities on different occasions. Their contributions to such service actions further develop the content of community service.

Scholars from varied expertise and professional backgrounds interpret the way that they can be of help to promoting service activities. In a study conducted with scientists and engineers at the Science and Technology Faculty in Aarhus University, Denmark, Mejlgaard and Ryan (2017) discovered that faculty members participated in third mission engagement activities in five main components which are: (1) executive involvement in councils, committees, and boards, (2) proactive science communication, such as newspaper articles and other media articles, (3) public sector service, like reports, memorandums, question and hearing answers, (4) reactive science communication, as participation in media outlets, and industrial collaboration and (5) commercialization, such as publications and patents. Since the academicians analyzed in this study are mainly of hard fields, such as mathematics, bioscience, computer science, nanoscience, etc. their practices of community service are unique in their conditions.

There may also be other ways of following the community service mission by different faculty members depending upon their backgrounds, experiences, and perspectives. For instance, social, cultural, and political derives can also urge implementation of such community service activities as projects for increasing economic development, consideration of minority rights, education of fundamental skills, access to healthcare facilities under social aspects; outreach of research and scientific products, seminars, talks, streams, radio and TV shows, events, concerts,

exchange programs under cultural aspects (Montesinos et al., 2008). Therefore, since HEIs are composed of different academic programs and disciplines, the content of community service activities is as rich and diversified as it can be, including disciplinary, interdisciplinary, multidisciplinary, and trans-disciplinary orientations and studies.

Given that community service activities are broad enough to be conducted in different means in universities, the role definition of universities' service mission is context-specific, that is, reliant on the coherence between institutional characteristics of universities, such as history, culture, identity, values system, relationship between the community and the campus, and how community service mission is embedded into the university environment, which is framed as *institutional fitness* in terms of service (Boyer, 1996). Considering different components in implementing community service activities, it can be easily inferred that the process of community service mission cannot be put aside from other fundamental areas regarding universities. The overall systematic well-being of institutions motivates its participants to be more committed to the institutions. Doubtlessly, faculty members are no exceptions, and they are hugely impacted by external factors besides their inner motivators or demotivators.

One such parameter that has a huge influence on both faculty members and community service practices is faculty or university culture. According to Bergquist and Pawlak (2008), there are six cultures in the academy that shape the organizational culture and climate of HEIs, and they are (1) the Collegial culture, (2) the Managerial culture, (3) the Developmental culture, (4) the Advocacy culture, (5) the Virtual culture, and (6) the Tangible culture. Each culture has its properties that dominate the university environment. For example, at a university that adopts dominantly Collegial culture, faculty superiority, and unbounded scientific research ideas are valued, and universities are mainly composed of autonomous, powerful, and strong faculties (Bergquist & Pawlak, 2008). On the other hand, if a university is devoted to

maintaining managerial culture, one would expect it to have effective and strong administrative personnel who have responsibilities to handle support services, and have a formal, highly bureaucratic, and hierarchical structure (Bergquist & Pawlak, 2008).

Since the faculty or university culture profoundly impacts the way community service is performed, faculty members' perceptions and attitudes towards service activities are mainly shaped by the faculty culture. If a faculty environment does not give credits to service roles at all, academicians will highly likely deprioritize community service. Likewise, faculty perspectives are determined by the academic culture that does not promote community service activities or any kind of civic renewal. Most faculty members are educated in undergraduate and graduate schools that mostly disregard service activities in their curriculums, which is why, some faculty members unsurprisingly spend neither their time nor energy on disseminating service activities accordingly (Langseth & Plater, 2004). The norms of academic competition are quite strict; therefore, the faculty culture is based on perfection, excellence, and high-quality standards.

Considering various responsibilities of academicians in their regular work environment, community service practices may seem to be an additional assignment for them. Even though service activities are naturally embedded into teaching and research practices, realizing that service to the community policy is valued and implemented at faculties or universities is a tough challenge. One of the key components of service policy development at universities is carrying two important values based on volunteerism and public benefit (Shaker, 2015). Since the scope of service practices is unclear and obscure among faculty members, community service activity's definition and scope are a noteworthy question to contemplate over. Among the scholars, there is a diverse range of perspectives on the relationship between being a faculty member and following service practices. According to Shaker (2015), there

is no determined or set benchmark to evaluate faculty work in relation to public good and community service. Hence, service activities are varied and diverse so much to include any voluntary action for serving society's needs, including students, colleagues, and outside partners.

Another underlying reason behind service activities' implementation / non-implementation at faculties or universities relates to the workload of faculty members or academicians (Beere et al., 2011). Since faculty members are bombarded with academic and administrative responsibilities of departments, faculties, or universities, the amount of work involved in their regular occupational routines takes an essential portion of their time, and it may make them less motivated and more exhausted. In a study carried in three Canadian education faculties, Kouritzin (2019) presented the difficulties faculty members experienced in their work environments, which are psychological, physical and productivity challenges as a result of overworking and overloaded expectations. Given faculty members' workload, an important question arises herein that community service is valued and practiced by academicians. Different variables impact the means of academicians towards the service. At this point, Orr and Rogers (2011) asked the question of what it means for faculty members of differing academic backgrounds and institutional experiences to conduct service activities at HEIs.

Since faculty members follow a simple cost-benefit analysis in their pursuit of activities, including research and teaching, the way community service is promoted and rewarded at universities profoundly affects academicians' extrinsic and even intrinsic motivations. In this mutual benefit relationship, faculty members simply evaluate the time to be spent on service tasks and these activities' returns on their careers. In the satisfaction level of academicians' engagement with service activities, two essential components that greatly affect academicians' participation in service initiatives are the tenured / non-tenured status and academic rankings of faculty

members. In an intellectually competitive academic atmosphere, faculty members in their early professorship years value more research and teaching practices in place of service or outreach activities. The more tenured and higher ranked faculty members get, the less they are inclined to be competitive and the more they feel to provide service towards their communities (Mamiseishvili et al., 2015). Given that a highly academic competitiveness culture surrounds faculty members, it is typical of them to consider short and long-term benefits of their actions.

According to Borkoski and Prosser (2019), key fundamental elements that impact faculty members' involvement in service activities consist of institutional leadership, values systems of universities, prioritization of research and teaching activities, tenure and promotion evaluation systems, and faculty experiences in regard to promoting service practices. In addition to managerial and institutional guidelines that impact faculty members' participation in service activities, another major condition that faculty members confront is their understanding of their positions in universities. Though extraneous elements may urge academicians to be connected to service activities, another greater issue to be addressed is about faculty members' perspectives on universities' changing dynamics and their consequences on academicians. According to Reino and Jaakson (2014), conflicts among faculty members towards their roles at universities have resulted in quarrels about professoriate values, and changing values of different missions of universities imply contradicting principles for faculty members. Inclusion of service mission into faculty members' responsibilities has created a novel understanding of academicianship and has challenged the traditional role and value descriptions of the university. Considering that different aspects affect faculty members' approaches to service activities; community service practices imply differing concepts for faculty members dependent upon contextual factors and individual variations.

In addition to such institutional extraneous features as promotion, tenure, funding and values systems, some intrinsic motivators or demotivators may be influential on faculty members' relationships with service activities. The personal traits that contribute to acquisition of service by faculty members are key in establishment of socially responsible or accountable faculty members. According to Ross (2018), faculty members need to have such assets as the dedication to service, ties with the external community, staying active in their engagement activities, promoting service programs. Hence, on individual levels, faculty members need to be personally committed to following service activities. This type of strong partnership is related to engagement aspects. In this regard, engaged academicians are the individuals or groups that establish sustainable relationships with the communities and manage activities between universities and communities or organizations on local, regional, national, and international standards (Jacob et al., 2015).

Besides, if faculties or faculty members are systemically abundant in HEIs, then it is a powerful indicator of higher commitment at such universities. According to Alter and Bridger (2006), the concept of *engaged university* indicates that community partnerships that support individual and social prosperity and wellness are conducted at such universities in touch with local communities. Whether at a wider perspective as universities or at more particular aspects as faculties, academicians' roles in shaping an organization's policies on community service are undeniably vital. Under this perspective, role definitions of academicians are put forth. Yet the controversies over what the primary roles and responsibilities of academicians should be are still on-going in the literature. According to Boyer (1991), works of academicians, whom Boyer also addresses as *scholars*, comprise four resembling and complementing parts: "scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching". In briefly analyzing four steps of engagement in Boyer's understanding of the university, discovery refers to academicians pursuing the scientific drives of developing knowledge and creating new knowledge via research

projects. As the primary role-definition of higher learning institutions, research comes as the core functioning of academicians.

Secondly, faculty members need to contextualize their research findings in an interpretive manner to integrate what is present in research into broader areas such as implementation, integration, or investigation. Since the research outcomes are meaningful only when they are interpreted or analyzed in contexts, it is important for scholars to present their research projects to their colleagues, scientific communities, and all related stakeholders. Thirdly, faculty members who are experts in various academic fields and who can disseminate the research outputs in a disciplined way have the opportunity to be mediators between theoretical backgrounds and practical implications. In this way, they can realize their scholarships in real-life instances. Finally, academicians present their scholarly accumulations to their students at universities through teaching activities. Upon long processing of knowledge from research to application, teaching gives faculty members the chance to deliver their knowledge to the students in a scholarly way. Overall, faculty members as scholars can follow the community service mission through engagement practices. Since service is ubiquitously practiced at universities on various levels, faculty members obviously make up an important aspect of this service mission.

2.5. Community Service in Turkey's Higher Education Context

The field of higher education and related studies comprise an essential part of literature in the Turkish context, and noticeable aspects of these studies focus on issues, trending topics, and agendas related to the concept of the university. In their investigation of articles published in journals and conference papers regarding the field of higher education, Senay et al. (2020) have found out that some of the researched topics in Turkish higher education studies include university entrance, financing in higher education, entrepreneurship and innovation, internationalization, educational policies, language education, educational administration, quality, curriculum and instruction, assessment, and evaluation. Furthermore, in line with the

global changes and developments in higher education, Turkish higher education system is under the altering impact of trends and innovations occurring worldwide. According to Aydin (2014), there are eight novel issues that global higher education systems face, and these challenges involve "expansion and diversification of higher education, internationalization, Europeanization and globalization, privatization, lifelong learning programs, modern management applications, partnerships among university-government-industry, and distance education and information technologies" (pp. 473-484).

One of the most impactful matters that has also profoundly affected Turkish higher education is globalization. Akar (2010) has presented the challenges that Turkish higher education encounters influenced by globalization in its system, and they are listed as massive demand of access to higher education, insufficient quantity and quality of academicians, internationalization in higher education, competitiveness in creation of knowledge and research in universities, and financial management of higher education. The prominent issues that Turkish higher education meets affect the scientific agendas and interests of researchers in the country. Furthermore, even though global topics are shared in the country's higher education system, some local difficulties are also noticed in particular to Turkish higher education. According to Çelik (2011), one of the significant constraints that universities and academicians are faced with is bureaucratic and administrative restrictions and regulations, which obstructs the involvement of faculties and universities in decision-making processes. The primary explanation behind this difficulty is the highly centralized structure of higher education in Turkey. The establishment of CoHE and control of all universities in the country under CoHE is a key indicator of the country's centralized higher education system. This administrative system has been a matter of concern for many scholars in the field, especially with such intent to preserve the university's fundamental values. The most frequent ones amongst these values concern institutional autonomy and academic freedom (Erkoç, 2015). Such core concepts indicate the extent to which universities function separately in their pursuits of

knowledge and scientific activities without staying under the suppression of external authorities.

Given that Turkish higher education is deeply affected by the developments both on the national and international scales, missions of HEIs in the country are also under the impact of such changes. Even though three missions of higher education are well integrated into the countries' HEIs, when it comes to their real-life implementations, there is a discrepancy in terms of their applications. It is also inevitable that the aforementioned explanations, on national and international domains, have had crucial influences on the missions of HEIs in Turkey and general characteristics of the higher education system, as well. Likewise, service mission of the university to the community has been and will be affected by all these global factors, including globalization, marketization, internationalization, and capitalization of higher education.

Related to discussions of universities' core values and properties, another essential area of study is concerned with the university's missions and positions in higher education administration. Since universities are in the category of disputed organizations in terms of their outcomes, scopes, coverages, and connotations, missions of the university are an ever-going discussion in Turkish higher education context. One of universities' latest categorizations by their mission differentiation and specialization projects was Research and Candidate Research Universities (CoHE, n.d.). The selected research and candidate research universities were classified in terms of three main topics, such as research capacity, research quality, and interaction and collaboration. They are also supported with staff allocations, doctoral opportunities abroad, and The Scientific and Technological Research Council of Turkey (TÜBİTAK) scholarships (CoHE, n.d.). This act's justification was to increase research capabilities and outcomes of leading universities in the country and support industrial and economical investments and advancements. Given that university

mission discussions are new and recent in this context, discussions of community service mission at this moment about the relevant studies in the literature carry significant implications for the field of higher education in Turkey.

Third mission of the university, also known more commonly as community service, is principally accepted, and uttered to describe Turkish universities' commitment to their outreach activities for the society. According to the Higher Education Act of 2547, a *university* is defined as an HEI possessing academic autonomy and juristic personality, conducting advanced-level education, scholarly research, publication, and consultancy, which is composed of faculties, graduate schools, schools, and similar units (CoHE, n.d.). The governing legislative act also requires universities to be consultant institutions for society in terms of scientific and knowledge-holder authorities. According to Efe and Ozer (2015), one of the critical values and commitment common among 105 state and 66 private universities was prioritizing joint development and social empowerment in their service mission statements. These statements were extracted from the mission and vision statements of the universities. The reason behind universities following the community service mission is two-folded. While on the one hand the community service mission of the university provides services and goods for the stakeholders in the society in need, these service practices also imply some opportunities for the universities. According to Beere et al. (2011), community service practices bear advantages for various parties ranging from institutions and faculty to students and communities. Multiple advantages of community service have enabled community service mission to be integrated into Turkish universities' strategic planning process.

Furthermore, since community service is a well-acknowledged concept in Turkish universities, various studies are conducted in the field that dwell on conceptual and pragmatic aspects of community service. The scope of studies conducted in this aspect is focused on two crucial headings, which are community service (*topluma hizmet* in Turkish), and service-learning (*hizmet ederek öğrenme* in Turkish). Öcal

(2018) has studied 22 state universities' strategic plans located in the 7 biggest cities in 7 geographical regions in Turkey in terms of four variables: innovation, quality, entrepreneurship, and social / community service. The results have indicated that some of the most frequently used concepts in the studied Turkish universities' strategic plans in relation with community service include social responsibility, public service, social service, democracy, moral and national values, sustainability, growth, citizenship, public interest, nature, ecology (Öcal, 2018). Given that these universities constitute a significant majority of students and academicians in the country, it is inevitable that the community service mission is integrated into Turkish universities' strategic priorities.

In addition, community service is also accepted as a strategic goal to contribute to the country's economic, social, regional, and national developments by CoHE's 2019-2023 Strategic Plan in coordination with the 11th Economic Development Plan (CoHE, n.d.). Even though community partnership mission is clearly indicated in these important constitutional documents that direct universities, there has been a deficiency between theoretical, or legal and constitutional, and practical, or real-life, aspects of community service in terms of service practices and implications. There is a relatively weak collaboration between Turkish universities and the society. The ties among universities, business world, economy, industry, and the society are merely lacking in that universities are accepted as closed societies that lack maintaining innovative and sustainable partnerships with their communities autonomously and independently (Günay, 2011). Therefore, there is a gap in the implementation of community service goals between general strategic documents and real-life indications from universities.

In addition to community service referring to universities' engagement with third-mission activities, the other commonly utilized and investigated concept in Turkish higher education setting is service-learning. Before giving detailed examples from Turkish universities, the pedagogy of service-learning and its content should be

reminded briefly. According to National and Community Service Act of 1990, service-learning is defined as an educational experience through which students can actively participate in-service practices that are collaborated with community and schools to meet the society's needs and requirements. One of the critical properties of service-learning is that it should be well adapted into student's academic programs and should be designed in such a way to let them assess their learning and experiencing processes. Service-learning also gives students chances to express themselves on real-life tasks and situations where they can use their previous knowledge and abilities. Finally, according to this Community Service Act of 1990, service-learning aims to develop more students' learning outside the classroom walls to develop their sense of belonging to society (Erickson & Anderson, 1997).

Even though pedagogy of service-learning is not thoroughly implemented in universities and curriculums of departments in Turkey, its position in general education, if not higher education system, dates back to much earlier times when Village Institutes were first introduced into the system. Village Institutes were constituted in a harsh period in the newly established Republic when illiteracy rate among male population reached 82.5%. In comparison, 92.5% among the female population, and the number of schools, most of which were located in towns, villages, or boroughs, was limited to only 4.894 elementary schools (Vexliard & Aytaç, 1964). In those trying days, the qualified people were rare, and the majority of people were living under challenging circumstances in the villages where there were very few intellectual individuals.

Service-learning covers an important part of studies conducted in Turkish higher education literature in terms of third mission practices. As a pedagogy that is implemented into course contents, service-learning aims to integrate social issues into students' learning and offer them chances to contemplate over the problems encountered throughout the course. This type of learning is also promoted by the Higher Education Act of 2547. One of the basic principles of Turkish higher

education is to follow short and long-term plans and programs that need to be devised on the bases of scientific and technological developments according to national and regional needs (CoHE, n.d.). This precept poses an expectation on universities, more specifically faculty members and students, to create knowledge and share its consequences with the community through students' involvements and learning practices. One of the featured instances of service-learning activities at HEIs in Turkey is a course that is prepared and designed to provide students of education faculties an opportunity to have their expertise, and professional development increased. According Beere et al. (2011), such academic activities are called *engaged learning* from student's sides and *engaged teaching* from academicians' sides.

One clear demonstration of engaged learning is the CSC (Community Service Course) offered in teacher training programs under faculties of education in Turkey. According to CSC Directory prepared by CoHE, the course is intended (1) to encourage pre-service teachers or teacher candidates to gain consciousness about local problems, (2) to create solutions for global issues, (3) to be an active participant in problem-solving process, (4) to constitute creative projects for solving issues, (5) to develop their creative thinking and self-assessment skills, and (6) to increase their communication abilities (Cumhuriyet University, n.d.). CSC has a crucial place in the teacher education curriculum in that it enables teacher candidates to acquire hands-on learning of the teaching process.

In the literature, there are various studies that aim to assess the effectiveness of the service course in terms of differing perspectives, including pre-service teachers' perceptions of CSC, academicians' understanding of the course, content, and history of the course. Community Service Practices (*Topluma Hizmet Uygulamaları* in Turkish) course is integrated as a must course in all teacher training programs. Its content is planned to include social responsibility projects, cultural and intercultural social responsibility projects, identifying current social issues, volunteerism in coming up with solutions to the mentioned social issues, and individual and group

work efforts in dealing with challenges regarding social affairs (CoHE, n.d.). Service-learning is an inseparable component of the service course, and in Turkish higher education context, outcomes of CSC on students are studied most in the literature. Some of the prominent advantages of the projects conducted in CSC include students' gaining awareness of their responsibilities towards the society via such projects, learning the importance of volunteerism in service activities, increasing their self-esteem during service practices, improving their organizational and team-work skills, increasing their communicative skills, having teaching or professional experience in real-life conditions (Acer et al., 2012).

In a similar study, Uğurlu and Kırıl (2012) have found that service-learning course in education faculties contributes to personal growth and professional development of pre-service teachers and increases an awareness of community issues more realistic and from every-day examples. Furthermore, according to CoHE's Theses Collection Database, the focus of master's theses and doctoral dissertations concerning community service was mainly on perceptions of pre-service teachers on the course. These studies vary in terms of student's departments (Language Teaching, Social Sciences, Visual Arts, etc.), benefits of the course (academic performance, personal gains, values, social responsibility), course content (projects, practices, assignments, etc.). Also, quite a few studies have been conducted for evaluating CSC consider academicians' perceptions in the service course process (CoHE, n.d.).

Finally, though not as detailed, or widespread as pre-service students, faculty members' perspectives on community service are also studied in Turkish higher education. According to Ergül and Kurtulmus (2014), academicians at the faculty of education in a state university in Turkey recognize that education faculties have an important role in shaping teacher-candidates perceive of community service via their vision and mission statements in addition to increasing their partnership with other partners, enriching course contents in their curriculums, holding more social

responsibility projects. In this aspect, faculty members and students stand at the essence of developing and implementing service practices. In realizing the third mission roles of Turkish universities, CSC and education faculties play a vital aspect in disseminating knowledge and expertise of universities towards the society.

As for the relationship between HEIs and society in Turkish higher education context, there is a strong hierarchical structure in-between in that the details of how to administer and organize the universities and maintain relationships with the internal and external stakeholders are specifically detailed and outlined. The higher education system in Turkey is governed by the Higher Education Act, numbered as 2547. With this law, CoHE was established to coordinate academic, structural, institutional, and administrative processes in higher education. CoHE has also become the responsible institution that manages, directs, and leads all HEIs, that is, state, private and foundational, in the country with its autonomous and public identity and constitutional position (CoHE, n.d.). The present-day administrative structure in Turkish higher education system provides a general blueprint about the relationship status between universities and communities. It is based on highly bureaucratic and detailed descriptions that should be followed by legal and constitutional authorities. Whereas, while the organizational structure remains unchanged, there have been many initiatives, reform attempts, and strategies to establish stronger ties with the external shareholders, including societal partners. In this aspect, national and global issues have impacted the flow of this alliance undoubtedly.

In Turkish higher education context, faculty members are studied a lot in terms of different perspectives, including instructional methodologies, teaching, job satisfaction, academic motivation, etc. Their relationship with serving the community is not studied as detailed, however. Much as perceptions of faculty members are analyzed, the studies conducted in this area are limited to only CSC offered at faculties of education. Therefore, service practices of faculty members, and even their

understandings, are confined. Seban (2013) has studied faculty perceptions over community service practices courses and has found that faculty members value the importance of service courses in getting students familiar with their professions. In offering the course more effectively, faculty members need to be equipped with such properties as previous-experience on the subject, voluntary-based actions, leadership, and administrative capabilities (Seban, 2013).

Faculty involvement and partnership is a key step in facilitating service-learning and community service practices at HEIs. Community service practices are enhanced and supported by faculty members' participation at universities. Karasik (2019) has identified the benefits and challenges of community service learning in terms of students, universities, and communities, including such subjects as human resources, opportunities for academic development, use of university resources etc. Besides, faculty members, according to Karasik (2019), have two crucial responsibilities to foster student participation and learning in service activities, which are having committed and participating faculty staff and establishing strong partnerships with community agencies via faculty initiatives. Given that role definitions of faculty members have been studied and suggested frequently in the literature, faculty members have approached this issue from various viewpoints. While some academicians would not mind participating in-service projects, it would be an extra work and time loss for some others. Dependent upon faculty members and HEIs, the relationship between academicians and service activities changes. The reason behind this variance is due to diversity in perceptions of university missions by faculty members. This assorted range of missions in universities has led faculty members to focus on three different responsibilities jointly; nevertheless, due to the above-mentioned reasons, namely workload of academicians, unspecified or undetailed criteria for assessment of different missions, faculty members fail to give equal importance to the three commonly accepted responsibilities of universities.

According to Bakioğlu and Tatık (2020), faculty members in Turkish research universities indicated that they had difficulty managing their times between research activities and teaching workload. They had too many weekly courses to offer while they were also expected to be excelled in research practices. Within this dilemma of choosing among different missions of the university, service to the community mission stays alienated though theoretically lying at the heart of higher education discussions. All in all, community service mission is a connatural responsibility of faculty members in this respect that the faculty members function for serving the society in any means, whether on research projects, lectures, or courses, or involving in service partnerships.

Finally, some studies give importance to university outcomes and their impacts on its stakeholders, such as community, industry, environment, and other disciplines. Such studies consider higher education's transformative and influencing power and try to delve more into the field. Given the lack of such studies that focus on the university's societal impacts and outcomes, there is a growing need for further analyzing the community service roles of universities in the country.

2.6. Summary of the Chapter

Service role of universities is analyzed from various perspectives in this chapter, beginning with a wider inquiry into theoretical framework of community service and proceeding with a detailed description of institutionalization process of community service in the field. Particularly, theoretical, and practical conceptualization of service mission at universities is presented in detail. In addition, to support the organizational position of service mission at universities, some administrative and managerial suggestions, and methods for establishing a stronger institutional commitment to service policies are examined. Following the conceptual framework, definition of community service mission of the university is made and described from varied perspectives and different terms and concepts that are used to characterize community service are also explained in this chapter. Diverse definitions of universities' service

roles and relating prominent policies under this concept are equally provided, as well. Next, pedagogical implications of the service mission concept in universities are clarified through service-learning. In involving such core constituents of universities as faculty members and students, service-learning refers to a strong collaboration among different university missions in that teaching and learning, research, and public service are implemented conjointly.

Furthermore, in this study's exploration of community service, roles, and responsibilities of faculty members towards universities' missions, more specifically to community service, are delineated in this review. A varied range of behaviors and practices acted by academicians at universities are analyzed in terms of their connection to serving the community. Some real-life examples in their community service practices are presented, too. Moreover, some challenges in following service mission from faculty members' viewpoints are also covered upon presenting their perspective over the notion of community service. Namely, the concept of universities' community service mission is examined from a rich set of disciplines and perspectives, and faculty members' roles and importance are scrutinized closely as regards service aspects accordingly.

Finally, after presenting a detailed review of community service within the literature, the position of community service in Turkey's higher education context is also analyzed from both constitutional and legal documentation and existing research at universities. The concerned studies conducted in the field are disputed in their relationships with the concept of community service, and the common research interests among higher education researchers or scholars in the country are also shortly described. Besides, the current status of universities in Turkey's higher education system in tandem with pursuing service policies is also captured, and some prominent issues concerning community service are addressed.

Overall, theoretical framework of community service in higher education is briefly touched upon in this chapter, and differing definitions of the concept of community service mission are also presented in this part. Varied implications of community service mission of the university are also explained, and a thorough examination regarding faculty members' perspectives on community service is provided, as well. All in all, the notion of community service mission in higher education is utterly covered, discussed, and summarized in this section.



CHAPTER 3

METHODOLOGY

In this chapter, the methodological structure of the present study is utterly described in regard to the research design of the study, including how research problem, research questions of the study are constructed, context of the study, and research participants, involving population and sample selection procedures. In addition, in terms of data collection process, data collection instruments, data collection procedures, and piloting stages of the study are explained extensively to provide a comprehensive account of this study's instrumentation and implementation. Upon this, data analysis, trustworthiness, and researcher's role issues are covered in depth. Afterwards, ethical considerations relating to the study are elucidated. Finally, an overall summary of the chapter is provided in the end.

3.1. Research Design

The overall objective of this study was to investigate faculty members' perceptions and practices about the concept of community service, and the most profound intention behind this study was to understand and uncover the implications and indications of mission of community service in a higher education institution from the perspectives and understandings of faculty members. In order to achieve such a sophisticated goal, a case study research design is adopted in this study. There is not a shared or settled upon definition of qualitative research among scholars, and different focuses are given on certain parts in defining the approach according to the philosophical standings of the researchers. To comprehend core characteristics of qualitative research more appropriately, a fundamental distinction between qualitative

and quantitative research needs to be made in terms of data utilized. Patton (1990) differentiates the essential property of data source in two methods in that data gathered via words and verbal meanings are classified as qualitative while data collected and expressed in numerical representations are valued as quantitative (as cited in Merriam, 1998). In relation to gathering non-quantitative data about faculty members' perceptions on community service, one main research question is identified, and the research question of the study is as follows:

Main Research Question: In what ways, do faculty members perceive the role of university for community service and practice this role in their academic lives?

Given that the source of data intended to be collected in this study concerns peoples or individuals and their lived experiences, this study is designed as a qualitative case study. According to Yin (2011), qualitative studies refer to examining peoples' perspectives on their lived experiences in real-life settings, and what makes qualitative studies more special is that they aim to depict perceptions and insights of individuals in their natural environments. Also, researchers following a qualitative research design are concerned about discovering understandings, feelings, perceptions, and meaning constructions of the individuals whom they have studied (Merriam, 2009). Relatedly, in this study, it is aimed to probe deeper into faculty members' perceptions and practices about the community service role of universities and this aspect about their perceptions of community service mission is a less-focused area in the field of higher education, as well. Henceforth, a qualitative research design fits very well with the purpose of this study.

After presenting the justifications behind selection of qualitative design for this study, it comes to the issue of which qualitative research methodology is to be adopted. Given that the guiding question of this study is based on exploratory purposes, an exploratory case study research design is chosen for this study. The main motivation

in conducting qualitative case studies is to apprehend the studied phenomenon from the participants' aspects, and this is called the emic point of view (Savin-Baden & Major, 2013) or insider's narratives (Merriam, 2009). Relatedly, the main research question of this study is phrased through in what ways to deal with the issue of community service from a wider perspective. Yin (2018) proposes that in case study research design, how and what questions are asked to explore a phenomenon while why questions are asked to explain certain situations. Saldaña (2011) also emphasizes that a case study is dwelled upon analyzing a single specific area, that is, a specific group of people, organization, concept, individual or theme. Since case studies are a certain type of research method in which one issue is studied in detail at one or more than one location (Given, 2008), determination of case study's site is critical in anticipation of a study. Depending on whether the research study is conducted at one or more than one setting, the type of case study is determined accordingly. According to Yin and Davis (2007), the purpose of conducting a case study is to perceive a real-world situation better. In order to comprehend the issue of community service more meticulously at one public research university in Ankara, Turkey, a single-case study is preferred over a multiple-case study.

According to Savin-Baden and Major (2013), there are three pivotal phases in planning a case study research, which are defining the case, bounding the case, and determining whether to utilize single-case or multiple cases. Similarly, bounding the case (Yin, 2018) or de-limiting the content of the study (Merriam, 1998) is a critical turning point in case study research design. In this study, the case is bounded by selecting one public university that is known for its academic excellence, national and international successes, and key role-playing position in the country's higher education agenda. In terms of research participants, the case is also bounded by some factors, such as academic title, academic interests, previous and current academic and administrative positions, and years of work experience of faculty members. In other words, boundary of the case is made in terms of time in which the study is conducted, space in which the data are collected, certain resources to be used during data

collection and practical constraints (Yin, 2018). In summation, the theoretical and practical rationales behind the selection of qualitative case study research design for this study is explained in this section.

3.2. Context of the Study

In qualitative case study research design, detailed description of the context in which the research is conducted along with the justifications and explanations behind choosing the specific research setting is momentous (Yin, 2018). According to Savin-Baden and Major (2013), two key features of qualitative research are related to where and when the study is carried out. This study was conducted at a renowned public higher education institution centrally located in Ankara, Turkey. This university is a technical university that is ranked among the best higher education institutions in the country in terms of its excellence in technological and research orientation, qualified profile of academic staff, the number of disciplinary and interdisciplinary programs, quality of teaching and education, and collaborations. According to The Scientific and Technological Research Council of Turkey's (TÜBİTAK) ranking of the Entrepreneurial and Innovative University Index (GYÜE) in 2020, this university was ranked 1st in the country. Furthermore, this university was selected among the group of universities that are chosen as research or research-intensive universities. Research universities were ranked and determined based on three main and thirty-three performance indicators, which include research capacity, research quality, and interaction and cooperation (CoHE, 2019).

The university in which this exploratory case study is conducted is selected in accordance with a number of criteria that are set and met. That is to say, purposeful sampling in the determination of the case setting is implemented at the beginning of the study. Patton (2002) justifies the reason behind purposeful sampling as that the intention is to reach cases with rich information and in-depth knowledge who can make utmost contributions to the study (as cited in Guest et al., 2013). Thence, the case university was chosen as the research setting in that it offered a great deal of

opportunities and inquiries for the researcher in terms of community service. Holliday (2016) lists five criteria for selecting research contexts while doing qualitative research:

- The research context should be bounded in terms of time, place, culture.
- The research context should offer various sorts of data (interviews, documents, etc.) that complement one another.
- The research context should offer a rich and broad array of data in terms of different content and perspective.
- The research context should be analyzable in terms of size and space.
- The research context should be reachable and accessible from the researcher's perspective.

In line with the aforesaid criteria, the case university was selected. To begin with, since the chosen university has an official unit directly responsible for dealing with community service policies and practices of the university, namely Society and Science Research and Application Center, the research context presented extensive information about how service mission was implemented at the university. Therefore, the research setting offered rich perspectives over the notion of community service from various related participants. Moreover, the determined university is the first one in Turkey to open up such an official center to address societal responsibilities of the university as well as administering them in an organized way (Toplum ve Bilim Merkezi, n.d.). Another notable reason behind the selection of the case university is concerned with the qualified profile of its academic staff. Since faculty members working at the case university have various experiences and interests in different academic areas and disciplines, the ways in which they perceive the concept of service mission and practice it offered rich data. Some people hold much more information and knowledge about certain concepts as opposed to others in that they are the fundamentals knowledge-holders (Guest et al., 2013). Likewise, faculty members are among the most critical shareholders of the case university thanks to their academic contribution. Therefore, the case university complies well with the main research question of the present study.

Another reason behind selection of the case study concerns faculty members' experiences in relation to community service. As creators of knowledge and continuators of the academic atmosphere, faculty members at the case university that are interested in community service practices present valuable contributions for the study. Gibson and Brown (2009) indicate that the intention of purposeful sampling in qualitative research is to select participants with related assets, features, accumulation of knowledge, characteristics and opinions pertaining to the scope of the study. In relation to this, another critically important reason is the researcher's easy access to the case site. Since the researcher is a member of the university both as a student and as an administrative staff, having access to the case study is more convenient as opposed to other institutions. While easy access to the institution in qualitative studies mostly offers advantages, one important point to remark is that selection of a particular research context should not be completely and solely associated with easy access. According to Berg (2009), easy access to a research setting should be urged by the desire to reach a knowledgeable research population that benefits the study. Therefore, in this study, even though accessibility to the case study is a key factor in the selection of the case site, an even more essential motive is the presence of rich-informants, or the faculty members engaged with the community service. Ultimately, since the main intention in qualitative studies is to explore an issue in depth and under detailed consideration (Creswell, 2013), appropriate selection of the case site carries significant importance for the richness of data obtained in the study.

3.3. Research Participants and Sampling

The phenomenon of interest within this research, that is service mission of universities, is aimed to be explored from the perspectives of faculty members who are knowledgeable about the topic; therefore, a purposeful or purposive sampling strategy deems suitable in line with the objectives of the study. Creswell (2013) explicates that determination of the research participants and research sites is conducted via purposeful sampling with the intention of exploring the studied concept comprehensively. In this regard, the faculty members who are experienced in practicing and following service practices are determined by the researcher. The

researcher prepared a list of faculty members who are participants in community service policies and practices at the case university and who would be the ideal persons to contact with. The researcher benefitted from a variety of resources to identify these faculty members, including webpages of the faculty members, their CVs, their personal webpages, their academic and non-academic interests, and the researcher's networks. Then, the faculty members are contacted for the participation in the study.

3.3.1. Demographic Information of the Faculty Members

Some demographical information about faculty members is obtained through Participant Demographic Information Form (see Appendix F). Namely, such information as gender, faculty, academic title, and number of years as faculty member is asked of faculty members and this information can be seen in Table 1.

Table 1. *Demographic information of the participants*

<i>Participants</i>	<i>Gender</i>	<i>Faculty</i>	<i>Academic Title</i>	<i>Number of Years as Faculty Member</i>
FM1	Male	Education	Prof. Dr.	30
FM2	Male	Architecture	Prof. Dr.	29
FM3	Female	Education	Dr. Lecturer	16
FM4	Male	Engineering	Prof. Dr.	35
FM5	Female	Engineering	Assoc. Prof.	16
FM6	Female	Engineering	Assoc. Prof.	13
FM7	Female	Arts and Sciences	Assoc. Prof.	13
FM8	Female	Arts and Sciences	Assist. Prof.	13
FM9	Female	Arts and Sciences	Assoc. Prof.	13
FM10	Male	Education	Prof. Dr.	23
FM11	Male	Arts and Sciences	Assoc. Prof.	10
FM12	Female	Econ. and Adm. Sciences	Assoc. Prof.	14
FM13	Male	Engineering	Prof. Dr.	30

Furthermore, detailed information about the faculty members' previous academic and administrative experiences are also obtained; however, in order to maintain their anonymity and prevent their identities from being recognized, this sort of personal information was kept confidential. Also, information about educational background and work life experiences of faculty members is received from the participants and for confidentiality concerns, they are not publicly shared within this study, either. Finally, faculty members' experience at the case university both as a student and as an academician in terms of years of experience is presented in the following figure.

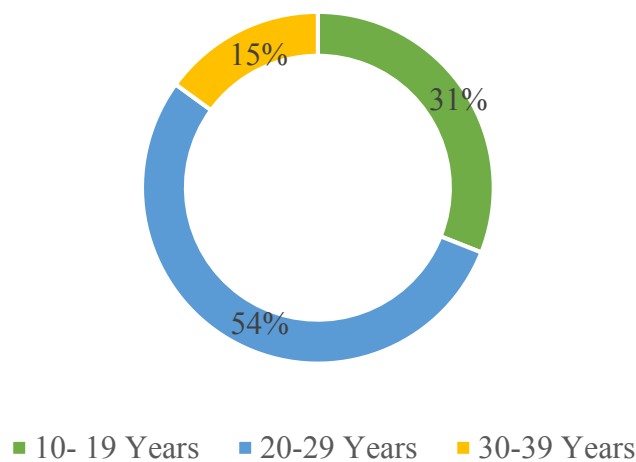


Figure 1. Faculty members' total experience at the case university as a student and a faculty member

As can be seen in Figure 1, majority of the participants have been at the university for more than 20 years, and most of them had had at least one degree at the university. Because of their long experience at the university under different positions, they are quite familiar with the academic and administrative management of the university as well as cultural and organizational characteristics. Having been at the university for so many years, the participants have had a wide network of both internal and external stakeholders of the university, which includes students, academic and administrative staff, its alumni.

Similarly, to protect the participants' anonymity, privacy and confidentiality, age distribution of faculty members is presented in age groups instead of individually. As can be seen in Figure 2, majority of the participants are aged between 40 to 44 years old, which is followed by 45-49 and 50-54 age groups..

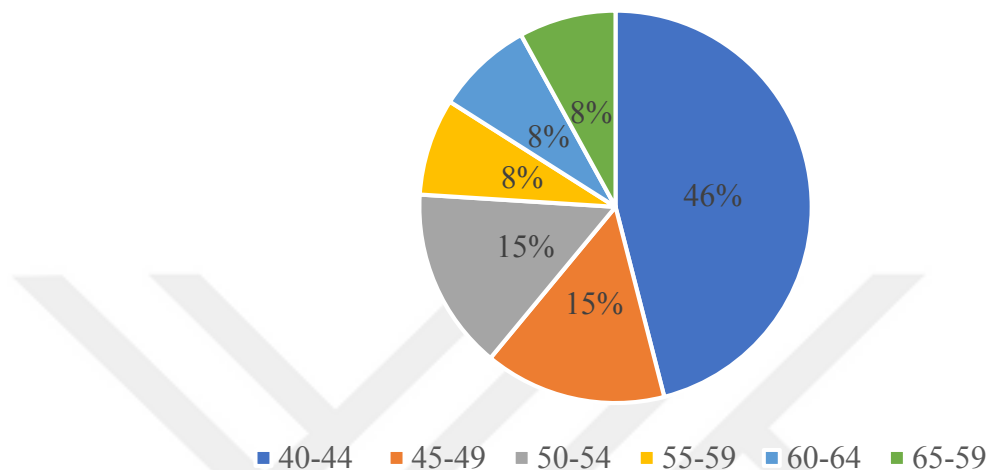


Figure 2. Age distribution of the faculty members

3.4. Data Collection Instruments

In this study, qualitative data collection instruments were utilized in line with the research design and research question of the study. Since the purpose of this study was to gain insights into faculty members' perceptions and practices of community service mission, as data collection instruments, semi-structured interview protocol, document analysis, and reflective journals were utilized. Yin (2018) explains that qualitative data sources can be derived from six evidence: interviews, documentary records, archives, observations, materials collected from the research setting, and personal or first-hand observations. While the data collection instruments are relatively diverse, using more than one source of evidence in the data collection process is the baseline of qualitative research.

Furthermore, a much more essential data collection instrument in qualitative research is the researchers themselves. As primarily influential factors, researchers organize and conduct all data collection processes from the beginning till the end. According

to Merriam and Tisdell (2017), researchers are the "human instrument" (p.16) in the data collection process, and they access, process, and analyze the data at first hand. Henceforth, as a critical data collector, the role of researcher is also influential. For this reason, reflective journals were also used during this study as the researcher's memos of the data collection process. In sum, semi-structured interview protocol, document analysis, and reflective journals were employed as data collection instruments in this study.

3.4.1. Interview Protocol

The interview protocol was developed by the researcher. While developing semi-structured interview questions, literature review and related studies in the field guided the framework of the protocol. According to Gillham (2005), design of an interview comprises: the *preparation* phase, where the interview questions, themes and topics are brainstormed and discussed, the *initial contact* phase, where the researcher tries to reach out its possible research participants and introduce the research questions to them, the *orientation* phase, where once the participants agree to answer the interview questions, they are directed and instructed regarding details of the interview protocol, the *substantive* phase, where the semi-structured interviews happen, and the *closure* phase where the interview protocol is finalized by thanking the participants and sharing them with the post-interview steps of the study. The interview protocol was conducted following these five steps.

To begin with, the semi-structured interview questions within the protocol were formed following the main research question of the study. Two broad themes were considered while framing the questions: questions related to the faculty members' perceptions of the community service, and questions related to the faculty members' practices of the community service. Under the main questions part on the interview protocol, questions beginning from 1 to 8 were asked to gather data about faculty members' perceptions of community service mission of the university, and these questions include *how do you define primary missions of the university?*, *in your*

opinion, what is the role of faculty members?, how do you define the mission of university serving the community? or in your opinion, what is the importance of community service practice for faculty members?

The questions from 12 to 16 on the interview protocol were directed at investigating faculty members' perceived community service practices, and some of these questions comprise *how do you think you realize your community service missions in your academic life?* or *in your opinion, how could faculty members perform other community service practices in their areas of expertise?* Therefore, the final questions were guided by the research question and constructed in compliance with the theoretical framework of the study.

As a result, in total 15 questions, composed of 2 preparatory questions, 12 main questions, and 1 closure question, were generated in the interview protocol. In addition, some probing questions were utilized under the main questions so that the participants could expand on their responses. Gillham (2005) underlines the importance of using probes in semi-structured interviews in that they help reveal specific or further information about the questions that require detailing. As an additional data collection instrument to interview protocol, a demographic information form was constructed to obtain demographic data from the participants. The questions in the form involve gender, age, department, work experience, educational background, etc. of the faculty members.

After the interview protocol was prepared, it was first evaluated by the supervisor of the researcher. Some questions were modified and expert opinions of three faculty members from Social Sciences were received to make the final version of the protocol. The experts are distinguished researchers who have years of experience in both conducting qualitative research studies themselves and mentoring graduate-level students. In accordance with the experts' feedback on the formulation and ordering of

the questions, the final version of the interview protocol and demographic information form was shaped. Gibson and Brown (2009) explain two important steps in the planning process of a study as (a) determining the type of data needed and (b) outlining the data collection plan.

The major source of data required to answer the research question in this study is collected through semi-structured interviews with the faculty members. Therefore, the researcher made use of the interviews as the major data collection instrument. The researcher contacted two faculty members to pilot study the interview protocol. The faculty members were reached out via e-mails, and they confirmed that they would participate in the pilot study of the protocol. After the piloting stage, the final version of the interview protocol was shaped (Appendix A). The protocol was also translated into English by the researcher since majority of the literature review resources were originally in English and the researcher preferred to also benefit from the English version of the protocol for the purpose of not losing any rich meaning due to translation issues (Appendix B).

3.4.2. Document Analysis

As the secondary data collection instrument, document analysis was employed in the study. Official documents in the studied university were utilized to contextualize the interview data obtained from the faculty members. According to Yin (2018), documents refer to any written, visual, softcopy or hardcopy, visual, and online records that are prepared officially to present information to the audience. As the additional data source besides interviews, primarily the current strategic plan of the university for 2018-2022 was analyzed in terms of the university's strategies and goals pertaining to community service mission.

Moreover, the official webpage of the university and that of such offices as Society and Science Research and Application Center was also utilized during the document analysis. These websites offered mission and vision statements of the university as

well as how community service is explicated in terms of its implementation and application at the university. In addition, some activities that are deemed under community service are published on these webpages, which again provided rich insights into how community service is understood and practiced within the university.

One of the advantages of documentary data is that they are publicly available to all, and they can mostly be accessed through online platforms or from the sites with ease (Merriam & Tisdell, 2017). Another significant benefit of documentary evidence is that they enable the researcher to acquire detailed inquiry into both the research setting and the members of this site, that is, the research participants (Yin, 2018). However, while making use of documentary data, one important point to pay close attention is that the documents are generally created in context-specific situations and for certain goals; therefore, they may not be used as direct data sources; but instead, they should be benefitted for presenting the research results in contextual and methodological aspects (Flick, 2014). Overall, mainly the strategic plan and then official webpages of the university were utilized to contextualize the data gathered from the faculty members.

3.4.3. Reflective Journal

As a final supplementary data collection instrument, reflective journals were kept by the researcher during / after the data collection process of semi-structured interviewing. During the interview with the participants, notes were taken by the researcher, especially in regard to prominent parts of the interview. Then these notes were immediately turned into journals by the researcher to keep record of each interview. Also commonly referred as research memos, these journals were benefitted in the contextualization and analysis of the data gathered from semi-structured interview protocol.

3.5. Data Collection Procedures

The data collection process during which data were garnered both from the faculty members and related written documents is summarized in this section. The data collection process began with the theoretical preparation prior to developing the interview protocol and semi-structured interview questions. The researcher reviewed the literature under such broad headings as *missions of the university*, *history of higher education*, *the university and the society*, *roles of faculty members*, etc. Such search for various resources in the literature enabled the researcher to establish an academic background through which the interview protocol was developed. In this part, the researcher began to write the literature review and gathered fundamental resources pertaining to the research question of the study. After an extensive review of the theories in the field, the researcher began to prepare the interview protocol for the study.

Once the interview protocol was ready, a number of faculty members were identified. Then, the researcher sent an invitation email to faculty members whether they would be interested in contributing to the study (Appendix C). If the response from the faculty member was negative, the researcher excluded the information details of that academician on the list. The researcher kept searching for other faculty members with similar characteristics that would be keen on participating in the study. The researcher also sent the approval letter obtained from METU Subjects Ethics Committee to assure the participants that the study does not bear any harm or damage for them in the event of participation. (Appendix D).

Once the faculty members agreed to participate in the study, the researcher then kindly asked them to fill two forms accordingly. Firstly, the participants were asked to read and sign the Informed Consent Form and send it back to the researcher (Appendix E). After this, the participants were also required to fill in the Demographic Information Form in which some general demographics are asked (Appendix F).

As the primary instrument, a semi-structured interview protocol was conducted with the faculty members. All the interviews were conducted online thanks to an online video communication system called Zoom. Due to the on-going pandemic conditions, the interviews were not conducted face-to-face; but rather, the researcher and the participants agreed on meeting online for safety and health concerns. In addition, the interviews were also recorded on Zoom so that the researcher could transcribe them later on.

As for the secondary data collection tool, official documents were gathered from different webpages at the university. The documents were published online for the public, and the researcher easily managed to have access to the necessary documentary evidence. The documents were categorized and stored in the researcher's personal computer based on their relevance to the research interest. These documents include mainly the strategic plan of the university, the regulations of various offices and centers at the university, webpages of various departments and faculties, and other online artifacts shared by the faculty members. Since the strategic plan of the university for 2018-2022 provided detailed information about how community service function of the university is perceived and planned, as the primary source for document analysis, it was utilized. Furthermore, mission and vision statements of the university as well as ethical codes and conducts statements were also utilized to contextualize how community service is perceived at the university.

Also, the researcher made a journal of each interview conducted with the faculty members and these journals were beneficial for comprehending and interpreting the interview data better. In qualitative case studies, an extensive depiction of the data collection process from the very beginning till the end of the study is fundamental and Yin (2018) calls this process an *audit trail*. Finally, a timetable summarizing the data collection process is presented in the following figure.

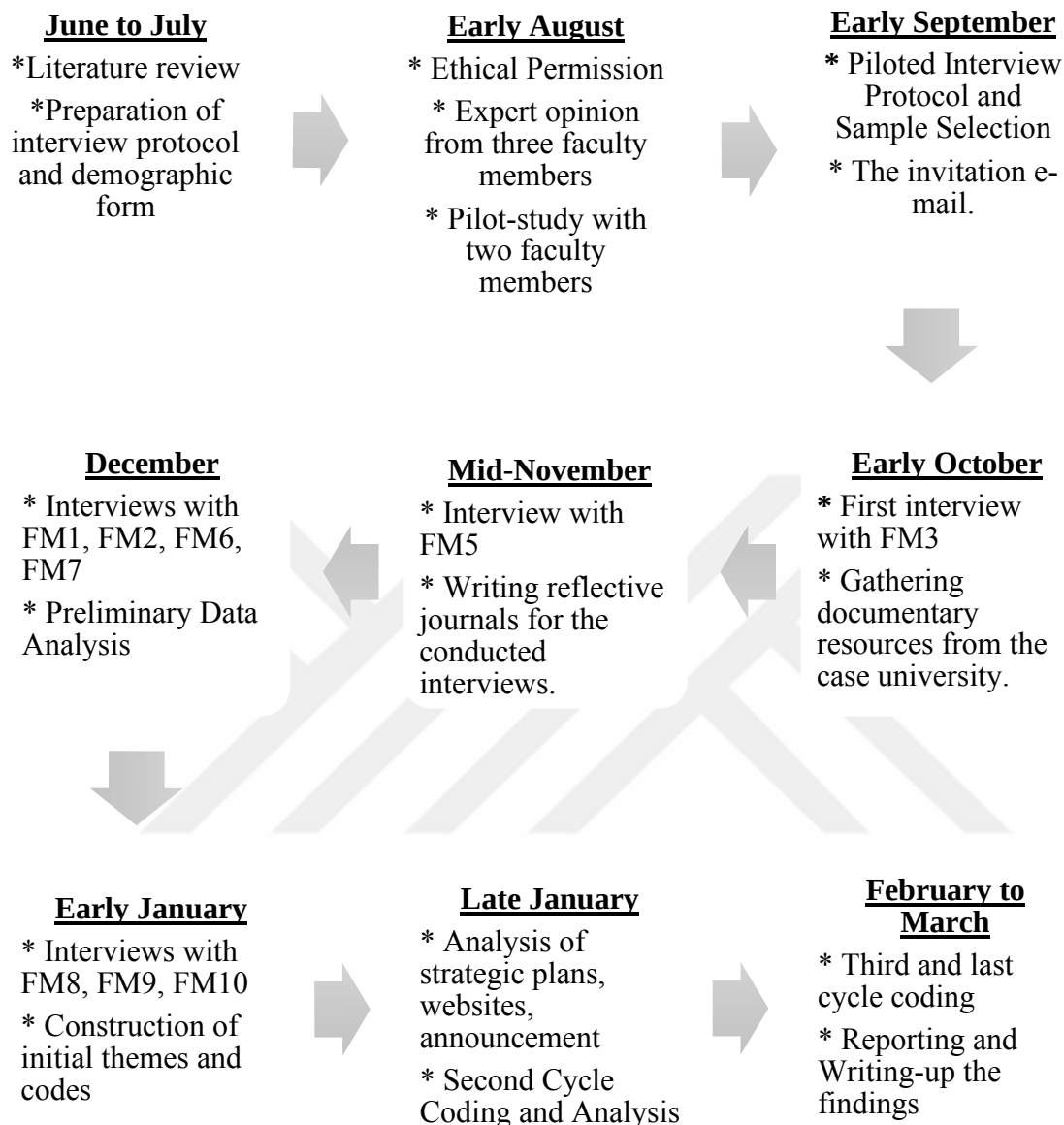


Figure 3. A monthly timetable of data collection process

3.6. Piloting

Pilot study of the main data collection instrument, namely semi-structured interview protocol and participant demographic information form, was conducted with two full-time faculty members that work at two different departments at the studied university. The participants were reached out through e-mails and informed about the piloting stage of the study. They were chosen on purpose to check the validity of the interview

protocol. According to Yin (2018), one of the important steps in conducting an effective qualitative case study is to control the validity of the instrument, that is, to test whether the instrument measures properly what it is supposed to. The faculty members for the piloting stage were selected based on their previous experiences regarding community service and on their education and work experience backgrounds. Hence, their responses and feedback for the interview questions were valuable.

According to Gillham (2005), there are two essential components in the piloting stage, which are pre-pilot and pilot levels. In this study, both pre-pilot and pilot studies were conducted with the faculty members in that their evaluation of the interview protocol was demanded in addition to their replies to the interview questions on community service. Because of the participants' responses, some questions on the interview protocol were eliminated in that they overlapped with one another. Besides, some interview questions and their probes were merged to obtain more comprehensive data from the participants. Also, in participant demographic information form, research assistantship and Dr. Lecturer positions were included into faculty members' academic experience thanks to the participants' feedback.

Furthermore, four general themes were constructed from the interview questions, and they were arranged from the general to the specific areas of the topic. These themes include general missions of universities and faculty members' roles within, mission of community service at universities and faculty members' perceptions, practices of community service by faculty members, and finally some detailed inquiries into the practicalities of community service mission. Overall, piloting enables qualitative researchers to pre-test and clarify key areas of a study, for example, research design, data collections tools, participant selection, and data analysis (Yin, 2011). Thus, a pilot study was implemented to provide an earlier evaluation of the study and main data collection tool for the researcher.

3.7. Data Analysis

Two qualitative data analysis approaches, namely thematic analysis and descriptive analysis were utilized in this study to analyze the data garnered from the faculty members. Since the primary source of data for this study was collected through semi-structured interviews, qualitative approaches to analyzing interview data were selected. Creswell (2013) explains that qualitative data analysis begins with transcribing the verbal data into written forms, and preparation of data for analysis necessitates a proper organization of information. Similarly, according to Schutt (2019), documenting the data in qualitative studies, including interviews, audio records, written evidence, is the initial step in data analysis. Therefore, prior to thematic analysis of interview data, transcription of each interview was done by the researcher the moment interview data was collected.

After the transcription process, thematic analysis of the interview data began. For the thematic analysis part, 6 steps of thematic analysis by Braun and Clarke (2006) were utilized as the major data analysis guide. Six steps of thematic analysis according to Braun and Clarke (2006) include (1) familiarization of the researcher with the data, (2) production of initial codes, (3) construction of themes, (4) review of themes, (5) definition and description of themes, and (6) presentation of the final product. Furthermore, two levels of coding in qualitative research, which are First Level Coding and Second Level Coding (Saldaña, 2013), were also utilized.

The initial coding of interview data was manually done by the researcher since the total page number of transcribed interview data was not too much. After creating the initial codes and developing a list of codes and categories on the printed transcripts, they were typed by the researcher and transformed into the computer. Furthermore, for the second cycle coding, a computer-assisted qualitative data analysis software, MAXQDA 2020 version, was utilized to re-code the interview data. Since MAXQDA was rather handy in organizing codes, constructing categories, and finding patterns,

the researcher made use of this program in the re-coding process. Thanks to thematic coding by hand and by MAXQDA, I managed to analyze the interview data several times.

According to Bazeley (2013), two fundamental features of data analysis in qualitative research are working meticulously and thinking consistently through your data. Since qualitative data analysis requires dealing with the data thoroughly and in-detail, it is a repetitive and on-going process that begins with data collection and proceeds with data analysis; however, in-between data collection and analysis, the process is "inductive and iterative" (Lichtman, 2009, pp.187-188), indicating that the researcher moves between collecting more data when needed and analyzing the collected data simultaneously. Therefore, during the thematic analysis process, I moved frequently between analyzing the data and collecting more data when needed.

As for the descriptive analysis part, the interviews conducted with the participants were descriptively analyzed and presented to shed light on the constructed themes. In qualitative data analysis, the purpose is to understand an issue from the participants' perspectives and to present similarities and differences among them to explain the topic better (Flick, 2014). Therefore, in addition to thematic analysis of the interviews, descriptive analysis of interviewees was also conducted to present the prominent differences and similarities in approaching the issue of community service. Concomitantly, since the intention behind qualitative studies is to comprehend, present, and clarify the topic instead of hypothesis testing or generalizing (Lichtman, 2009), descriptive analysis of the interviews was also utilized in this study.

Finally, for the document analysis part, some online or electronic documentary data, such as the strategic plan and websites, were also benefited to contextualize the results of data analysis. Inductive data collection and analysis was pursued until no novel or exclusive participant responses arose regarding community service. Once recurrence

in the collected data was noticed, theoretical saturation (Guess et al., 103), data saturation (Merriam & Tisdell, 2017), or simply saturation (Creswell, 2013) was reached. After identifying major themes, sub-themes and categories of the data analysis, no new data collection was pursued for the reasons that notions and insights regarding the topic were detailed enough.

3.8. Trustworthiness

Another important aspect of ensuring a trustworthy qualitative study relates to addressing some important concerns regarding the quality of data analysis and results produced. Merriam (1998; 2009) lists eight strategies to address reliability and validity issues in qualitative research; (a) triangulation, (b) member checks, (c) sufficient presence in data collection, (d) reflexivity of the researcher, (e) peer review or examination, (f) a detailed audit trail, (g) rich and thick description, and (h) maximal variation. To address credibility, dependability, and objectivity concerns, seven strategies that Merriam (1998; 2009) described were utilized in this study.

To begin with, in order to confirm the findings of the study and to ensure validity of data sources, triangulation was utilized in terms of data collection instruments in that more than one source of information was used to gather data. According to Yin (2018), triangulation in qualitative case studies can be implemented at five different stages, that is, (1) data sources, (2) researchers, (3) theoretical framework, (4) methodologies, and (5) analytical approaches. Triangulation of data sources was mainly implemented in this study.

Furthermore, in order to ensure credibility of the data gathered, a transcribed version of interviews was sent to the faculty members in order to receive any further feedback or comments from them. This process of returning back to the participants for approval, member check or respondent validation (Merriam & Tisdell, 2017), was also followed. Moreover, in order to ensure validity of the data, the researcher spent

enough time gathering and analyzing data at the university from the faculty members. As a member of the case university, the researcher made sure to be engaged in data collection adequately. In order to openly discuss the biases and assumptions of the researcher, reflexivity or researcher's role in the study was discussed in depth, as well (see Researcher's Role). In addition, in order to support data analysis and interpretation in the study, expert review was requested from the advisor of the researcher. Another strategy to cope with validity and reliability of this study was related to participant selection. To obtain perspectives that may have opposing or contradictory arguments, faculty members from different faculty members, disciplinary backgrounds, were selected and invited to partake in the study.

Likewise, to present a wider perspective on the concept of community service, faculty members' definitions and perceptions of service mission are shared directly to depict a more realistic and critical description of the results. In addition, detailed and thorough descriptions of the data collection, analysis, interpretation, and findings were shared so that they could be contextualized and interpreted accordingly. Merriam and Tisdell (2017) indicates three levels of in-depth descriptions in qualitative studies: (a) the research setting, (b) the participants, and (c) the results of the study. In addition, a detailed account of data collection procedures was offered in order to present more clearly the stages of data collection.

Finally, since the interview protocol was conducted in Turkish with the faculty members, data analysis, the findings, and interpretation parts were also followed and presented in Turkish; however, while presenting the results, the themes, sub-themes, categories, codes, and direct quotes were translated into English. To prevent any meaning loss or insufficient translations from Turkish to English, verbatim translation technique was employed by the researcher to translate the sentences. Moreover, to secure a strong and accurate translation, the researcher checked the translated and

original versions of the document repeatedly and asked for the help and feedback of two English teachers that are rather proficient in both Turkish and English.

3.9. Ethical Considerations

Another remarkably critical step in any research studies conducted with the human subjects concerns ethical consideration. While conducting qualitative research with the human participants, codes of ethics should be considered in almost all social science studies (Merriam, 1998). They include the subjects' consent on voluntary participation in the study, informing the subjects about the study, protection of the subjects from any harm, ensuring their privacy and confidentiality, and finally avoiding deception of the subjects on the study's purposes (Flick, 2014). Application documents for ethical authorization, including data collection instruments, were filled, and prepared by the researcher. They were then submitted to the Human Research Ethics Committee at Middle East Technical University for the examination. After the committee's evaluation, an ethical approval letter was received for this study (Appendix D).

After the ethical permission, data collection procedures began. The participants were contacted through their official university email addresses, and the researcher also used their university email account to keep in touch with them. They were informed about the overall outline of the study, including the research question and purpose of the study. Once the participants who agreed to contribute to the study responded, they were sent another email attaching the informed consent form to indicate that they voluntarily accepted to participate in the study (Appendix C). They were requested to read the consent form and sign it accordingly.

3.10. Researcher's Role

In this section, the role of the researcher in relation to the preparation and conduct of the whole research process beginning from the research question till data analysis and dissemination of findings and discussion is presented. As the main data collection

instrument and data analyst (Merriam, 2009), the researcher plays a pivotal role in all these steps in qualitative studies. Therefore, I would like to reflect upon my role as the researcher in this study not only in terms of research question, data collection and data analysis, but also in terms of philosophical standing, research paradigm, and background information.

I have been well aware of the fact that my beliefs, perceptions, points of views, interpretations would have impacts on the way this study was prepared and conducted. Hence, I aim at describing my position in the study critically. Likewise, explaining the researcher's position in qualitative studies, including their assumptions, opinions, mindsets, and connections is also valuable for supporting the validity and reliability of the study (Merriam, 2009). In addition to increasing the trustworthiness, evaluation of the researcher's role helps the researcher question and self-evaluate their position within the study.

According to Mills and Birks (2014), reflexivity of the researcher in qualitative studies indicates a systematic review of the researcher's position in the study, which impacts all vital components of the study. Thus, I intend to discuss my role in the study in terms of five areas: motivators behind my decision to dwell on the topic, my personal assumptions and biases, and solutions to cope with these obstacles, my attachment to the case university, challenges of collecting and analyzing qualitative data, and contributions of this study to my development as a novel researcher.

To begin with, one of the key points to consider while presenting the reflexivity is concerned with the researcher's previous experience and background. Lichtman (2009) regards it as the researcher's personal journey. As for my account, my curiosity about studying the service mission of the university on an academic level dates back to 2018 when I was a full-time English teacher at a private school in a small mid-Anatolian city in Turkey. After graduating from the university in 2017 and beginning

my short teaching career at a primary school, I realized the importance of being a graduate of the case university and even more of being a teacher. I happened to notice my power as a teacher to influence tens of hundreds of students. In my first year as the teacher and a recent graduate of the university, I got to be a part of a school trip to a village school located in the far-away district of the city.

In this village, there was a conjoint primary and secondary school with less than 4-5 classes and around 100-120 hundred students. What emotionally and intellectually affected me the most was that this school was built and renovated by the case university's students from the department of architecture under a summer internship project in 1999. As a memorial to those students, the street on which the school is located was named after the case university. When I was wandering around this disadvantaged school, meeting lovely students at the school and warm-hearted villagers, I felt the importance of such projects and initiatives at that moment. As a teacher and as a person who always dreamt of becoming someone helpful to others, I noticed the capacities of university students, determined faculty members, and policies to have a significant influence on other components of the society, especially for less fortunate and more impoverished individuals. Therefore, I strived to pursue an academic career to gain more professional insights into this (dis)connectedness between universities and their external stakeholders, the society being the major component of all.

Hence, my motivation to investigate such a topic was strongly arisen. I understood that the role of universities in addressing societal issues and problems are incontrovertibly vital. Throughout the study, I tried to be neutral to welcome all kinds of opinions and perspectives described by the faculty members. Even though almost all the participants were in favor of the university's potential of influencing and bettering the society, I aspired to hear differing perspectives on the issue. Furthermore, in the literature review and discussion chapters of the study, I put aside my personal

motivating factors, and included opinions of the scholars who perceive service activities as a potential threat to the existence of universities. Therefore, I considered both sides of the argument while presenting the literature review and also while analyzing the data and presenting the results.

In addition to the personal impressions that I received from my first-hand experience, I would also like to state that my opinions, worldviews, values, and judges shaped the conduct of this study. Lichtman (2009) utters this as a *persona of the self*. From my first year in my bachelor's education, I have always questioned the major dilemma of theory-practice mismatch in higher education. As a student, I usually heard the harsh criticism directed at universities as that 'they offer knowledge that does not correspond to the applications outside' or 'universities are like ivory towers disconnected from reality'. These criticisms have urged me to engage in the relationship between the university and the society.

The faculty members were the focus group of people from whom I thought I would garner the utmost data. In line with this, as a bias, faculty members were accepted as more knowledgeable and influential than other members of the university, such as administrative staff, students, alumni, support personnel, etc. Lichtman (2014) posits this as a shift in researcher's stance from objective norms to subjective ones.

In qualitative research, there are different research paradigms or philosophies that shape the study, and in line with the constructivist perspective, there is not one defined truth in qualitative research (Savin-Baden & Major, 2013). I strived to maintain objectivity throughout the study and tried to be cautious and critical of my role in the study. I approached all faculty members unbiased and listened to their understanding and definition of service mission of the university and their perceived service practices. I also asked many follow-ups and probing questions to the faculty members to extend on their responses whenever needed.

In my relationship with the faculty members, I positioned myself as a careful listener and gave my fullest attention to grasp their depiction of service to the society. Since their perceptions and practices in regard to serving the community are a disputable phenomenon in the literature, I tried to portray a spectrum of perspectives on the topic instead of evaluating the service. On the contrary, the main motive was to ascertain tendencies and decision-making or evaluation processes of faculty members in conducting service practices. Moreover, I also intended to delineate their understanding over the concept. Even so, I still wish to indicate possible assumptions that are present in the present study and that may have affected the study negatively or positively. The assumptions that I identified are as follows:

1. The faculty members may unconsciously conduct different service activities.
2. The faculty members may find service activities benefiting for both themselves and for the society yet at the same time time-consuming and wearying.
3. The faculty members may comprehend the concept of community service contrastingly different.
4. The faculty members may prefer to not follow service practices for differing reasons.
5. The faculty members may be biased against having direct contacts with the public.
6. The faculty members may find the concept of community service quite obscure and vague.

To address these assumptions, the main research question of the study was uttered carefully. With the feedback of an expert in higher education, the questions were phrased to overcome these biases and be more general to inquire about faculty members' opinions. Also, while developing the interview protocol, I checked the literature to learn about different perspectives concerning the concept of community service. Furthermore, while preparing semi-structured interview questions, I asked open-ended questions pertaining to the service mission of the university both from the perspectives of faculty members and the university. After preparing a drafted version

of the protocol, I asked for the feedback of my thesis supervisor on the phrasing of questions. Then, I contacted three qualified and experienced faculty members for their feedback on the questions before moving on with the pilot-study.

While preparing the interview protocol, I tried to be open to all aspects of the topic since my major intention was to explore the issue in-depth instead of explaining it. I maintained this mentality of taking both sides of the spectrum into account throughout the study, including data analysis and discussion parts. Lastly, to prevent my assumptions from leading the data collection and analysis parts, I wrote a reflective journal after each semi-structured interview with the faculty members. The purpose of these journals was to take notes of major points in the interview, and jot down key ideas and suggestions of the interviewee. The journals were also for me to remember the unrecorded parts of the interviews so that I could relate the interview data to its context, that is, to pre-interview and post-interview parts, as well.

As for my position at the study, it is important for me to discuss how my connection to the case university has influenced this study. I graduated from the university in 2017 as an undergraduate student, and I have been a graduate student since 2018, meaning I have been at the case university since 2013. Also, I have been an administrative staff at the case university for more than 2 years, and I am fortunate enough to be a member of this university under different roles for around 8 years. Even though I have held various positions at the university, studying about the topic of service mission was a big challenge for me. Since this topic has been on the agenda of the university for many years, I delved into a significant concept both emotionally and academically.

While gathering data from the faculty members whom I wholeheartedly look up to and see as role models, I tried to stay neutral to not being directed by their perspectives. I took their opinions as guidance but never let them totally shape my

understanding. I put tremendous effort to discuss all aspects of the issue. As a person who feels connected to the university, I was aware of the fact that the case university has much higher potential to pursue its service mission and be a pioneering institution in the country in this area.

Hence, I was predisposed to valuing the faculty members' roles and responsibilities in disseminating service activities to the public. Even at this point, I criticized myself over and over to analyze the data unbiased. For this purpose, I made use of several strategies to ensure that trustworthiness is pointed and explained. Lichtman (2014) explains the role of qualitative researchers as fundamental given that data collection and analysis is totally done " through the researcher's eyes and ears " (pp.12-13). This is why I have a mediating position within the study both as a member of the university and as a novice qualitative researcher.

There were also great challenges and hardships during this study. Particularly, in data collection and analysis processes, I faced some obstacles in terms of contacting the faculty members and negotiating with them the available time periods for the interviews. Given that the faculty members have so many responsibilities ranging from courses, administrative duties, research projects, meetings and so on, I expected to encounter difficulties in finding faculty members available and accessible. The faculty members were quite busy in the midst of the semester, overwhelmed with academic workload and they were in a virtual rush to catch up with online meetings and courses, etc. Sometimes, we had to hold our interviews in the evening since they had a hectic schedule all day long. Under such difficulties, I managed to face up with the crises of garnering data from faculty members. This has taught me how to deal with unexpected situations in which I had to take alternatives.

Since the qualitative research requires gathering in-depth data from the individuals, it was my responsibility to adapt to the requirements of the participants. I learnt how to

be altruist and sympathetic with faculty members in the data collection process. As a novice researcher, I learnt a lot about the professoriate and faculty membership from the faculty members in person. How they understood the concept of serving the community contributed to me as a researcher and as an individual. Their definition of service gave me the opportunity to judge my role, as well. Finally, doing this qualitative study has taught me how to research an issue that I have always been curious about. In general, I experienced ups and downs of being a qualitative researcher in my study and learnt how to conduct a qualitative study, too.

3.11. Summary of the Chapter

The methodological layout of this qualitative research study is explained in this chapter. Beginning with the justification behind the selection of the research design, this section covers such prominent issues regarding the study as the setting of the study, participant selection and sampling strategy of the study. The chapter then proceeds with the description of how data collection instruments were selected and developed. After this, data collection procedures are encapsulated. Before depicting the data analysis procedures exerted in the study, the piloting stage is briefly explained. Then, data analysis and trustworthiness parts are presented. Finally, to complete the chapter, ethics and researcher's position issues are addressed at the end.

CHAPTER 4

RESULTS

The findings of the study will be presented and discussed in this chapter. Firstly, descriptive analysis of the interviews conducted with the faculty members will be explained in greater detail during the first half of this chapter. Then, in the second part, the concepts garnered from the thematic analysis of the interviews will be examined respectively. Next, the themes emerging from the interview data will be presented in accordance with the main research question of the study. Since the purpose of this study is to explore faculty members' understandings and practices related to service mission of the university, the interview data is preferred to be presented as it is uttered by the participants. Therefore, in the thematic analysis part, direct quotes from the faculty members are utilized. Finally, faculty members are referred to as FM1, FM2, FM3, etc. in this chapter depending upon the sequence and order of interviews conducted.

4.1. Descriptive Analysis of the Interviews

As the primary data collection tool, interviewing is vital for the researcher to gather in-depth data from the participants in qualitative research. Similarly, detailed description of the findings in qualitative research is needed (Merriam, 2009). Therefore, it is critical to describe extensively how the interviewing process took place before elaborating on the themes and categories obtained. Yıldırım and Şimşek (2013) indicates that detailed description of the interviewing process enables the research audience to gain further inquiries into the source of data and how the identified themes were constructed. At the same time, Merriam and Tisdell (2017) explicates that the

results obtained in qualitative research should be sufficiently exploratory in terms of the research context, the participants interviewed, and the issues arisen. Hence, detailed descriptive analysis of each interview led with the participants is presented in this part. The main motivate behind the descriptive analysis is for the reader of this study to understand the identified themes better by learning about the background of the interviews and the participants.

The first interviewee (FM1) is an experienced academician that has long been at the university both as a student and as a faculty member. He obtained his bachelor's and master's degrees from the university, and he had his PhD in the United States of America. In his long career, he also had one administrative position, vice-department headship, at the university. He was quite eager to contribute to the study as he has been personally interested in the topic of community service recently. He maintained a critical and questioning perspective throughout the interview, and he was particularly self-critical of himself in regard to lack of service practices he followed throughout his long academic career, especially in its early years. He further detailed the external factors that led him and other faculty members like him to not follow community service activities, though. In addition, he valued the service mission of universities in that it enables a win-win situation for both the society and for the university.

He believed in the benefits of maintaining a strong partnership with the society and pointed out promoting democratic values to be internalized by the society. In his understanding, the concept of community service is broad enough to include all organizations that are part of the community. This service responsibility should not be specifically restricted to the universities; but universities have a specific service concept, he states. According to his perspectives, universities should not move away from their core missions, that is research and teaching and learning while pursuing service agenda. Throughout the interview, he repeatedly emphasized the importance of universities being strictly loyal to their fundamental missions. He further stated that

if these two vital missions of the university are damaged or neglected for serving the community, then this may pose direct and serious threats to the university.

The interviewee was also quite open to discussing both strengths and weaknesses of the university's communication and interaction strategies with its external stakeholders. He stated that the university is insufficient in promoting its service potentiality to the public even though the university is equipped with lots of strong assets, the most featured of which is its faculty members' networking potentials. His perception of the service was overall quite positive and he believed in the value of serving the community; however, he still had some doubts about potential damages of a service policy that undermines the central hallmarks of the university. In addition, he strongly stressed the importance of following service activities solely for the purpose of volunteerism, nor for the expectations of profit-making or opportunism concerns. In general, FM1 has contributed greatly to the richness of the data obtained in the interview thanks to his diverse and deep opinions about the definition of community service as well as real-life implications that he experienced during his long academic career.

The second interviewee (FM2) is also an experienced faculty member that has been working at the university for a long time. He had his bachelor's and master's degrees from two leading universities in Istanbul, and he also had the opportunity to work abroad for one year as a post-doc researcher before becoming a faculty member at the university. He has had a broad range of academic and administrative positions as an academician during his career. In relation to community service, he perceived it as a law of order in nature, and as humans we are naturally part of this service. He further explained that you should share what you have with the others in need of it, and as faculty members, what they possess and share is their deep and accumulated knowledge.

To him, the best way that universities can fulfill their service responsibilities is through an advanced level of research projects and a teaching and learning pedagogy that is enlightened by the developments in the field. Another important point he made during the interview regarding the service mission of universities is that the way universities provide service results in outcomes in the longer run instead of immediate changes, which is why he indicates that universities' service mission should be systematized. He also regarded this as the most influential service of the university in that it shapes the future of the society. As for the faculty membership, he defined this profession as a quite dedicated one since it requires hard work and determination. As compared to the efforts given, academic life does not provide a tangible and profitable output and faculty members make up an important portion of the people who provide service to the society thanks to their roles in the university. Even so, he perceived his position within the university not much higher or more important than that of other service providers or administrative personnel. What set faculty members apart from the others within a university, to him, is their qualification in innovation, research and technology that have great importance in contributing to the development of society.

The second interviewee brainstormed about both possible factors and challenges of the service activities both for the faculty members and for the university in general. He cautioned there should be a balance in serving the community directly while sticking greatly to the high standards of being an academician. In addition, FM2 was quite neutral in discussing both sides of the coin in relation to the service role of the university. Even though he appraised the importance of voluntary work and dedication in serving the society, he was well aware of the challenges and difficulties at present in the university and in the work life of being an academician. Given all these aspects, the second interviewee was quite generous about making some suggestions about how the service role of the university, especially that of faculty members, can be promoted. All in all, the second interviewee made a great contribution to the study via his thoughts and analytical opinions over the service mission of the university.

The third interviewee (FM3) obtained all her degrees at the university, and she has been at the university for a long time, undertaking many different administrative positions, such as advisor to the department chair, different coordinator positions, etc. in addition to her academic responsibilities. She currently has an administrative position at her department, as well, which takes up her time very much as she stated. Throughout the interview, she preferred to interpret the concept of community service from a broader perspective. In the big picture she depicts, service mission means a democratic environment where civic values, citizenship, human rights are promoted. In this aspect, faculty members have a leading position via their acts and behaviors that should be exemplary to the students and their colleagues.

Since FM3 has had various work experiences both inside and outside the academy, both in private and state institutions, her approach to community service was a little bit different than the previous two faculty members. She understood serving the community in a more comprehensive aspect such that service can be extended to include all activities that promote good will, voluntary practice, and model behavior. Her perception of service mission of universities includes preparing qualified graduates for the business world that can produce high quality products for the country. She also highlighted the role of universities as institutions that contribute to the equality, democracy, and freedom in the country. She conceptualized service mission as a generic term that refers to increasing living standards of the whole society, constitutions of which are composed of not only human beings but also of animals, nature, etc.

FM3 also attributed the attendance and non-attendance of the individuals in service activities to different components. She perceived service as a great commitment that is developed throughout the life period of a person instead of being extrinsically forced. She related service acts of a faculty members to their life philosophies, which greatly contributed to the richness of data in this study. She also viewed all obstacles,

hardships, and troubles as solvable as long as the individuals are committed and dedicated to pursuing service activities. She emphasized the characteristics of the individuals very much in regard to service mission. She perceived herself not only as an academician, but also as a member of the society in that she should be a role model to her students. Finally, she was quite critical of the real-life implications of some practices at her faculty. She further indicated that even though community service is a valued concept, the individuals are hesitant to undertake an active role within such activities. In the end, she shared quite special perspectives and ideas regarding community service and was quite helpful throughout the interview.

The fourth interviewee (FM4) was rather helpful for contributing to the development of themes and ideas within the study. Even though he was not available to participate in a face-to-face online interview, he agreed to share his ideas about the community service mission of the university in a written and detailed format. In his long and detailed letter explaining the interview questions, he provided information about a range of different topics and issues. While giving responses to each interview question, he used an intimate and warm language to address my attention to the concept of community service. To begin with, he gave a short background of his education, and how he realized the importance of helping the others. In an anecdote he accounted from his father, he made an important distinction between helping those we closely know and helping those we absolutely do not know.

To him, service to the community is one of the most important properties of the universities and the faculty members. There are several explanations behind this philosophy, and in his written letter, he mentioned some of the events, peoples, personal experiences, and stories that made a long-lasting impact on his understanding of service to the society. These details were quite useful for the thematic analysis of his responses as well as understanding his overall approach to the service mission. The faculty member has been at the university for more than 30-35 years, and he also received his education in both Turkey's renowned universities and his PhD from a well-known university in the USA. He initiated his first projects and practices for

serving the community even when he was still a doctoral student abroad, and he has been associated with undertaking a proactive role in such activities ever since. While depicting summarily his life story in relation to service to the community, he mentioned some milestones or turning points that reinforced his further commitment to following service activities directly to the society.

In addition to his detailed depiction of his personal background and relation to serving the society, he also gave examples of many of the service activities he was personally engaged with. By taking a leadership position in many of these practices, he demonstrated a role model position for many people, including students, academicians, and other constituents of the society. In addition to his countless service activities, he also discussed some potential risks and hardships behind why community service practice is not at the position where they should be within the academy. He presented many daily life examples from his long academic career and from the experiences he encountered in dealing with such issues. Another great contribution he made to this study was that he provided many key and authentic documentary data related to community service. Since he had many prominent positions at different committees, juries, and meetings, he had a broad network and influence area. Upon these experiences and thoughts, he presented a critically vital discussion paper over the concept of volunteerism and voluntary acts in serving the community.

In his outstanding letter, he gave a concise sketch of what such terms as service, community service, volunteer, etc. mean, which contributed extensively to the depth of the arguments and overall data. In his arguments, he repeatedly highlighted the importance of following community service policies only for the purpose of help and support, not for any tacit or tangible interests. In the end, he also made some suggestions both for the improvement of service policies at the administrative level and for establishment of a more systemized and structured service agenda at the

university. All in all, FM4's contributions to the richness of the data in this study are precious. Even though an online interview was not applicable for gathering the data, the manner in which FM4 answered the research questions was just flawless and unique.

The fifth interviewee (FM5) also contributed significantly to the richness of interview data. She graduated from the university, and she received her master's and doctoral degrees in the USA. Upon her return back to Turkey, she has undertaken many academic and administrative duties as well as being actively involved in internal and external service policies and programs. She has been recently given an administrative position at the department, and she has been quite busy in dealing with the bureaucratic procedures. During the interview, she raised a critical question regarding the purpose of scientific products whether 'should science be conducted only for scientific concerns?' or 'should science be carried for addressing social issues?'. Bearing such an essential philosophy in mind, she highlighted such vital gains of the knowledge-production as problem-solving, scientific literacy, scientific thinking, and passion for science. She further explained that one of the most important aspects of service by universities / faculty members concerns guiding or enlightening the society. FM5 also discussed intimately the activities she conducted during her early academic career, and whether they were valued as much as they should have been. Also, she highlighted the significance of collectivity in lieu of individuality in promoting and developing service activities.

In addition to sharing her extensive thoughts on service mission, she also shared many useful artifacts and written materials that can contribute to inquiring detailed information about the university. Since she was involved in many committees and meetings within the university, she was quite knowledgeable about the policies and strategies developed at the university. Furthermore, she actively took roles in many reports, projects, and works that required her professional expertise. These include such external stakeholders as ministries, municipalities, professional chambers, etc. Therefore, she has a vast experience in different kinds of service activities. She was

also well aware of the hindering conditions that abstained faculty members from engaging in service practices, and she made some recommendations about how to increase awareness towards such actions among the faculty members. She perceived herself as an academician that gave importance to pursuing such service activities, and at such a position, she made great contributions to this study thanks to her wide experience.

The sixth interviewee (FM6) is also an esteemed and experienced faculty member both in her academic career and in her service to the community. Even though she has had a shorter experience at the university compared to the previous interviewees, she has been actively engaged in many service activities within the university. She obtained her bachelor's and master's degrees from a leading university in Turkey, and then she had her PhD from one of the most prominent and renowned universities in the USA. Since she returned back to Turkey, she has had many responsibilities and duties for serving the community. Currently, she has one administrative responsibility, and she provides academic advising to some student clubs within the university. In our comparatively short yet intense interview, she highlighted the factors behind the peoples' motivation or de-motivation to participate in service activities. As an academician, she has a lot of academic, administrative, professional, and voluntary roles and responsibilities, as a result of which, she states, she is in constant rush.

However, notwithstanding all these workloads, she is satisfied with the fact that she contributes to the development of both academic knowledge and to the increase in public awareness on certain aspects. She expressed that universities have a fundamental role in conducting scientific research, and academicians have greatest potential and accumulation of knowledge to be able to serve the society. To her understanding, service refers to dissemination of the knowledge to the public and related powerhouses and authorities, and since faculty members are equipped with advanced scientific knowledge, their role is determinant in this aspect.

She also raised awareness on two important topics during her discussion of service. Firstly, she pronounced the subjective nature of serving the society that each person perceives it differs depending on his or her background. She stated that each academician serves the society in a unique fashion, which she is sure of. Secondly, within her alternative discussion, she gave attention to the dilemma of how to increase faculty members' attention and consciousness of serving the community while protecting the voluntary-based core of such an action. While coming up with some suggestions to promote service responsibility among faculty members, she shared possible concerns regarding the loss of quality in such activities. At this point, she questioned the roles of faculty membership, and whether they were really aware of their responsibilities. All in all, she addressed important theoretical and practical aspects concerning community service, and her contribution to the study was also significant in many ways.

The seventh interviewee (FM7) has also substantially contributed to this study thanks to her academic experience in many different countries and contexts. FM7 graduated from the university as a bachelor student, and started her early academic career there, too. However, she received the opportunity to have her master's and doctoral degrees in the USA where she also got to work at an important institute for many years. Upon her return to the university, she has worked under many different duties, including assistant chair, Erasmus coordinator, manager of some research offices, and faculty board member. She served her institution under many roles as an academician, and she also benefited from researching abroad for one year lately. Just like some previous academicians, FM7 also valued the importance of scientific research and development at universities, which directly impacts the quality and diversity of teaching and service.

Hence, in her perception, the better the research products are at a university, the more opportunities it has to offer for the public. Also, in this aspect, she viewed the role of faculty members as vital. Since it is only the faculty members that have the greatest ability to do scientific research and products, it is also them that should mirror their

potential in the greater society, too. In her understanding of serving the society, the impacts should be to increase living standards of the public in terms of such life areas as health, education, civic rights, etc. She also emphasized two major ways of serving the society, which are either directly getting in touch with the external shareholders or preparing and educating university students, which are also a key component of the society. In either case, she stated, faculty members have bigger impacts.

She also emphasized the importance of institutional and organized service policies instead of individual ones. Through various detailed examples, she explained some strategies of how service mission can be structured at universities. Relatedly, she explained that a systematic approach to organizing and disseminating service policies should also be adopted by the administrators and governance in public. Once these two meet up, a structured and more impactful service to the community can be achieved, she stated. In order to create such a productive atmosphere, she stressed the essentiality of a democratic and welcoming society in which novel ideas can be freely expressed. In addition, she stated the cooperation between universities and other institutions, such as industry, ministries, etc., is significant for strengthening service policies. Also, FM7 gave some exemplary evidence from other leading countries that are competent in establishing strong partnerships between universities and public organizations. In general, FM7 made valuable contributions to this study by means of her deep insights and opinions on the concept of community service.

The eighth interviewee (FM8) was also a great help for the development of ideas and themes in this study thanks to her broad range of inspiring and urging insights into the issue of community service. She received her bachelor's and master's degrees from the university and also worked as a research assistant at her department. For her doctoral degree, she went to Canada and pursued her doctoral studies at an esteemed university before returning back to the university as a faculty member. Since her return back to the university, she has had many responsibilities at her department, including a vice chair position. Furthermore, she indicated that she has many other academic chores, many of which include some time-consuming administrative tasks.

In her philosophical approach to the questions in the study, she outlined the importance of defining three types of universities, i.e., university as an ideal institution, universities in real-life around the world, and universities in Turkey in particular. While brainstorming about the concept of community service and universities' service mission, she emphasized these three crucial perspectives.

By giving many different explanations and examples for this differentiation, she defined a more practical and realistic portrait of universities and their missions for the society. Under this framework, she also gave importance to different members of universities, including administrative staff, students, support personnel, etc. and how they relate to pursuing community service mission. In her perception, serving the community referred to a bunch of interrelated concepts, which include voluntary acts, addressing a commonly faced problem within the society, and serving the interests of peoples with needs, disadvantages, and socially alienated individuals. In addition, she asked an analytical question of what is meant by the terms of 'society' and 'service'. Depending on the definition of these two critical concepts, the scope of serving the society can be outlined, she stated.

In her general perception of service mission by the university, she addressed the roles of faculty members through their voluntary and scholarly works. This mission can include various activities ranging from engaging in such direct service activities as informative presentations, seminars to preparing qualified undergraduate and graduate students. She further indicated that service activities could differentiate based on the fields of faculty members in that some specializations may be more socially servable than others, especially compared to some theoretic and hard sciences. She was also honest about comparing theoretical implications of the concept of community service to some examples from her real-life experiences and surroundings. Even though serving the society may connote some positive images, for some faculty members, it may basically be not so tempting.

While presenting her opinions, she was not judgmental of any practices of faculty members at all since she was totally aware of all the motivation and demotivation behind their actions. She touched on many important aspects of community service throughout the interview, and she presented some crucial ideas and arguments regarding how service is regarded in such areas as national and international research project applications, funds, etc. In addition, she also explained the significance of social, sociological, political, and economic features on how universities perceive serving the community. Through her deeper arguments about how universities are situated within the society, she provided many different instances of serving the society. The interview with FM8 was long, intense, and full of rich data that contributed extensively to this study. By means of her rich experience at the university, FM8 offered rather unique insights and arguments into the richness of data in this study.

The ninth interviewee (FM9) helped enrich the depth of discussions surrounding the definition of community service in that she approached the topic from a rather critical and analytical viewpoint. FM9 has also been at the university for a longer time period, and she received her master's degree from the university upon the completion of which she went to the UK for her doctoral studies. Since her return back to the university, she has undertaken many different academic and administrative positions at the university, and she has also been actively involved in many upper administrative meetings and committees. As a result of her rich experience at the university, she is quite familiar with how community service is included into such important policies as strategic documents, rapports, and other written records. In her understanding of the concept of community service, she had a rather analytical perception of the community service. She provided valuable feedback to the scope of the research study since she was already aware of the purpose of the study.

As a qualified and excellent academician in her field, she shared valuable insights into how community service is understood and interpreted at universities. As an umbrella term that is increasingly phrased at universities in recent years, the concept of

community service is a vague concept that may refer to a number of different meanings and explanations, she pointed repeatedly during the interview. Furthermore, she also clearly explained the relationship between two core missions of the university, teaching and learning and research, and the concept of community service in that the latter so-called mission is naturally embedded into the outcomes and objectives of the former two missions. In her definition of community service, she addressed fundamental properties of community service, which significantly contributed to the discussion of defining the term in this study.

FM9 further explained many different aspects of the concept of community service, and in particular to these clarifications, she put forward the job description and requirements of faculty members in respect to community service. Even though community service is a general concept, she pointed to prominent features of service in her understanding, which also advanced the level and quality of discussions in the study. In her specific conceptualization, she made crucial distinctions between what civil society aspects of community service mean and what is generally accepted in practice at universities under community service. FM9 also made some brainstorming suggestions about how this study can deal with the concept of community service, particularly in terms of exploring properties of community service divergently defined by faculty members. Furthermore, in her rich discussion over the concept of community service, FM9 underlined some major distinctions in defining community service, especially with respect to its individual and personal implications for the faculty members. Since community service is an additional and voluntary practice, what it signifies for faculty members in both their position at the university and outside the university is unique and special, she uttered. In her broad views of this topic, she presented various aspects and implications of the topic of community service. Thanks to her feedback and discussions on the content of community service, FM9 contributed to this study in many ways. All in all, the ninth interviewee was a rich source of data and a great assist for this study.

The tenth interviewee (FM10) contributed to this study's rich discussion of perspectives over the missions of university and the position of community service within these mission statements thanks to his in-depth inquiry into the history of the concept of university and philosophical background of today's universities and their mission statements. FM10 received his bachelor's degree at one of the leading universities in Turkey, and he went to the USA to obtain his master's and doctoral degrees at two esteemed universities there. FM10 is a renowned expert in his field, and as he indicated, he has been a referred professional for both national and international organizations in Turkey. Thanks to his outstanding knowledge in some special fields of interests, he has been contacted a lot by different stakeholders, including in-service teachers, different universities and faculties, NGOs, etc. FM10 also had varied administrative and academic duties at the university, and he has been a full-time faculty member at the university for a long time period. In addition, he briefly explained his workload as an academician in which academic projects, undergraduate and graduate course load, partnerships with different external organizations, voluntary activities with NGOs make up the majority of his time.

Furthermore, he openly highlighted the excessive load of teaching activities he undertook, and in the ideal practice of a university, the teaching workload of faculty members should be balanced equal and well, he indicated. As for his approach to the interview questions beginning with missions of university and faculty members, he presented a critical and questioning perception of the terminology of 'university' since he mainly focused on the scientific methodology and thinking arose in ancient times, more specifically in ancient Greece and related this background information to the interview questions. From such a profound viewpoint, he addressed the importance of universities in the advancement of thinking and discovery throughout their long history. In addition, he addressed such core values of university as wisdom, scientific analogy, and study of all knowledge. In relation to this knowledge's standing in life, he highlighted the importance of turning this knowledge accumulation into technology, that is, increasing the standards of welfare in human life.

After such intense and comprehensive discussions into the concept of university and its missions, FM10 stressed that the existential purposes of universities are not to teach technical skills and deliver direct knowledge to students for solely pragmatic purposes, including employability and learning a profession. He underlined that the modern-day approach to missions of university is simplistic and pragmatic, which leads us to forget or devalue the prominent and core properties of universities. FM10 perceived the core characteristics of universities as addressing more critical and complex issues as knowledge, wisdom, and scientific principles instead of technical schools or colleges that grant students with professions. He values universities as organizations that are open to all kinds of intellectual thinking and ideas as long as they adhere to the scientific principle of falsification. In his discussion of the roles of faculty members in performing missions of university, he made references to the history of university and academic life, which elucidated today's discussions of these two important concepts.

As for his dealing with these two broad notions, he emphasized the core features and compared present day's applications and norms to what originally constituted the academy and the academic life. When it comes to his understanding of community service concept in relation to university and faculty members, he repeatedly stressed the role-model position of academicians and universities throughout the interview. He viewed universities as places in which role-models and moral and academic leaders are raised and presented to the society. He extended the scope of community service from just providing knowledge and expertise to upraising individuals that are exemplary for the society in behavior, ethics, citizenship, and civic values. Even though he also appreciated such tangible practices of universities as opening-up education centers for the public, FM10 emphasized that the greatest potential of universities while serving the community is growing role models and ethical individuals that represent core values of the academy.

In addition to ethical and moral role modeling perception of community service, FM10 explained that universities should encourage liberty and curiosity among all their members and in this scheme, faculty members have a crucial position in bounding the academy with reality. While protecting the core values of universities, faculty members should base their academic works and interests on the external society's well-being and development, FM10 indicated. Overall, FM10 offered a thorough and detailed depiction of the community service mission of university ranging from philosophical and moral perspectives to more reality-based and real-life examples and instances. With a mixture of both types of discussions, FM10 contributed to this study a lot by sharing his understandings, definitions, and activities in regard to community service in the field of higher education.

The eleventh interviewee (FM11) was also a great help and contributor for the expansion of arguments and ideas developed throughout this study thanks to his well-grounded and analytic perspectives on the concept of community service. FM11 obtained his bachelor's and master's degrees from the university, and he proceeded with dwelling on his academic expertise in Europe. He is an expert in his field of interest and he has been at the university as a faculty member for a long time. In addition, he has his research group through whom they are able to conduct academic studies and research at the university and with international colleagues and partners. FM11 perceived universities as institutions that focus mainly on two core missions, which are research and teaching/learning. In his approach to the definition and discussion of community service, FM11 referred to these two critical functions of universities. While defining the concept of community service, he stressed the significance of defining and specifying the so-called needs of society, which changes depending on the peoples' understanding of these needs and requirements. Therefore, he indicated that the community service concept is context-specific and its meaning is up to the peoples' perceptions and backgrounds.

Furthermore, FM11 pointed to some conditions that shape and direct the understanding of community service, which contributed to the development of

arguments in this study. FM11 has been actively involved in different civil associations and unions not only in his fields of academic expertise, but also in non-academic affairs, as well. These NGOs, unions, and associations include both national and international, inside and outside university stakeholders and he has been sharing his knowledge and mastery within the academic community, too. As for his understanding of community service, he regarded it as a civic and citizenship responsibility of every individual within the society and that it should be conducted and followed by all components of the society. This broader perspective on the concept of community service is a frequently uttered understanding among different faculty members before their detailed explanation of service in relation to universities and faculty members.

When it comes to the relationship between university and faculty members and community service, FM11 underlined the knowledge and know-how potential of universities and faculty members in that their abilities of serving the society are more critical and profiting than those of other constituents of the society. As leading scholars and professionals in various fields, faculty members are influential at performing different service practices, FM11 stated. Furthermore, FM11 repeatedly emphasized that service responsibility is a citizenship act and it should be broad enough to include all members of the society. Pertaining to the position of community service with the academy, FM11 pinpointed the dominating culture and norms within the academy that does not include service atmosphere or awareness. In the careers of scientists and academicians, the urge to follow scientific curiosity and science dominates over the remaining norms, which is quite common in Turkey and around the world, FM11 highlighted.

While evaluating the position of service within the academicians' daily lives, FM11 stressed the importance of a strong partnership and collaboration between public institutions and higher education institutions so that universities and faculty members

get directions by powerful connections to serve the society. Overall, FM11 touched upon different aspects of the concept of community service, beginning with a concise definition of community service and continuing with a detailed exemplification and explanation of service practices and policies both on university level and on other fundamental aspects, including social, societal and activism domains. Thanks to his experience as a faculty member, FM11 approached the concept of community service in a unique and critical manner and contributed to the ideas and topics within this study, as well.

The twelfth interviewee (FM12) was of a great assistance and contribution to the themes and concepts outlined in the study thanks to her field of research and expertise concerning an academic division closely connected to community service. Since her academic interests include some areas that are related to service policies and core features regarding voluntary action, she approached the concept of community service from her own professional viewpoints. FM12 obtained her bachelor's and master's degrees from the university, and she was also a research assistant during her graduate studies at the university. Afterwards, she went to the USA for her doctoral studies and earned her degree from a renowned university. Then, she returned back to the university as a faculty member, and she has been at the university since then, undertaking varied administrative and academic duties, including coordinator positions for Erasmus and some minor-degree programs, etc. Moreover, FM12 has been at the university for around twenty years both as faculty member and as student in total.

As for her standpoint pertaining to core functions of university, she valued the qualified teaching and learning duty of universities in Turkey given that a high-quality university education is needed, and she stated that universities should promise top-quality teaching and learning and research facilities. In addition, she identified her academic role in her expertise area related with the service mission of the university in that universities should be in touch with the society to make and lead policies. Similarly, she beheld a critical perspective in regard to faculty members' roles and

real-life experiences while performing different functions at universities. To her, faculty members are given too much self-regulation which may be abused or misused. In her view of an ideal workload and responsibility shared by the faculty members, she viewed it as equally distributed among different constituents of the university.

When it comes to her definition and perception of service to the society by universities, she presented differing and rich examples and explanations that broaden and support the themes and arguments in this study. To her, service to the society is a valuable aspect of universities, and it should be supported at upper administration and management levels. She was also well aware of real-life implications of the present norms and rules in the life of faculty members. FM12 gave utmost importance to the service practices by universities which may range from preparing qualified graduates to supporting such fundamental values as democracy, freedom of expression and liberty. In line with these statements, she portrayed a wide range of service definitions and related activities under this conceptualization. Furthermore, FM12 indicated some challenges or hardships that may abstain academicians from getting more engaged in-service activities. Reasonably, she justified the mindset and philosophy behind some faculty members' tendencies and attitudes towards service activities.

While giving examples from her own academic career and daily life, she maintained a dubious tone to attribute her academic experiences to the concept of community service. While she was aware that she voluntarily took part in many different activities, she was hesitant about labelling them under the concept of community service since she was not sure of what is meant or included into the definition of community service. Notwithstanding this hesitation, FM12 shared many detailed and comprehensive perspectives pertaining to the description and discussion of service mission of universities. In her understanding of service, she repeatedly emphasized the importance of volunteering, volunteer time and related characteristics. She made a close connection between community service and voluntariness, which contributed

to the development of ideas in this study in the end. Therefore, FM12 assisted in the expansion of discussions and perspectives as regards community service, and she contributed to this study by great means.

The thirteenth interviewee (FM13) made great contributions to supporting and further detailing the arguments and themes obtained within this study thanks to his valuable insights and opinions regarding community service responsibility of university. Just like FM4, FM13 found detailed written responses to the interview questions more convenient and advantageous compared to spontaneous interviewing. Henceforth, he asked for some appropriate free time to think about the interview questions, and by doing so he responded to them more intimately and thoroughly. He has been an experienced faculty member at the university for so long, and he currently has one important academic administrative position, as well. He obtained his graduate degrees in the USA, and he had academic experience working as a researcher assistant there, too. After his return to the university, he undertook some administrative positions in differing time periods at the university, and he is currently dealing with a number of responsibilities under his academic position.

As for his responses to the interview protocol, he maintained a concise language with his explanation to the missions of university and its relation to serving the community. In his understanding, universities have some general objectives and missions that serve for benefitting the public and the society. While following these aims, universities have a balancing role between meeting general scientific standards of excellence and research and being in close touch with their surroundings and meeting people in need within their closer society. FM13 valued the important duty of universities in addressing social issues and problems within the society in that they are generally respected and advisable institutions in peoples' understanding. In his perception of community service, different members of the university, including faculty members, students, administrative personnel, have important positions in developing a joint service policy.

As for defining the concept of community service, FM mentioned some important aspects regarding service to the society, which enriched and supported many of the arguments previous faculty members addressed. In dealing with these hardships and challenges, FM13 emphasized the importance of faculty members as determinant role players. Their position and perception among the society is still valuable and respectable, FM13 stated, which implies that they have the ability and the chance to turn things around as much as possible. Furthermore, FM13 indicated some real-life examples from the community service activities and projects he was personally involved in and offered some potential difficulties of pursuing these activities.

Even so, FM13 portrayed a powerful image of serving the society in that it requires dedicated, determined, and strong-minded participants. All in all, FM13 had a positive attitude towards contributing to this study thanks to his valuable thoughts and opinions on the concept of community service. Considering that he is a person with long years of experience in this aspect, his short yet concise perspectives were rather helpful for this study.

4.2. Thematic Analysis of the Interviews

In this part of the chapter, the qualitative data were analyzed within the framework of thematic analysis and reported respectively. While inductive thematic analysis was predominantly utilized to analyze the data, deductive strategies were also adopted to organize and identify categories and themes garnered within the study. Since the purpose of this study is to explore faculty members' understanding of community service concept within missions of university and their related practices for this end, the data were analyzed in accordance with the main research question of the study and literature review together.

Based on this explanation, three main themes and ten categories have emerged in line with this study's intention to explore service mission and practices from faculty

members’ viewpoints. The themes and categories formulated as a result of thematic analysis of the study are summarized and presented in Figure 4.

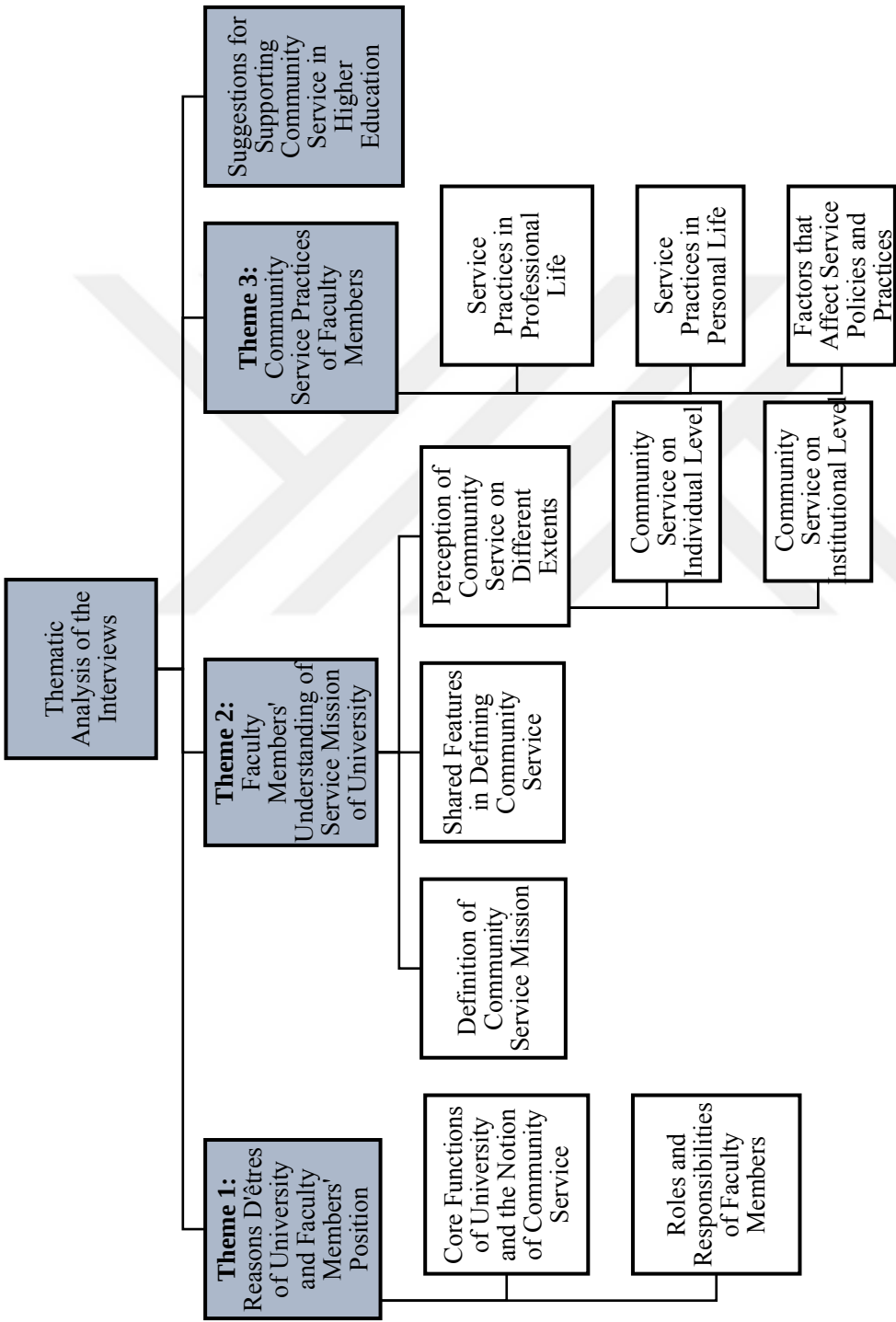


Figure 4. Themes and categories for the thematic analysis of the interviews

As it can be seen in Figure 4., three main themes are formulated as a result of thematic analysis of the interviews, and *the first theme concerns how faculty members understand essential and existential functions of university and their position within these aspects.* In order to better comprehend how service mission is perceived in relation to missions of university, faculty members have explained core missions of university and their roles prior to explicating in-depth service mission and practices. *As a second theme, faculty members' understanding of service mission is explained under three main categories, which are their definitions of community service mission, shared characteristics in these definitions, and their perception of service at two different levels, that is in individual and institutional contexts.*

Next, *faculty members' perceived practices of community service mission have been developed as a third theme, and under it, three categories appeared, two of which are related to their practices and the last one of which underlies factors that have an impact on these practices.* Finally, *some suggestions* as to improving and supporting community service in higher education are presented in tandem with faculty members' experiences and perceptions and the literature review.

4.2.1. Theme 1: Reasons D'être of University and Faculty Members' Position

It is utterly important to understand how the participating faculty members understand core missions or functions of the university prior to delving deeper into their perspectives over the notion of community service. In addition, how faculty members perceive their roles in these tasks at university is needed so that the concept of community service can be explained in-detail. There are two rationales behind this theme and its relation to the service mission of university and faculty members' service practices.

Firstly, it is reasonably needed that faculty members contextualize and elaborate on community service relating to core assets and duties of the university. Since different missions and functions of the university are rather interwoven with one another, it would be difficult to isolate the service role of university from the remaining duties.

Secondly, the participants strongly emphasized the core values and functions of the concept of university while sharing their opinions about its service to the society. Therefore, as a theme to better contextualize research findings, faculty members' perception of core missions of university is constructed in line with their responses. Relatedly, the majority of the faculty members touched on the roles and responsibilities of faculty membership within the university while discussing core missions of university. Since missions of university overlap with faculty members' work life and job requirements to some extent, as a consequence of thematic analysis, these two categories make up the first theme of the findings.

4.2.1.1. Core functions of university and the notion of community service

Even though the purpose of this study is to explain the service mission of university from faculty members' perspectives and to present their practices under this frame, fundamental duties of the university are encountered as the big question during the interviews with the faculty members. As an on-going discussion topic, the faculty members while defining community service role of the university explained the functions of university in detail. Similarly, while describing core missions of the university, the faculty members emphasized varied important concepts and values. In the following table below, these codes pertaining to faculty members' understanding of core missions of university and community service are illustrated.

Table 2. *Codes of core functions of university and the notion of community service*

<i>Category</i>	<i>Codes</i>	<i>Participants</i>
Core Functions of University and the Notion of Community Service	• Freethinking	FM7, FM10
	• Developing incentive methods and ideas	FM2, FM10, FM13
	• Producing scientific knowledge	FM2, FM8, FM10, FM11
	• Encouraging moral values and ethics	FM1, FM3
	• Providing high quality education	FM2, FM3, FM5, FM6, FM9, FM11, FM13

Table 2 (cont'd)

• Conducting research	FM2, FM5, FM6, FM8, FM9, FM10, FM11
• Bringing up qualified professionals	FM3, FM5, FM8, FM13
• Increasing social welfare	FM4, FM7, FM13
• Contributing to science	FM2, FM6
• Serving the society	FM1, FM4, FM5, FM6, FM7, FM8

While elaborating on core functions and missions of the university, the majority of the participants gave importance to specific areas and aspects as can be seen in Table 2. Nevertheless, there were some participants, like FM1, FM5 and FM6 who had a holistic overview of missions of the university. FM5 approaches to the core functions of university from a general and well-known perspective and indicates that:

During our education in the USA, this topic of core missions was quite often on the agenda of the universities. On this remark, three main headings are accepted: teaching, research, and community service, and for Turkey's context, the same things can be stated. I also believe that these can be summarized under three headings as education, research, and community service. However, while thinking about it, another item comes to my mind. I do not know whether it is another function or can be accepted within all the previous missions: preparing qualified individuals. An important duty of the university is to prepare qualified individuals. This can be accepted under education as preparing individuals for their professions and jobs and also preparing researchers and future academicians. Also, it can be seen as a community service since we are preparing individuals with potential power and influence in the future. That is to say, preparing qualified individuals can be another mission of the university if to say it as an umbrella term (FM5).

Different core missions of the university are explained by FM5 in the above quote as teaching, research, community service and preparing qualified human resources. Furthermore, some of the faculty members had a quite similar explanation. FM1, for example, states that "to my knowledge, there are three main missions of university: research, education, and community service. Namely, three missions are mentioned as core missions in general".

In parallel with some participants' responses to core functions of the university, the strategic planning document of the university for 2018-2022 was also utilized to check how core functions of the university were understood. It was indicated that in line with the university's mission statement, three main activity domains are determined, which are "education and teaching, research and development, and community service" (Strategic Plan, 2017, p.39). While some of the participants agreed with these three core missions of the university, some other faculty members opposed this idea by claiming that the university has more fundamental and major responsibilities. FM10 stresses that:

There has been such a misperception of university for a long time that the university conducts teaching, conducts research, and provides community service. This is a practical and simplistic version of missions of university. ... The university ensures wisdom (FM10).

In contrast to the mentioned participants, some faculty members accepted education and research as the solely core missions of the university. From this perspective, they valued teaching and research activities under core functions of the university. Within this aspect, research and education missions of the university are emphasized. FM9 utters that "Well. Core missions of university... One of them is education, and the other one is research. However, frankly speaking, I view no other field of activity except for education and teaching and research [of the university]".

Core missions of university: firstly, contribution to the science through research, then transmission of research results through education; however, not like the way it is done at high schools or vocational schools, but like advancement thanks to research results. It is not like repeating what was learnt 30-40 years ago; but it is more like an education that is guided by research...This is the essential mission of university (FM2).

In addition to faculty members perceiving core functions of university as research and teaching activities, some faculty members had a critique of guiding intentions behind knowledge production. They opted for a much more beneficial purpose in universities' missions. FM8 emphasizes this situation as "This may sound a little bit philosophical; yet we need to question why are we producing the knowledge that we are producing? Namely, is science only for the sake of science? Or is it for the sake of public, as well?".

Concomitantly, there were some faculty members that viewed core functions of university from a general viewpoint. Instead of accepting them as local, they attributed a more universal meaning to it. FM13 indicates that "core missions of university are to develop unique techniques and theories to advance humanity. The ultimate goal here would be to educate the younger generation for this purpose and to do this in the best and most thorough way". Given that core missions of university are approached by the faculty members variably, two general perspectives are constituted by the majority of the participants while discussing core functions of the university.

These two paradigms concerning core functions of university are '*achieving excellence in education and research*' and '*creating wider social impact beyond research and education*'. While some faculty members strongly emphasize that core functions of university are education and teaching and research and that there is no other core mission, some other faculty members combine both notions together and view a more comprehensive function.

Well. Actually, education and teaching functions and academic activities are two existential missions of university; but indeed, community service is also always included into them and I am aware of this. ...Well, there is also community service mission of the university. Maybe, this is not an existential mission of the university, and it is generally seen as a subsidiary or indirect thing of the university. That is to say, the university is expected to contribute to the community in which it is located in whether it be on a larger societal level or it be on a local level, such as regional level of cities, towns, etc. The university is expected to offer such a service and contribution to the society (FM8).

Even though there is a disparity of wording and expression in explaining core functions of the university among the faculty members, it is clear that they give importance to scientific excellence and success and top-quality education of the students. The faculty members relate these two fundamental responsibilities to serving the society better. Instead of viewing core functions of the university in a nutshell, some faculty members emphasized the ultimate goal of university from different perspectives. FM10 points out this responsibility of the university:

Like I said before, this perception of teaching, research, and community service missions of university is a restricting framework and that it needs to be rejected. It undermines the status of university. Curiosity and liberty are

crucial for university. These two are extremely vital. That is, you need to both assure liberty and ensure curiosity. It [the university] needs to provide wisdom rather than being an information-provider. Namely, it needs to focus on the nature of knowledge in place of knowledge itself. This is rather important. Also, it is supposed to conduct research since knowing is very much related to curiosity (FM10).

Similar to understanding core functions of the university from a wider perspective, some faculty members like FM1, FM4, FM5, FM6, FM7, and FM8, describe a broad and comprehensive function of the university in which both academic excellence and social impact are equally underlined. In line with these faculty members' explanations, it is important to delve deeper into faculty members' depiction of functions of university before making a further explanation in this aspect. Henceforth, most of the faculty members integrate both scientific and social functions of the university in their explanations and examples. FM7 exemplifies this bilateral relation as below:

Core missions of university, the first one, I mean, the very first mission is to assure the welfare, well-being, health, and happiness of the society in which it [the university] is in or in general those of the broader global societies and to conduct research or studies for this goal. Namely, the information universities offer should serve for this purpose, and this can be in the long term or immediate. Also, education should be a part of this, as well. Now, in line with this, the first mission is research because all the other missions are dependent on the deepness, success, and the outcomes of the research quality. Therefore, research ranks first because community service role is also supported by the quality of research. Likewise, the quality in education and teaching, the information transferred to students and how it is done is also reliant on research quality. Hence, research comes first, and education comes second, and community service comes third (FM7).

Despite a wide range of ideas and explanations over core functions of the university and community service's position related to it, there is a general opinion and agreement among the faculty members about the fact that university has a crucial responsibility within the development of scientific research and increase in the education of university students. This leads to a visible or hidden betterment on the public as a natural fruit of the university. Even though community service function of the university is not explicitly stated as one of the existential goals, the faculty members stressed the significance of the university within the society. They deemed community service mission as a critical responsibility of the university by presenting varied perspectives from historical and present-day examples.

In this manner, the faculty members highlighted the role of the university in serving the society in different ways, including through the outputs and products that are reached via research activities, by means of education and role modeling practices, and via promoting freethinking, ethical and democratic values. Overall, even though the faculty members gave utmost importance to education and research responsibilities of the university, they also underlined the value and importance of universities as catalyzers and powerhouses of such important values as freedom, democracy, role modeling, freethinking, creativity, and social responsibility.

4.2.1.2. Roles and responsibilities of faculty members

In addition to faculty members' understanding of core missions of university, as a fairly interrelated topic, their perception of roles and responsibilities related with their academic profession emerged as an important concept under core missions of the university. Since faculty members have a quite central position within the realization of the disputed university missions, like research, education, teaching, social impact etc., their perceived roles and responsibilities bear an important significance into exploring service missions of university as well as service practices by the faculty members. For this purpose, faculty members' perception of their academic roles and responsibilities in pursuing and operating core functions of university is obtained, and related findings of this role and responsibility are presented below.

Table 3. *Codes of roles and responsibilities of faculty members*

<i>Category</i>	<i>Codes</i>	<i>Participants</i>
Roles and Responsibilities of Faculty Members	• Part of job description	FM2, FM8, FM9
	• No need for additional obligation	FM2, FM8, FM9
	• Role model	FM3
	• Sine qua non	FM7, FM12
	• Fundamental agents	FM8, FM11
	• Too much responsibility	FM12
	• Curious and courageous	FM7, FM10, FM13

Table 3 (cont'd)

• Complementary position	FM2, FM8,
• Active role-players	FM2, FM5, FM6, FM8, FM9, FM11
• Autonomous and self-regulating	FM5, FM11, FM12

As it is given in Table 3, faculty members' perception of their responsibilities and roles within their profession vary a lot depending on their standpoints. While some participants view *academics' roles in the university as vital and fundamental*, especially in terms of performing critical tasks, there are some other participants that evaluate this situation as *an integral and expected part of the job description of being an academician*. To begin with, existential value of faculty members in performing major duties of the university are accounted accordingly:

I approached this question from a proof-by-contradiction perspective to respond. Let us imagine that faculty members do not exist at universities. Namely, these people do not work there. Then, all things would halt, so would education and research, as well. Henceforth, the faculty members are the fundamental role players in realizing all these tasks, i.e., determining the research questions and areas, following the global trends, deciding on the needs of the society in which they reside and developing models respectively. Namely, roles of faculty members in all these things are indispensable. If it were not for them, university would not be able to function. Likewise, education is what faculty members provide at university. This comes to my mind at first thought (FM7).

Unlike these perspectives, some participants regard the roles and responsibilities of faculty members as nothing more than what is embedded into their job descriptions and requirements. To them, faculty members need not have to undertake any further roles, since their job description defines their roles and responsibilities:

What is the role or contribution of faculty members to [core missions of the university]? They are the real actors that implement [core missions of university] into real life per se; yet on the other hand, this does not demand an extra effort since that is already our job. This is already the job description of the faculty members, how to say, they do not have to have specifically extra roles; however, the job description of the faculty members... (FM9).

Besides these two viewpoints, some faculty members highlight important aspects of academic life as curiosity, courage, freedom, innovation, and moral obligation in that these assets constitute the heart of university. Though these properties are not

explicitly regarded as roles or responsibilities of faculty members, they represent a valuable and significant trait of faculty membership:

I would love to see faculty members as such individuals who dare to contemplate issues that others cannot be curious about or care about or be courageous about. This definitely applies to myself as I am not at that level, either. (FM10).

[Roles or responsibilities of faculty members] are being able to keep themselves updated, following the developments in their research interests closely, establishing international cooperation, staying highly motivated, and loving their professions (FM13).

In addition to some personal characteristics related to faculty members' roles and responsibilities explanation, some participants also emphasize the moral and ethical role modeling of the faculty members since it is a significant aspect of having a more impactful role:

I think faculty members are being role models in their understanding of teaching and education. It is discussed these days that faculty members do not become a model; but instead, students need to bring their own knowledge; but faculty membership is such a profession that you are able to see the affects you have or notice the outcomes for many years or you are able to feel like you have these impacts. Hence, I believe faculty members should be taken as models. However, they should be taken as a model in positive values and faculty members definitely have such a position to be seen as role models. For instance, a faculty member intending with ethical concerns would eventually introduce this concern to their students. A faculty member prioritizing professional respect would inevitably teach this to their students. Perhaps they may not have this purpose intentionally; however, the students would learn this in the end, and I think students learn a lot in this way (FM3).

Furthermore, FM4 stresses the importance of faculty members being morally responsible and role model for the students akin to FM3:

We have had a good-quality education thanks to the chances we had either from our inborn opportunities or from the ones that we later obtained and we have reached a well enough position. We need to re-define our roles urged by the responsibility of this opportunity. Our role as faculty members is to explain to non-university students the importance of disseminating knowledge and the prominence of producing knowledge through a hands-on approach. Furthermore, we need to explain to our students that they should not underestimate themselves and we also need to touch their souls and minds or lives (FM4).

In addition, some faculty members also emphasize the roles and contributions of other members of the university, such as service providers, administrative personnel,

workers, and other support staff, in helping faculty members implement core functions of the university. They indicate that university is a big organization that functions with the participation and aid of different stakeholders:

If you imagine a circle, faculty members or say researchers are located at the center of it, then the administration, then the administrative personnel, and this goes like this. At the most outer side, the workers are possibly located; however, these circles are tied to one another, and there is an axis going through them and reaching into the center, and this relies on all. Thus, they are dependent on each other to survive. The faculty members are obviously at the very heart of it, though. If you ask why, they are the ones conducting research, they are the ones making it a university; however, as I said, this is an organism, and it cannot be seen as a novel or from a sentimental perspective, right? You need to get in touch with the students and outside the university in any way for public good. That is to say, at this point, faculty members define their roles themselves by undertaking varied responsibilities and duties. Hence, their roles can be extremely vital or insignificantly ordinary (FM2).

Overall, roles and responsibilities of faculty members are viewed in a couple of perspectives ranging from job description and requirement to essential role-playing and morally role modeling and encouraging. In this aspect, the participants utter the fact that faculty members have a considerable responsibility within the university.

4.2.2. Theme 2: Faculty Members' Understanding of Service Mission of University

The main research question of this study is composed of two fundamental questions merged under one big question: In what ways, do faculty members perceive the role of university for community service and practice this role in their academic lives? Given that the first part aims to explore how faculty members perceive the role(s) of university to serve the society, their understanding of the service mission of university has emerged as a theme that is closely related to both their perception of core functions of university and their perceived practices for community service.

Guided by the literature review and interview questions of the study, delving deeper into faculty members' perception of community service mission has arisen as a fundamental finding. In line with these explanations, perception of service mission of university by the faculty members is divided into three categories, namely *faculty members' definition of community service mission of university, some common*

characteristics in their definition of community service, and their perception of community service at two different domains of individual and institutional levels.

4.2.2.1. Definition of community service mission

Since it is greatly needed to comprehend faculty members' understanding of the concept of community service, one of the most important goals of this study is to delineate the way community service mission is perceived by the faculty members. More specifically, as the most important notion of the study, this concept requires a detailed clarification and definition in that it refers to a number of differing meanings both in the literature and in the faculty members' understandings. For these reasons, defining the community service mission of university from the faculty members' perspectives is targeted in this study.

As a result of thematic analysis of the data, three salient definitions are reached out along with many underlying characteristics and items of these definitions. Furthermore, to explicate these definitions better, some exemplary activities are presented in Table 4.

Table 4. *Codes and sub-codes of definition of community service mission*

<i>Category</i>	<i>Codes</i>	<i>Sub-codes</i>	<i>Participants</i>
Definition of Community Service Mission	• Performing education and research activities	✓ Producing knowledge	FM4
		✓ Sharing research outputs	FM2, FM4, FM12
		✓ Raising undergraduate and graduate students	FM2, FM7
		✓ Performing scientific duties	FM2, FM12
		✓ Supporting scientific projects	FM2, FM3, FM12
		✓ Aid campaigns	FM9
		✓ NGOs	FM8, FM9

Table 4 (cont'd)

Organizing institutional social support activities	✓ Public Relations	FM12
	✓ Science Communication	FM1
	✓ Social work and projects	FM8, FM9
	✓ Better living standards	FM8
Increasing social awareness and know-how	✓ Gaining awareness	FM3, FM9
	✓ Informing the public	FM1, FM5, FM8
	✓ Role-modeling	FM10
	✓ Giving and sharing voluntarily	FM2, FM3, FM10, FM2, FM6, FM7
	✓ Transforming and reforming things	FM11, FM12, FM8
	✓ Convincing the public	FM1
	✓ Being close to external reality	FM1, FM2, FM10
	✓ Strengthening the community	FM11

As it is illustrated in Table 4, faculty members' definition of community service missions of university is categorized into three sub-headings: *performing education and research activities*, *organizing institutional social support activities*, and *increasing social awareness and know-how*. Even though these three definitions may seem dissimilar, they share some common properties and items, as well. As it is seen in Table 4, the majority of the faculty members mention more than one sub-heading in their definition. For example, FM1 notes increasing social knowledge and know-how and performing education and research activities in defining community service. This indicates that there is not a clear-cut differentiation in faculty members'

definition. In this part, these three salient definitions regarding community service missions are explained respectively.

- **Definition 1: Community service as performing education and research activities.**

The first definition that some of the faculty members attribute to while describing service mission of university involves core domains of the university, that is to say, education and research functions. From this perspective, it is expressed that universities can best serve the society through their teaching and research products, and this is accepted as the fundamental service responsibility of universities towards the society in the end. In this rationale, community service is not seen as a separate mission; but rather it is neatly integrated into the first two missions. FM9 claims this responsibility of the university as:

I do not believe that we can separate community service from teaching and education; so, as for such a question of whether the university has such an additional role as community service, it is already an internalized part of the university's function and institutional structure; Namely, if you offer teaching and education, you are naturally serving the society as a consequence of these functions. As a part of our profession and its consequences, in terms of both teaching and education and research domains, there is also a natural and embedded aspect of community service within these activities. In addition to that, as for the question of what a university can do further to serve the society, as I stated, it can engage in increasing awareness activities, it can support NGOs, it can organize free trainings and seminars for more vulnerable groups; however, except for these, I believe that it [community service] is an integral part of the university's description and institutional structure (FM9).

Some faculty members supported the above-mentioned justification in that pursuing excellence in research and education incorporates community service. However, this is only thanks to the products or contributions that are enabled by research and education. As institutions that foster innovation and development in education and research, universities contribute to community service via their primary responsibilities:

This can also be accepted as community service that the university works for excellence in research and education in line with universal incentives and responsibilities; however, in addition to what is deemed as universal objectives of the university, I can explain what is meant by direct service to the community in which the university is located: [community service] is reaching out to the people in the society that are specifically deprived of equal

opportunities, impacting their lives positively, touching them emotionally, and making them feel that they are remembered and valued (FM13).

Maybe we need to think of community service relating to teaching and education. By the way, we are not talking about only service outside the university. Faculty members understand community service from such a perspective that raising up the university students and getting them to have a certain consciousness level is also community service. Because what is called as a society is composed of individuals and the university students are also students... As you see this, you get motivated and encouraged and the drive to engage in community service has a longer-term effect on you. This is achieved through both preparing and educating university students or individuals and contributing to society in the longer run (FM7).

Besides these functions of university deemed as community service responsibility of the university, some faculty members emphasized the importance of the university being loyal to its two main responsibilities. Even though they value community service, the way it is conducted at the university should be via teaching and education and research activities. This is also a common understanding among the participants:

Service mission of university is prominently distinct from that of the others. It [community service mission of university] is the practices and activities that the university performs while maintaining its first and second missions. Namely, it provides education to university students; however, there are other motivated [university] students that do not get to our university; there is such a group of individuals; we need to get our education to these people or we have a research objective and we do research; nevertheless, while conducting this research, we also need to inform the society of these research. This should be within our research, not outside of it. I perceive community service as a transformation of the findings we acquire from our research and teaching activities (FM1).

Some faculty members regard their community service responsibilities as the courses they offer, the studies they supervise, the projects they make, the seminars they give, etc. We have such faculty members that thanks to their hard work, many companies flourished their business by becoming the biggest exporters of things and goods. These faculty members are able to turn their unique studies and work into community service successfully. Some of the faculty members become great influences on international scale thanks to their academic work, and they make us proud and prideful. It is of course community service that these faculty members do their best in their research activities and be great examples (FM4).

- **Definition 2: Organizing institutional social support activities.**

The second definition that the faculty members make regarding community service mission concerns institutional activities. In this conception, service mission is perceived as additional voluntary projects that are arranged by the organizations, not necessarily solely by the university; however, the majority of the faculty members exemplified these activities as a part of the university, as well. In their understanding of the community service mission of the university, voluntary and extra activities aiming for public good are accepted as service. There are certain traits of these activities, like being more institutional, voluntary, and social work-related that separate them from other regular activities. Similar to the first concept, this definition also refers to benefiting the society through some activities; however, these are not internalized into other missions of the university; but instead, they are more directly and overtly implemented. In this definition, community service is viewed more as a goal to achieve, and it is intentionally planned and practiced at the university. By engaging in the problems and issues present in the society, the university can serve the society by means of more direct and organized policies. FM7 thoroughly describes this potential of the university:

At universities, as a natural part of our academic lives, we, the faculty members, go and chase after the developments, innovations and solving the problems. Therefore, whatever problems there are in the society, addressing these issues, coming up with products and alternatives to solve these problems, these solutions or products can be the knowledge per se and it does not have to be necessarily an engineering work or a tool or machine or instrument, the knowledge itself is a big product, transmitting all these facilities in the best way, and the fact that they are properly engaged into the institutional systems and that proper education and training is provided as regards all. Thanks to these activities, increasing the know-how of related personnel at these institutions is also part of community service. These policies are all part of community service or the procedures that the university provides community service. Or else, it would be bizarre and irrational of university members to go on the streets with a hailer and teach random people. In place of this, what is more crucial is that community service is supposed to be organized and institutionalized to address the societal concerns and problems. Only this way can we talk about a more meaningful community service (FM7).

In this example, community service is described as an organized and planned policy that is integrated into public institutions. Some faculty members state that this is the most convenient way community service mission can be implemented by the

university. In this definition, external communication and public relations with the institutions are emphasized since community service refers to a stronger connection between the university and the public, including both governmental and non-governmental organizations. Institutionalization and non-governmental organizations are two of the fundamental aspects within this definition. University as an organization can also conduct such practices for community service under this definition. Some faculty members re-define the notion of community service and community service mission of the university based on these parameters:

It [community service] can be like social services or voluntary projects for the society such as doctors, advocates beyond or without borders, and what they do is community service. Whatever you may do, it turns into serving society in some kind of way. However, when I think of how this can be conducted more directly and straightforward, voluntariness comes to my mind. I can consider voluntary projects and services conducted through foundations and associations as community service (FM8).

Generally speaking, community service signifies institutionalized activities that we perform, and they are based on the principle of voluntariness and can be implemented outside of working hours or maybe within working hours. To demonstrate, participating in non-governmental organizations or joining any fund drives or being part of any activity that intends to raise awareness of any issue; however, when we say community service, I assume it an unpaid and discretionary practice, such as contributing to teaching and education or increasing-awareness practices or working at non-governmental organizations or charities (FM9).

This definition of community service in general presents a different community service understanding than that of the first definition. In this framework, conducting only teaching and research activities is not enough to be accepted as community service, and the university is expected to move a step further to serve the community. In this aspect, the service mission of a university is defined as a more inclusive concept that functions to increase living standards and welfare of the community in which the university operates. This definition presents a more collaborative and mutual relationship between the university and the external community for service purpose:

When compared to the societies in developed countries, community service refers to the attempts and policies that intend to solve problems in different areas within the society. Given that the university is a knowledge-producing institution, it can realize its service mission to the community via producing knowledge to solve social problems around it, ensuring that this knowledge is transferred back to the society, and contributing to the development of the society (FM4).

Besides this general perspective of the role of the university towards community service, some faculty members describe in-depth the areas and fields in which it can provide service. In line with more institutional and social service projects, some faculty members detailed definition of service mission of the university. In this perception, different faculty members repeatedly emphasize science communication and public lectures via institutional policies and programs:

When we say community service, as an initial caption, informing the society and raising public awareness comes into my mind. For instance, increasing the level of knowledge within the society about scientific and technological fields that we are working on, disseminating scientific thinking and methodology among the people beginning from early ages at primary school level, secondary school, high school and university, promoting curiosity and interest towards the science, leading them to research and inquire into such mentality, and getting them to develop a scientific interest and attention and to question why is this, why is that in the end (FM5).

When we look at the Strategic Planning document of the university for 2018-2022, community service is also understood within the scope of teaching and research activities and science communication and public relations. "Besides undergraduate and graduate education, and international research, our university gives priority to the function of community service. By founding the Society and Science Research and Application Center, our university has aimed to carry out research in order to increase the level of scientific awareness, to raise the interest of the society in scientific and technological issues, to popularize science and to increase the use of science in everyday life, to conduct activities so as to motivate the improvement of skills in the scientific approach and research, creativity, the ability to analyze at every level of society, to strengthen the links between society and science, to increase the activities of universities towards the society and to encourage such activities" (Strategic Plan, 2017, p.38). Given this detailed definition outlined in the strategic plan of the university, community service is closely interrelated with science communication and public communication, which some faculty members repeatedly underline:

Some people interlinked to the university go out and make efforts to change or transform things. Now this saying of transformation or change is wholly vague. It is an unclear thing. Now, community service can be in different forms, and at this point we need to ask which community, and for which intention can community service be pursued? Society is not homogenous, and service is not specific. Namely, when I say community service, firstly voluntary projects or activities come to my mind as an image; however, what can a

university do voluntarily? Well, mostly popularizing scientific research studies can be done. For example, faculty members can give public lectures about the salient results and the studies they conduct, they can share these findings openly on a YouTube channel. In addition, it can be through podcasts, radio programs, or similar things that we are able to present our findings that the public can have easy access to. (FM8).

This specific definition of community service is presented in the strategic plan of the university in that "some of the products and service related to community service are institutional activities (sharing the results of the research done by our university through publications, conferences, etc.), joint activities with non-governmental organizations towards popularizing sciences" (Strategic Plan, 2017, p. 39).

- **Definition 3: Increasing social awareness and know-how.**

The last definition that majority of the faculty members make relating to community service is closely related to the first two definitions. It is a natural consequence of both education and research activities at the university and institutionalized social service projects; however, faculty members underline this function of serving the society as a crucial responsibility in their definition. Even though the broader goal within this definition is to increase the knowledge accumulation of the public, it is different from solely performing science communication activities, as stressed by some faculty members. While informing the public about scientific developments and innovations, it is also intended that core values and principles of citizenship and civic culture be internalized among the society. The solely purpose of informing the society is not to transfer the knowledge per se; but instead, including values, role modeling and social rights into this knowledge is understood within the definition of community service. This notion is explicitly underlined by some faculty members in that community service entails a broader meaning. Even though there is a diversity of perspective towards such a general understanding of community service, some faculty members indicate common properties of community service as "being beyond political concerns, carrying cultural footprints of the society, and the characteristics of the individuals within this society" (FM3). Therefore, the community service mission of the university is closely related to the external society and social issues or challenges, and it is understood as dealing with these social problems. The way faculty members understand this relation offers a variety of perspectives. For example, some faculty

members deem role modeling and being cultured and intellectual as community service:

Community service is not about writing projects. Community service is being able to present role models to the society. What I mean by community service is that you, as a university, need to produce role models and this is what I call community service. What is more, you need to be a role model yourself... What I understand the role of university for community service is that it should be able to introduce these role models. For example, 'a university member behaves differently', you need to demonstrate to the society; for example, stopping at the red light, paying your taxes properly, respecting the social rules, behaving ethically, these should show that you are a member of the university... I value the community service mission of the university as such that these principles are promoted and served for the public (FM10).

Viewing the community service mission of the university as part of citizenship and civic role is a salient characteristic defined by the majority of the participants under the third definition. In addition to bringing up role models and presenting them to the public, for some faculty members, enabling students at different levels to acquire interest in learning and curiosity can be another definition of service toward the community. Moreover, for this purpose, every faculty member or individual may perform different tasks based on their abilities and capacities; however, what is expected of these behaviors is that they should provide values and civic responsibilities:

Speaking of community service, one does not necessarily have to go and build up a school or fix up the broken windows of the school or play with children, etc. Actually, there are things that everybody can do in their own ways. For the academicians, specifically, they have a great scientific potential; however, the problem here is that we, as academicians, are not so good at communicating with the public; I have encountered and been involved in these kinds of discussions a lot. I believe that we are not proficient enough in transforming our potential. This said, it is not like going on TV and discussing certain topics; this may be potentially misunderstood and it is! I do not believe this can be a service, and neither can it be a contribution to society. Therefore, transferring knowledge in the right place and at the right time should be the ultimate goal. In my mind, community service refers to such things as getting the students to love science, love reading books or sharing my academic knowledge with related public institutions to transfer my expertise back to the public, such as providing unpaid consultancy to related authorities pertaining to rules or principles of my expertise area. Of course, consultancies that are provided to the public institutions, like ministries and partaking in scientific councils is community service, and it relates to our academic potential. There is another way of serving the society, I believe, and it is through some student clubs in which I try to help and support primary and secondary school

students... This [community service] is a concept that has different meaning from people to people (FM6).

This way of the university in providing community service is fundamental given that it has a bigger potential to impact the society positively in many aspects than solely transferring and giving information. In the university's situation, it gives importance to such responsibilities as moral leadership and ethical values. In the strategic planning document of the university as well as its webpage, some core values representing the university are presented, and one of them is social responsibility that members of the university are to be attentive of social problems and engage in coming up with solutions to overcome them (Strategic Plan, 2017, 61). Finally, some faculty members perceive service mission of university as representing and conserving such values as freedom, democracy, human rights, etc. Some faculty members also relate these values to service mission of the university:

Well, dissemination of scientific outputs with the public, science communication, these are community service; however, the university may also carry such an essential mission to transfer these values of freedom of thought, democratic administration back to the society. These values are sine qua non of the university, and it is an important duty, too (FM12).

In addition to all [community service practices], I think that a university, before all other features, should be home to science; that is, of course the beauty of a university campus is important or the fact that it sends laptops to its students in need; however, more importantly, how a university serves science and while serving the science, that is, conducting research studies, how a university translates this back into its students is crucial. In our own society, specifically speaking, I believe a university protecting democracy, equality, and standing against the injustice and inequalities is also performing community service (FM3).

4.2.2.2. Shared features in defining community service

Three categories of community service mission of the university are summarized in the previous part in tandem with the faculty members' perceptions, which are performing education and research activities, organizing institutional social support activities, and increasing social awareness and know-how. Even though interrelated and broad categories are constructed to organize faculty members' definition of service mission of university, there are many different types of definitions that sometimes produce counterarguments against each other. Notwithstanding the variations in definition, there are many common characteristics that faculty members

ascribe to community service. In this section, the properties that are commonly emphasized by the faculty members to explain service mission of the university are explained. Before giving detailed exposition on these characteristics, it is important to remember that faculty members approach the concept of community service from a wide range of perspectives. Despite this, some faculty members feel nervous about defining the concept without any guides as they expressed that they may be providing inaccurate information; however, in such cases, the researcher reminded them of the subjectivity and individuality of this concept in that it needs further explanation and description. FM8 expresses her feelings about this uncertainty as "I kind of feel like there are some true answers and I am not much sure of them. Of course. It seems to me there are as many different definitions [of community service] as there are humans".

Furthermore, in some of the faculty members' responses to the concept of community service, they have a more general attitude towards the concept in that they view it in significantly general contexts than the other faculty members:

When I first hear the concept of community service, in American movies, you know they punish people in return for their crimes through community service work. They made these people go and feed homeless people or give them soup. Now if you look at this, this is some version of punishment that the American government implements. They do not imprison the criminals; they do not charge fines; but they do this instead. I believe that community service is not a punishment and it cannot be referred to a punishment. This [community service] already comes intrinsically from inner motivation and it is this intrinsic motivation that makes do it; however, there is also this situation that one may not inherently do it or may not behave urged by this feeling; yet one may obtain this motivation as they observe other people [do it]. Some studies ask, 'who is the happy person?'. It is not money or goods that make people happy. It is the feeling that you have of doing something important for the other people, and this is the source of happiness. I believe a person with this mentality can engage in community service. On the other hand, community service is not only about offering soup to the homeless or teaching an impoverished kid; but instead, it is also community service that you do your work best or not to throw rubbish on the street. Hence, in this aspect, I take a more general perspective of community service (FM3).

Community is a normal and internal part of the dynamic and professional societies where professionalism is promoted instead of obligations and imperatives that are enforced by people to share, to give, to do a favor or to

be altruist. However, in such contexts where class divisions are increasing, where the rich and the wealthy are taking up the big piece from the cake, community service is done more via taxations and other related donations. Here, you are sharing the money under community service since you have much of it. Likewise, knowledge is shared in the same manner. You as a professor have much more knowledge than ordinary people, and you are sharing or giving this information the same way (FM2).

Given these two unique definitions of community service missions, it can be deferred that there is a wide array of perspectives and understanding amongst the participants. Nevertheless, majority of the participants note salient and common characteristics in their definition even though there are some small differences and nuances. These common components that faculty members address are summed up and displayed in Figure 5.

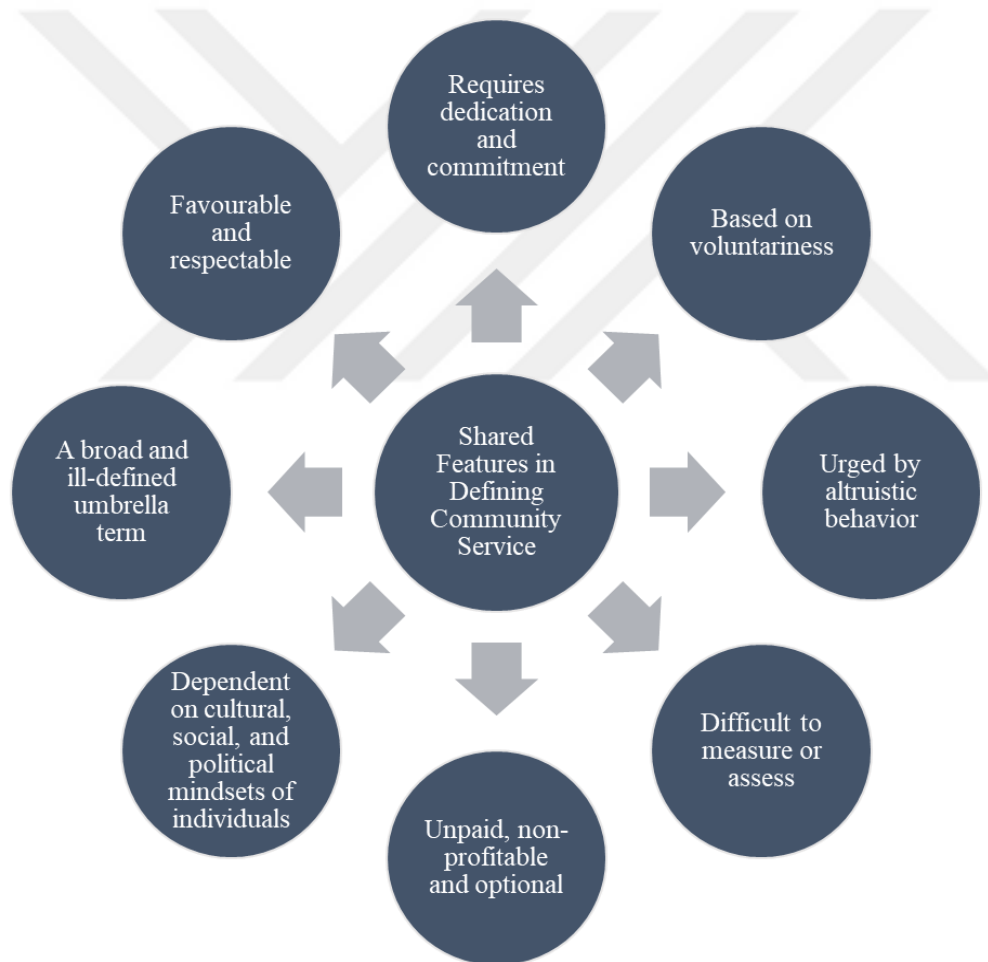


Figure 5. Shared features in defining community service.

As it is visualized in Figure 5, there are a number of concepts that faculty members highlight while describing community service. While majority of the faculty members agree on such features of community service as being favorable and respectable, urged by altruistic behavior, or difficult to measure or assess, there is some difference of opinion as to community service being paid for or unpaid, or it being on individual or institutional levels based on the people's viewpoints. Such diverging views are observed throughout the data collection process and they contribute to the development of divergent perspectives over the concept of community service.

One faculty member highlights this vagueness in the terminology itself by saying "Community, what sort of a community? Service, what kind of a service? Am I able to express myself? These are closely related to some social and political things in the end" (FM8). In addition, as expressed in one of the documents that a faculty member shared in regard to preparing the current (2018-2022) strategic plan of the university, community service is examined by the committee members from such broad questions as:

What is society?, What is included in the concept of community service? Public relations? Communication? Can community service be done for money or paid?, Are the fundamental missions of the university, teaching and research, community service? (Strategic Planning Mission, Vision and Strategic Priorities Development Conference, 2017).

These big questions that some faculty members personally had during the preparation of the strategic plan of the university are repeatedly encountered in this study, as well. Since the concept of community service is vaguely defined in the literature, in this section, some core properties explaining it in-detail are presented. The most common traits in defining community service concept are that it is an unclear and general notion and that it is a voluntary action that is quite difficult to measure or evaluate. This situation is exactly pointed out by one of the faculty members:

Asking faculty members "what are you doing under the section of community service? " in different documents, like strategic plans, rapports, annual evaluations, SWOT analysis at departmental, faculty, rectorate or university-wise, are completely difficult questions to answer from faculty members' side. Firstly, "what else are we not doing for community service", this question has such an inherent answer. However, you may also think that though this is a teaching and education activity, you are not doing this for free or unpaid. You

are receiving a monthly salary in exchange for your work. Under this rationale, you are not exactly doing community service, and this may be viewed as part of your job description instead of community service. This may be one side of the coin. Secondly, we are conducting a lot of projects with associations, schools, ministries or other international organizations like the UNDP, the UN, the UNESCO, or the EU. In these projects, we are also benefiting monetarily, and this also falls into our job description in some ways. Nevertheless, only the outcomes and results of these projects can be considered as community service, which may be a contribution to know-how accumulation or participation in NGOs (FM9).

It is rather difficult to assess community service since the concept itself is too complicated to be expressed in quantitative terms. Some faculty members further elaborate on this property of the community service in relation to lack of consciousness embedded in it. This difficulty of measuring and expressing community service in simpler ways is addressed by some faculty members throughout the interviews:

Faculty members are already involved in community service activities. They indirectly perform community service. Either consciously or unconsciously, I do not think community service has a special and separate meaning to the faculty members since they generally do it [service] unconsciously. They do their job in the end (FM2).

Community service, as I just explained, is an ambiguous concept... I can say that this concept is completely vague and ambiguous. This is not a concept that we contemplate over, thinking 'are we serving society or not?'. Of course, I would easily state that 'of course, we are serving the society, we are preparing students, they become graduates and we provide teaching and education, as a result, we are seemingly serving the society'. Well, indeed, these are all functions of this institution [the university] and the job descriptions of the faculty members. Therefore, community service is an inherent and embedded consequence of our profession and academic lives (FM9).

Similarly, another faculty member stresses the fact that community service is an ambiguous and ill-defined term in that it is dependent on personal understanding of the individual a lot and that it is internalized and practiced voluntarily:

'Why are you at the university? To serve society in some ways? Why did you want to become an academician? Why did you go for a job at the university? To my understanding, I strongly believe that there is public good or benefit in all these studies, and there should be. Therefore, sincerely, I do not think that we can impose such a thinking on the faculty members. I believe that can be done only via intrinsic motivation since you do not receive any awards. The

question is that 'why are you an academician and why are you doing this profession?' (FM8).

As it is expressed by different faculty members, core features in defining the concept of community service include such values as voluntarism, altruism, dedication, giving, sharing, commitment, and internal motivation:

One does not expect anything in return for community service. It sometimes is done with unconditional respect and sometimes with unconditional love. Sometimes, you just wish that our society advances to a certain level in some areas so that you feel better and valuable. You may act with such a drive. Therefore, faculty member's understanding of community service depends on their worldviews. 'Are they obliged to doing community service?' Maybe at a minimum level, they may have to some certain things; however, I do not believe they can be forced to do additional things. On the other hand, community service, before all, requires dedication to something and it demands allocating time and organizing. That is, you may not give up on community service so easily (FM3).

4.2.2.3. Perception of community service on different extents

Under Theme 2, another important outcome in faculty members' understanding of community service concerns the way it is implemented and practiced. There are two differing points of views expressed by the faculty members in regard to community service: *community service in individual lives of people* and *community service in institutional or organizational structures*. While some faculty members regard community service as an individual and personal preference, some others understand it more like a communal and societal action that is organized by institutions. Depending on these two perspectives, community service is understood at differing levels and implications.

As for the university context, the two focal points are *community service in the professional lives of faculty members* and *community service in the institutional agenda of the university*. Even though majority of the faculty members apprehend community service in either of these two categories, some faculty members opt for looking at the concept from a combination of both individual efforts and institutional support. Therefore, it is not only an either-or perspective that faculty members outline regarding community service. It is just the level of understanding that they focus on in their definition and explanation.

For example, some faculty members indicate that the university and the faculty members along with other members of the university should work together for the purpose of serving the community. In this aspect, some faculty members' perception of community service mission of university is more holistic than individualistic, and it includes a mix of individual faculty members' attempts and the university's resources and potentials:

There is a frequently stated cliché about the universities that 'they are living in their ivory towers'. Faculty members get to know their country and society better while engaging in community service practices. One of the important rewards of community service activities is that it enables us, faculty members, and everybody else to go through an internalization process in our knowledge and views that we are so confident of. The hands-on [community service] experiences result in greater outcomes and awareness for everybody than solely talking or reading about them (FM4).

The images of university and faculty members still have a respectable reputation within our society notwithstanding all infamous things that happened. Therefore, a positive and leading role modeling coming from the university and the faculty member has a significant impact on the society. This potential is supposed to be used effectively and it should be used to address the rooted societal issues that need solving (FM13).

In addition to a stronger cooperation between faculty members and the university management and policies, some faculty members pay close attention to the need for community service at the university in that it has many opportunities to impact the society positively.

Community service is obviously valuable for everybody. As humans are social animals that live together, we are dependent upon one another. I believe that dealing with the problems of society as well as ours is the responsibility of everybody within the society. With this in mind, the responsibility of the faculty member is that we are seemingly more fortunate at the university, we have opportunities, and we are equipped with know-how and knowledge. Furthermore, we have channels of communication to talk to the society [at university]. Making use of all these facilities for public service and offering them to the society sounds just humane and logical (FM11).

In this part, two overall frameworks of community service are presented under two sub-heading separately. Namely, community service perception of faculty members on individual levels and institutional levels are expounded.

- **Community service on individual level.**

Majority of the faculty members describe their understanding of community service from an individualistic perspective in that the concept of community service itself carries an individualistic and personal connotation for them. It is important to delve deeper into this way of perception amongst the faculty members since it sheds light on how the community service mission of the university is clarified and explained by the faculty members. In this understanding, some of the faculty members indicate that community service is a very personal act and its meaning and implementation can change from person to person, which is also applicable to faculty members, as well. These types of activities for community service are related to personal opinions and attitudes of the faculty members:

It is optional. You are doing what you are doing because of your interest and desire. Nobody forces you to do anything. Therefore, we can talk about only the feelings and emotions they have serving the society. That is to say, this [community service] is a private and personal thing. It reflects your emotional and intellectual status and preference. (FM9).

In this perception of community service, it refers to a rather internal and inside practice that is done totally out of one's willingness and voluntariness. This idea of community service is applicable to faculty members and their professional or private lives, as well. Depending on the worldviews and visions of the faculty members, it can be conducted at the university or not. Similarly, one faculty member remarks this aspect of community service mission in academicians' professional lives:

Do we [the faculty members] have a duty of community service? If so, are we aware of it? This is very important. I do not know how each faculty member defines their role in community service; however, back then, we were given an academic development program [for new faculty members]. There was an introduction to community service and about what can be done for this purpose, etc. It was quite useful...I am not interested in community service activities only because of that seminar, though. Maybe, these kinds of seminars open up some people's horizons; but I had had such kinds of service activities before in my personal life. I used to have some plans in my mind and I chased them till today. I do not think there is such an obligation or requirement on people to do community service. I do not think that we [faculty members] have such a predefined job description or professional responsibility or mission among the faculty members (FM6).

These faculty members clearly emphasize that community service is a very personal phenomenon and it can be followed by individuals instead of mandatory policies or

descriptions. While some faculty members frankly stress that community service is a personal preference and choice, some other faculty members highlight the importance of dealing with community service activities. Even though they are, similar to other faculty members, aware of the fact that community service cannot be put compulsorily on faculty members, they value the significance of giving back to the community. Some faculty members view this give-back to the community as a significant hallmark. In addition, some faculty members feel emotionally obliged to giving back to the community in exchange for all the opportunities and the chances they have had in their presence in the society:

Community service has a number of benefits. For example, if you can look at my story, I received free [bachelor's] education, free master's education and also scholarship from the state, and I went abroad and continued my education with scholarship for free. There is too much investment and effort put into one individual. It feels like I have to pay back all these efforts and endeavors to society. That is to say, we call this reciprocity in our field. It means giving or paying back to those that give you (FM12).

One does not set forth community service activities for beneficial or tangible goals or outcomes. All things that are done within the scope of community service are our social and moral responsibilities towards the society. All [community service] practices enable us to have hands-on and first-hand experiences via observations and get us to see the products or outcomes of our practices. Thanks to this opportunity, we can get feedback on our acts (FM4).

Finally, some faculty members also underline the role and potentials of their colleagues in overcoming the problems and challenges in their community. Similarly, some faculty members go into the personal and individual outcomes of the community service practices for themselves. That is to say, they exemplify how community service practices make them feel after conducting these practices. Particularly, given that some of the faculty members explain that they are able to directly see the results of their service practices on the society, this gives them emotional satisfaction.

Faculty members should not miss or ignore the local problems while in pursuit of global and international goals and targets. They are expected to relieve their desires of promotion and tenure and to be involved in the activities that can better and significantly increase the living standards of the societies of which the faculty members are part of (FM13).

It is admirable [for the faculty members] to see that the outcomes of their scientific studies are used in the societies with whom they are affiliated and that the living standards, welfare, happiness, and the health of these people are increased by the outcomes. Why is it noteworthy? Because you get to see

that you are of a contribution and assistance to the people of your community (FM7).

Moreover, sharing your knowledge with others about a specific area that you are skilled in and verifying the information on any topic gives you emotional satisfaction if we are to think about scientific knowledge. Apart from this, community service refers to a bunch of other aid campaigns and social support. In our [faculty members'] situations, it [sharing your knowledge] gives you satisfaction and emotional content. This aspect of [community service] is also valuable (FM12).

- **Community service on institutional level.**

It is a noticeable way of thinking amongst some of the faculty members that community service is more a communal and collective act than individual. To these faculty members, community service refers to an institutional responsibility of the university in that the academic may need to assume. In this framework, some faculty members emphasize the potential role and power of the university in guiding and informing the general public:

Some kind of responsibility is generally emphasized in [community service]. We can put it in other terms that if the academy is insensitive and inattentive towards the problems of the society it lives with, the society will eventually allocate lesser resources to it. The university may lose its institutional authority and power. This is actually a very current tension or discussion. How is the scientific authority perceived by different constituents of the society and different socio-cultural and education-level groups? For example, anti-vaccination views and movements. Namely, the lesser and the poorer and the more one-sided relationship the university has with the community, the more ignorant and close-minded the society will be towards the directives and guides of the university (FM11).

Even though a more institutionalized community service policy is also included into the 2018-2022 strategic plan within both objectives and goals, the intended level of systematic management of community service is not achieved yet. Namely, three objectives and related goals outlined in the strategic plan pertaining to establishing a stronger commitment to community service are:

- **Objective 11:** To advance the value the society attaches to scientific approach and development.
 - **Goal 11.1:** Establishing science communication mechanisms to share the processes and the results of the university-sourced research with society.
- **Objective 12:** To share the university's accumulation by pursuing benefit in community service.

- **Goal 12.2:** Coordinating the community service activities conducted by the university and supporting them.
- **Objective 13:** To reinforce internal and external communication so as to ensure an effective and continuous interaction between the university and its stakeholders.
 - **Goal 13.1:** Systematizing the internal and external communication of the university (Strategic Plan, 2017, p.69)

In faculty members' understanding of community service mission of the university, they view it under the organizational policies of the university. Though community service is a voluntary behavior, it can still be promoted and supported by the university more structurally. Some faculty members draw attention to the adoption and implementation of community service in university administration and management professionally. Since the individuals mainly conduct community service, some faculty members highlight that such kinds of service activities by individual faculty members can be systematized under one administration.

Some faculty members highlight the individualistic aspect of the community service in that it is generally shaped by the perspectives of the faculty members. Moreover, the significance of institutional support in leading community service practices and policies is emphasized accordingly:

I return back to my earlier remarks that this [community service] has become an individualistic thing that people do in their private times; however, if it were institutionalized, things would be much more different and be at significantly valuable levels. Therefore, I think faculty members dedicate their personal times and lives to conducting these service activities, and they do this definitely as a result of voluntariness (FM6).

Finally, some faculty members stress the importance of strong institutional commitment to maintaining relationships and partnerships with public institutions at the university. Community service at this level refers to a close collaboration between universities and other institutions within the society, including ministries, municipalities, NGOs, etc:

The university can be a leading institution in identifying differing needs of the public, such as curriculum and educational program deficiencies, and those of public institutions and organizations. It can also provide expert investigation when needed. With such a mission, the university can work to come up with some solutions. To begin with, it can conduct research studies

to address societal problems and it can be a mediator institution with its resources. Of course, every individual [faculty member or not] can engage in this identification of the problems personally... That is to say, we can be of a great assistance to such problems of which we have a great knowledge accumulation. In sum, the university can conduct research and support towards such problems in the society (FM5).

It is also important to remember that there are other important role players at the university that have an important value in maintaining a healthy community service policy besides the invaluable role of the faculty members. Though the participants emphasize that faculty members are a crucial factor at the university (see Theme 1), some faculty members also address the role of other constituents at the university in serving the society and with their participation, community service is redefined:

Community service is being able to reach the underrepresented and less fortunate groups of the society, particularly to those deprived of equal opportunities and chances, and being able to help and support them by making them feel remembered and valuable. For this goal, participation of faculty members, students, and the moral and material support from the administration is critical (FM13).

4.2.3. Theme 3: Community Service Practices of Faculty Members

The last theme that emerged as a result of thematic analysis of the interviews is related to perceived practices of faculty members for the purpose of community service. In line with the study's guiding research question, how faculty members practice their role of serving the society in their academic lives is explored and presented in this section. For this purpose, three categories pertaining to faculty members' community service practices are constructed, that is, *service practices in professional life*, *service practices in personal life*, and *factors that affect service policies and practices*.

4.2.3.1. Service practices in professional life

The groups of activities that faculty members perform within the scope of community service in their professional lives are varied and dependent upon the scope or definition of community service in their mind. Therefore, in this study, mainly service activities that faculty members tend to deem as community service are analyzed and patterned into categories. Since there are three dominant definitions of community service mission of the university as explained by the faculty members, the range of activities faculty members accept under the concept of community service is diverse.

Henceforth, there is not a common or shared definition of a community service practice in an academician's professional life. On the contrary, two broad groups of service practices are classified in line with the professional service activities of faculty members. While the scope of these activities complies with the definitions of community service mission, there are much more divergent and rich practices by faculty members that are classified as service towards the society. These activities are presented and summarized in Table 5.

Table 5. *Codes and sub-codes of service practices in professional life*

<i>Category</i>	<i>Codes</i>	<i>Sub-codes</i>	<i>Participants</i>
Service Practices in Professional Life	Internal or within the university practices	✓ Seminars, conferences, workshops, and trainings	FM4, FM5, FM7, FM10, FM11, FM12
		✓ Academic role modeling	FM2, FM3, FM8, FM10, FM13
		✓ Preparing competent students	FM2, FM3, FM8
		✓ Advising student clubs and societies	FM4, FM6, FM13
		✓ Academic supervision	FM10
		✓ Administrative memberships and positions	FM5, FM6
		✓ Open course materials	FM2
		✓ Service-learning within courses	FM1, FM2, FM3, FM7, FM8, FM11
		✓ Developing scientific literature in Turkish	FM2, FM7, FM13
		✓ Community service practices course	FM3, FM4
		✓ Research areas and outputs	FM5, FM6, FM7, FM8

Table 5 (cont'd)

	✓ Extracurricular activities	FM1, FM3, FM4, FM6, FM13
	✓ Popular science activities	FM5, FM10, FM11
• External or outside the university practices	✓ Science communication practices	FM5, FM6, FM7, FM8, FM11
	✓ National and international projects	FM6, FM10
	✓ Unpaid scientific mentoring and advising to public institutions.	FM5, FM6
	✓ Vocational training for graduates	FM5
	✓ NGOs and professional chambers	FM4, FM5, FM6, FM13

As it is outlined in Table 5, the range of professional service activities that faculty members perform is quite rich and diverse. Even though some of these practices may not be seen as directly community service depending on the individuals' conception of service definition, they are still presented under the umbrella term of community service. These practices are explained by the faculty members, and how they relate to serving the society is detailed, as well.

To begin with, as it is presented in Table 5., there are two broad categories of community service practices in faculty members' academic lives, namely service practices conducted within the university and service practices conducted beyond the university. This distinction can also be viewed as the university's internal and external stakeholders, as well. Internal service practices imply that the targets of the service are located within the university itself ranging from mainly the students to other

members of the university, like staff and support and service personnel. As for the external service practices, they refer to those that are conducted with/for the partners and shareholders outside the university, such as NGOs, public institutions, associations, and other governmental and non-governmental groups. In spite of this distinction in the direction of service practices, there is not an obvious boundary between these two groups of activities. While majority of the participants give instances of their service practices for internal and external service, some faculty members emphasize that what they do within the scope of their professional job description is not an extra work and that it is not a direct community service:

Well, this is my job description, and it is designed in such a way to serve the society. It is akin to being a doctor. What you do within the scope of your profession has a social impact or public good or benefit much higher than say a computer engineer working in a private company. However, this is not an intentional and personal service. This is a major portion of my job description. My job is similar to teachers or doctors in that part of the job itself is community service. That is to say, I do not do anything particular to serve the society; however, one may claim that a computer engineer may well serve the community; however, the social impact of a computer engineer working in a private profitable company is way much more indirect than my impact or contribution. Secondly, the volume or intensity of social contribution between us [engineer and academician] is also much more indirect from the computer engineer. I have a more direct and determinant role in serving the society compared to a software engineer. This is due to the job descriptions of the professions, though. Therefore, our social impact and contribution is significantly higher as a result of the nature of our job description. I will repeat myself that this is our job description (FM9).

This point of view is also dominantly shared by the majority of the faculty members in that the impact of community service practices can be direct or indirect. That is to say, in addition to service activities being for internal and external stakeholders at a university, they can also be grouped into two categories depending on the consequences of their social impact being directly or indirectly observed. This distinction in terms of social impact and recipient of the service is explained and illustrated in Table 6.

Table 6. *Distinction of community service practices in terms of impact and recipient*

<i>Impact**/ Recipient***</i>	<i>Internal Service</i>	<i>External Service</i>
Direct Service	• Aid campaigns for students (such as bursaries, helps, scholarships, tuition fee exemptions, etc)	• NGOs and extracurricular activities (such as campaigns for disadvantaged groups, schools, aids for people in need and vulnerable communities)
Indirect Service	• Participating in and contributing to different committees and meetings at the university (such as strategic plans, boards, thesis defenses etc)	• Academic counselling and advising to public institutions (such as sharing academic know-how with ministries and municipalities)

** refers to the impact of community service activity, whether it can be directly or indirectly contributing to the intended groups.

*** refers to the recipient of the service, whether they are located within the university (such as students, staff, or other within-university shareholders) or outside the university (such as municipalities, different groups in the society, NGOs etc).

As it is exemplified in Table 6, some community service activities have a direct and more straightforward impact on the individuals. Whereas other service activities are indirectly of an assistance and contribution to the community members. Such a distinction in terms of the social impact and effects of the activities is emphasized by the faculty members. Despite such a differentiation in terms of impact and recipients of community service, all sorts of community service practices are understandably valuable and priceless due to the effects and outcomes they have on the receiving groups. Some of the exemplary behaviors that faculty members highlight is elaborated further, and these include the students' professional and personal development:

Additionally, in terms of the courses I offer, I believe that I am able to integrate [community service] into them and achieve my goals. I believe that I am able to achieve community service in my courses in that their content is frequently updated, the scope of topics and their richness in content, the philosophical and social awareness and attention that is pointed within the courses, and the technical and non-technical aspects of these course. I believe that there is not much deficiency or problem in terms of providing such awareness and high-quality teaching in my courses (FM7).

In addition to increasing such awareness in course contents, some faculty members also provide opportunities for the students to have hands-on experience in serving the community. In such instances, faculty members partake in these activities and be a role model for the students. FM10 exemplifies this modeling as "therefore, I am always trying to be a role model [for the students] since my research area includes preparing teachers". In addition, this role-modeling behavior is also explained by another faculty member as:

Now we have done an additional practice. There is an activity called plugging that, I believe, originated in either Sweden or Norway, most likely in Sweden. People pick up litter by walking around. I talked to my students about it [plogging] 'Would you like to do such an activity?', I asked them. I was expecting them to react as such 'Are you going to make us pick up litter?' in an involuntary mood; however, they reacted surprisingly voluntarily and said, 'let us pick up the litter then' and they were quite interested in it. We picked up all the litter around the school with our 3rd grader bachelor students and with the school students. We took a photo of the gathered litters and ourselves, as well. I believe this is a community service activity, as well. You are not associated with any NGOs at all and you do not do it on a regular basis. You do it only for once, and maybe within this only instance, the students get to realize 'How much litter can be thrown out in nature?'. I think this is a very valuable gain. If All 20 students that participated in this activity do not throw out any litter in their lives from then on, this is also a community service practice. Therefore, I view community service from a wider perspective and that it should not be restricted (FM3).

Faculty members' perceived practices for the purpose of community service are explained in this section via some differentiation in these activities in terms of the impact and the recipient of the service. Furthermore, it is emphasized that faculty members' perceived practices for community service are heavily dependent upon their definition and perception of community service. Nevertheless, prominent practices of faculty members in their professional lives are presented via real-life examples from some of the faculty members.

4.2.3.2. Service practices in personal life

As an important finding, some faculty members also talk about the service activities that they do in their personal lives. This group of activities is not comprehensively presented in this section as the purpose of this study is to explore faculty members' perceived service activities in their faculty membership / academic lives. However, the majority of the participants indicated that community service practices have an important role in their personal (out of the profession) lives as they are also interested in these activities as citizens in place of solely academicians. One faculty member emphasizes the importance of community service activities not being limited to academicians' professional lives; but rather it can also be related to their personal and private lives:

I do not ask such questions to myself as 'How am I serving the society' or 'Is community service important for me?' and to be honest, I have never thought about these questions so far. Secondly, given that the concept of community service is an umbrella term, you do not have to necessarily deal with it solely under your professional or academic identity. You can get engaged in these activities irrespective of your professional identity. But instead, you can deal with community service through voluntary activities and aid campaigns. That is to say, the concept of community service is not necessarily related to our professional or academic roles and positions (FM9).

Another faculty member also emphasized the personal and additional roles that can be taken in addition to professional responsibilities of the faculty members. In this conception, community service is viewed as an individual preference that some faculty members can give attention to. This is also closely related to the individuals' characteristics and worldviews as well as their sensibilities towards certain values.

Furthermore, it is totally up to the faculty members to deal with them in addition to their professional duties and responsibility. This also complies with the voluntariness aspect of the concept of community service:

I try to be emphatic with them [the students] and try to be attentive to their problems. I do not see it as a community service at all, and it is not community service at all if you ask me. I try to be nice and welcoming to the students like 'let us have some time off and chitchat or relax'. I view this as more humanistic and try to be one, as well. I can view this as a small attempt to keep and protect mental and emotional health and well-being of students at our university (FM8).

Community service practices in faculty members' personal lives and how they understand this concept further in their non-academic experiences emerged as a major concept; however, it is out of this study's research intentions since mainly professional identity of the faculty members is explored in relation to the concept of community service in this study.

4.2.3.3. Factors that affect service policies and practices

While presenting their perceived service activities, majority of the faculty members highlight and discuss, as an important issue, some factors that affect service practices in their professional lives. Even though these factors are presented as captions and concepts, they are not deemed as the major elements that directly impact faculty members' service practices; however, they still have a determinant impact on faculty members' tendencies to conducting service practices. These factors that more indirectly than directly so impact faculty members' service trends and practices are summarized outlined in Table 7.

Table 7. Codes and sub-codes of factors that affect service practice and policies.

Category	Codes	Sub-codes	Participants
Factors that Affect Service Policies and Practices	Prevalent culture within the academy	✓ Publish or perish pressure ✓ Academic workload and burden ✓ Lack of appreciation and recognition ✓ Promotion and appointment guides ✓ Lack of communication and cooperation ✓ Expertise areas and specialization	FM1, FM3, FM5, FM7, FM8, FM10, FM1, FM5, FM6, FM8 FM1, FM5, FM7, FM8 FM1, FM4, FM5, FM8 FM6, FM9 FM8, FM11, FM12
	Personal beliefs and attitudes	✓ Prejudices against the society ✓ Family and personal life	FM1, FM3, FM5, FM12 FM12, FM1, FM4

Table 7 (cont'd)

• Bureaucratic and systematic hardships	✓ Concerns and question marks	FM1, FM3, FM5, FM12
	✓ Extra workload	
	✓ Lack of energy and time	FM1, FM8
	management	FM5, FM8, FM12
	✓ Lack of motivation or awareness	FM1, FM5, FM8
	✓ Insufficient budgeting and funding	FM5, FM10
	✓ Lack of human resources	FM8
	✓ Vague definitions and descriptions	FM7
	✓ Promotion and tenure criteria	FM1, FM4, FM5, FM18
	✓ Lack of incentives	FM1, FM5, FM7, FM8
	✓ Political conflicts and fear	FM5, FM7, FM13
	✓ Societal prejudice towards the academy	FM3, FM7, FM12
	✓ Time management	FM5, FM8, FM12
	✓ Infrastructure and resource deficiencies	FM5, FM8, FM10

As it is categorized into groups in Table 7, three remarkable elements that impact service practices of the faculty members are *prevalent culture within the academy, personal beliefs and attitudes of the faculty members and the society, and bureaucratic and systematic hardships*. Even though these are the prominent and most common factors and components that impact service policies and practices of the faculty members, it is strongly emphasized by the majority of the participants that all these factors and hardships are solvable and manageable thanks to the dedication, high motivation, and determination of the individuals. These factors are only presented as

the captions and categories that have a general negative influence on the faculty members' service practices; however, they are not viewed as the fundamental reasons behind faculty members' community service practices. As the majority of the faculty members emphasize in their responses to the concept of community service, personal values and individual attitudes of the faculty members are the key determinants in maintaining service practices. Other remaining elements are just the obstacles to overcome or the challenges to deal with:

If we are to look for excuses not to engage with community service, we can find many of them and we can count them as excuses; however, once you are engaged in it, you have the determination and belief that every obstacle, every challenge, and every hardship can be overcome. Namely, every individual has a capacity and potential to face these challenges differently (FM1).

Given that personal traits and understandings of the faculty members in pursuing community service practices are critical, the most prominent factors that direct their engagement with community service practices are related to their personal opinions and perceptions of community service.

Henceforth, even though some hardships do exist, what remains a key factor in faculty members' community service practices is their own beliefs and perceptions. This aspect is explained by one faculty member as "faculty members' own values and perceptions of disseminating their expertise and knowledge to the public" (FM8). Similarly, another faculty member stresses the negative impacts of prejudices and personal biases among different members of the society that may distract faculty members from engaging with service practices:

Some of current things happening in our country may lead the faculty members to develop prejudices towards their university or themselves. This may show up as a hardship, as well. I personally believe that the biggest hardships lie in the opinions and thoughts of the individuals (FM4).

In addition to inner motivations and perceptions of faculty members having an impact on their community service practices, one faculty member points out the dilemma of whether to extrinsically motivate faculty members or not in terms of service practices. Even though intrinsic motivation plays a fundamental position in faculty members' service practices, some participants indicate the role or impact of promotion and tenure guidelines and appointment criteria in faculty members' behaviors and

attitudes towards community service; however, in this point of view, there are great concerns and question marks pertaining to how to assess community service or whether such an evaluation is sensible or not:

This leads us to the topic of promotion and appointment criteria, an issue that has been lately discussed. It comes to a point where faculty members are expected to make publication in certain international journals or write articles in specific journals with pre-determined qualities and features. This reaches a level where almost no other factor is taken into consideration regarding promotion and appointment. In such an environment, one thinks and questions things... What is all expected [in the academy] is that you need to write articles to be appointed and promoted. Solely with this mentality, never mind the community service (FM5).

The appointment and promotion guides organized by CoHE or the university expectedly determine the faculty members' priorities as regards their practices. Since community service is viewed as a practice that receives little to no points in these evaluations, it may be misconceived that community service projects damage the faculty members. I can add one more thing: The appointment and promotion criteria determined by CoHE and the university are determinant. At this point, it can be stated that community service can be highlighted in these guidelines and that it plays a role in their promotion and appointment; however, if the assessment is based on the quantitative evaluation, then it would easily lose its core meaning and message (FM4).

Given that promotion and appointment guides are commonly mentioned as a key factor that impacts faculty members' professional orientations and behaviors, in relation to community service, these criteria are explicated by the faculty members. In addition to these guidelines, some faculty members also highlight the present dominating atmosphere within the academy that also impacts the notion of community service at university. They evaluate the position of community service from a broader point of view by considering the current academic culture, as well:

In traditional academia or [academic culture], faculty members are not raised in such a mindset or awareness that they also have social responsibilities and that they have equal responsibilities to try to identify and solve social problems and be interested in societal and political issues as much. Neither in Turkey nor around the world, are faculty members raised in such a mentality to deal with social problems. They [faculty members] are raised in such an atmosphere where it is believed that science should be kept away from daily discussions, politics, etc. and that science is above everything and that science is totally objective. Faculty members are raised in such a weird environment. Therefore, there is a lack of culture in the academy that promotes faculty members to identify and discuss these problems, to do something to solve the problems of the society that need urgent solutions. Furthermore, there is a lack of such an academic culture that supports discussions and ideas towards

solving social problems comprehensively instead of just letting everybody sweep their own doorstep and not minding the others. However, some may claim that if the institution of university gets too close to social and political issues, this may badly affect it to function its normal missions. This may cause internal problems within the university. However, this already happens within the university. If you do not consider or discuss these problems, they do not disappear nor they are solved. They come to affect ourselves [the university and faculty members] in different shapes at different occasions (FM11).

There is also a systematic issue that is present in the academy both in Turkey and around the world. There are pressures on the academicians to publish more, [to publish or to perish]. Therefore, on the one hand, community service is getting more on the agenda of university administrators these days and they [university administrators] talk about community service more often; on the other hand, you are expected to make publications all the time, you need to publish all the time and you need to earn points [for promotion]. This breaks the balance in-between [community service and publications] (FM7).

Despite various factors that impact service practices of the faculty members and the general policies at the university, what urges community service practices to be done and followed is the acting power or motivating drive that faculty members have. Therefore, even if these factors restrict faculty members' opportunities or create some burdens and hindrances for their actions, the motivation and dedication to move on and follow your goals is strictly emphasized by the faculty members while dealing with community service practices. Since such practices are based on voluntariness, they require stronger efforts and commitments by the individuals to achieve. In the perceptions of faculty members, community service practices of all sorts, whether within the university or beyond the university, refer to acting and being determined for this end.

4.2.4. Suggestions for Supporting Community Service in Higher Education

In this chapter, three salient themes have been presented in regard to how faculty members perceive the role of university serving the society and their related service practices in this aspect. Besides these three prominent themes, some faculty members also mention possible suggestions and recommendations as to how to help increase community service practices in higher education, that is, at the university-level.

In line with community service definition of the faculty members and their perceived practices for this purpose, some suggestions are made about how to support a

sustainable and stronger community service policy in the field of higher education, more particularly in terms of university administration and in the academic lives of the faculty members. Majority of the faculty members have made some suggestions about how to facilitate more manageable and supportive community practices at university level. These suggestions are categorized under three sub-headings and presented in Table 8.

Table 8. *Codes and sub-codes of suggestions for supporting community service in higher education*

<i>Category</i>	<i>Codes</i>	<i>Sub-codes</i>	<i>Participants</i>
Suggestions for Supporting Community Service in Higher Education	• Institutionalized policy development	✓ Cooperation and networking	FM1, FM7
		✓ Incentives and support mechanism	FM1, FM12
		✓ Stronger institutional communication	FM1
		✓ Inclusion of all university constituents	FM1
		✓ Further partnership with public institutions	FM3, FM4, FM5, FM7, FM11, FM12
		✓ Projects and financial aids	FM2, FM12
	• Upper administrative support	✓ Enabling bureaucracy	FM9, FM13
		✓ Institutional autonomy	FM3, FM8
		✓ Assistive policies and perspectives	FM3, FM4, FM5, FM7, FM8, FM9
		✓ Public fairs and events at university	FM2, FM5
		✓ Open scientific resources for public	FM2, FM5
		✓ Increasing motivation or awareness	FM9
	• Strengthening general perception of community service	✓ Motivating and exemplary behaviors	

Table 8 (cont'd)

✓ Encouraging and leading culture	FM4, FM6, FM9, FM13 FM1, FM9
✓ Respect for NGOs and associations	FM9, FM10
✓ Role-modeling leadership and responsibility	FM1, FM4, FM9

As it is indicated in Table 8, a number of different suggestions to support community service practices and policies in higher education are made by the faculty members. Even though these suggestions concern different stakeholders ranging from university administration to public institutions and NGOs, three salient strategies are summarized as *more institutionalized policy developments for the purpose of community service, support of the upper administration at the university for community service practices and increasing awareness of general perception of community service within the society*, including the university and its members.

To begin with, one of the most commonly suggested policies to support community service practices at the university is related to *institutionalization* and *systematization* of the policies and supports for community service. Some faculty members highlight the significance of maintaining institutionalized policies at the university and upper administrative levels, including CoHE and other public institutions, to support community service practices. The faculty members indicate that service practices would function and serve better if they can be maintained in an organized and systemic way through the participation of different public and university stakeholders as well as governmental incentives:

Well, it can be stated that the dynamics of community service in our case are not institutionalized enough. The tools are not developed enough to meet community service. There is a social necessity that needs addressing in the society, there is also a related authority or concerned department that needs to deal with this need, and there is also the faculty members. We need to build up a triangle among these three partners. The communication and relationship among these three groups is not strongly established. This [communication] is rather weak and the relationship among them is not strong enough. I guess

it needs systematizing. It should not be like giving and donating some money and that is it. It should be promoted by some governmental initiatives and measures. It [the government] should be playing a more direct role in community service. A more dynamic university-society partnership needs to be established to support community service. In addition, to support community service in Turkey, financial resources are certainly needed. Maybe as an idea, the universities should have a certain budget for community service policies and practices (FM2).

Similarly, institutionalization of community service is explicitly outlined and emphasized in objectives 11, 12, and 13 of the university's strategic plan for 2018-2022. Furthermore, two specific strategies are explained "to establish a unit to coordinate community service activities (O.12, G.12.2., S.1.) " and "to establish a community service fund to support social service projects that are to be developed by the university stakeholder" (O.12, G.12.2, S.2) (Strategic Plan, 2017, p.103). Therefore, there is a correspondence of opinion between some of the faculty members' opinions and that of the strategies in the university's strategic plan for 2018-2022. In addition to institutionalization and systemization of community service, some faculty members stress the roles of upper administrative bodies in the governance of universities in Turkey, such as CoHE, and that the general understanding of the notion of community service should be defined and described clearly by public institutions and universities:

Well, of course the conditions in which the universities are in Turkey are important. 'What are the functions of the universities in Turkey?', 'What does the CoHE expect from the universities in Turkey?'. Universities are located in a specific system; therefore, we need to consider such questions as 'What are the relations of the universities with units and institutions?', 'What is the position of the universities within the society? or what are the impacts of the society on the universities?', 'How much budget can be reserved for the universities?', 'How much of the allocated budget can be spent on certain things?'. Therefore, economical, sociological, and political conditions are all to be considered. Considering all these different factors, university administration can also be a role player (FM8).

Another important suggestion that has been made by the faculty members to further assist community service practices at the university is related to establishing stronger partnerships with external stakeholders and public institutions. Universities can increase their service potentials and capacities by having stronger relationships with mainly public and governmental institutions or organizations. This suggestion for

having close partnerships with other institutions is emphasized by some faculty members as an opportunity to deal with social problems and systematic requirements:

Generally, as a final question in projects, 'how is the information planning to be disseminated as a result of project?', is asked. Whatever fields or areas we study, it is utterly important to explain how these areas will benefit the society. Beyond this [awareness], if community service can be a strategic agenda for the CoHE or the university, then things would be easy to do or follow. In this aspect, such institutions as CoHE, MoNE (of course other related ministries, as well), The Scientific and Technological Research Council of Turkey (TÜBİTAK) are determinants. Public relations among different institutions is also significant. If the importance of community service can be truly explained to the administrators and managers of public institutions, some prejudices may be overcome though it is difficult to achieve so (FM4).

In addition to institutionalized policies and university-society partnerships, some faculty members underline the determining roles and positions of administrators at the university management as well as other related administrative and academic units. The initiatives and responsibilities different administrators and managers can undertake to support and promote community service are emphasized by the faculty members as a critical element. Even though some systematic and bureaucratic factors are existent as a hindrance to enabling community service at the university level, some faculty members emphasize the roles of administrators at different levels both within the university and outside the university:

Once an honorable objective is set up, people [believing in this mission] will show up, as well; however, this sometimes demands the individuals to give up on their personal lives or to deal with the hindrances and obstacles that are put forward by some administrators. Walking around these [bureaucratic] obstacles, such individuals are able to solve these problems in the end (FM13)

However, while administrators are critical in supporting community service policies and practices at the university, the roles of the other university members are also pointed out by some faculty members. In addition to integrating different constituents of the university into community service activities, one faculty member also highlights the importance of civic values and respects for voluntary projects and NGOs within the society. Furthermore, another faculty member adds the democratic values to these traits, as well:

Community service can be disseminated to academicians, administrative staff, students, and all around the university. Each [member] has their own responsibilities. For example, in our [community service] experience, we have

integrated our undergraduate and graduate students into the service practices. Our administrative personnel have provided us infrastructure and other needs...All different members of the university are [directly or indirectly] involved in our [service] practices (FM1)

NGOs can make a significant difference in this aspect. Therefore, there needs to be total respect for foundations and associations among the society... We need to maintain and respect NGOs. We need to do what we can to support NGOS and let them be in our society (FM10).

There are some common factors among these [developed] countries. Therefore, the first one is democracy. The second factor is related to the core mission of the countries and how these are explicitly and clearly stated. Thirdly, institutionalization based on information and know-how. These three factors are existentially important in the determination and implementation of community service policies (FM7)

Finally, to support community service practices and policies, one faculty member makes a much more inclusive and comprehensive suggestion by looking at the concept of community service from a more established and fundamental point of view. Even though the notion of community service is valued and integrated into the university whether directly or indirectly, it is also rather crucial to constitute an atmosphere of serving the society at different levels and programs. Beginning from such a paradigm change in the societal perception of community service, this would have long-lasting and more meaningful impacts of the individuals, including faculty members and the university as an organization:

We need to be active and proactive in our actions by doing things of all scales. Normally, it would be expected that students could spare some of their time to community service activities without having to do so under the course of Community Service Practices. [As a suggestion], such a course should be restructured and reorganized into the general education system, possibly into such a course as Civics or Citizenship Behavior. Foundations of voluntariness can be highlighted in such courses. Core values of citizenship, humans' rights and solidarity can be emphasized in these courses. Beginning from high school, teachers, and faculty members [at all departments and faculties] can be voluntary to make contributions to the social problems all around the country [Turkey] with the participation of their students. Voluntariness should be studied and emphasized as an integral part of our lives irrespective of our professions or jobs and related strategies for this goal should be addressed. In such conditions, everybody would be in an effort to do their best (FM4).

Overall, some suggestions to support community service at the university level are explained in this section. From a diverse range of implications within the university and beyond the university, the concept of community service is analyzed, defined, and

described in this section. In line with the research question of the study, faculty members' perceptions of the community service role of the university are summarized in this chapter. Relatedly, their perceived practices for the purpose of community service are presented. Finally, some factors affecting community service at the university are discussed, and some suggestions for addressing these factors and for supporting the concept of community service are described and reported.

4.3. Summary of the Findings

In this section, the results yielded from the descriptive and thematic analysis of the interviews conducted with the faculty members are elucidated. Prior to presenting the garnered themes, sub-themes, categories and codes of the collected data, each interview organized with the faculty members was explained in detail so that the study audience could get familiar with the faculty members' perceptions and standpoints pertaining to community service. For that purpose, descriptive analysis of each interview conducted with the faculty members was provided at the beginning of this section. Following the descriptive analysis part, the findings obtained via thematic analysis of the interviews were reported.

Three salient themes arose as a consequence of thematic analysis, and they were *reasons d'être of university and faculty members' position, faculty members' understanding of service mission of university, and community service practices of faculty members*. Within the scope of the related themes, 10 sub-themes and several categories and codes were also reached and constructed. Besides the themes, the faculty members also touched upon some suggestions for addressing community service mission at the university and they were also presented as a separate heading towards the end of this chapter.

In accordance with the main research question of this study, two broad captions regarding community service were outlined as a result of the descriptive and thematic analysis of the interviews: *perceptions of faculty members towards the notion of community service mission* and *perceived community service practices of the faculty*

members in their professional lives. In this section, these two prominent issues were accounted by means of direct quotes and explanations by the faculty members. The faculty members gave references to core missions and functions of the university while defining and explaining community service mission of the university. Hence, they indicated a close relationship between core functions of the university and service role of the university. Even though the faculty members perceived and defined service mission of the university quite differently, there appeared some shared features in their understanding of service responsibility of the university, which include such core values as *voluntarism, altruism, dedication, and commitment*.

Relatedly, the faculty members comprehended community service at two different levels: *on individual domains* and *on institutional domains*. Given that the concept of community service is defined and perceived quite variedly by the faculty members, it was concluded and put forward by the majority of the faculty members that community service is an *ill-defined* and *vague* concept and that it necessitates detailed and comprehensive exploration at the university. As for the perceived service practices of the faculty members, there are two groups of activities that they believe to perform: *service practices in their professional lives* and *service practices in their personal lives*. Depending on their perception of the concept, the faculty members made a distinction between community service practices that they pursued in their personal or private lives and service practices that they performed within their academic or professional lives.

In terms of professional service practices of the faculty members, the activities were divided into two categories: *service practices conducted within the university or internal service activities* and *service practices conducted beyond the university or external service activities*. The faculty members exemplified several service practices within both categories and they were displayed in this section, as well. Next, relating to their community service experiences, the faculty members described some significant factors that affect community service practices of the faculty members. These elements referred to three major topics concerning the university and the field

of higher education: *prevalent culture within the academy, personal beliefs and attitudes of the individuals, and bureaucratic and systematic hardships.*

In relation to these factors, the faculty members also offered some suggestions for supporting community service in higher education, and they cover *institutionalized policy development, support from upper administration, and strengthening of general perception of community service role.* Overall, the findings accumulated through descriptive and thematic analysis of the interviews indicated that the ways in which faculty members perceive, describe, and define community service role of the university are contrastingly diverse and rich. Furthermore, the findings presented that faculty members relate service mission of the university to other fundamental responsibilities and functions of the university, as well.

Notwithstanding the explanations regarding community service role of the university, there did not appear a shared or nomenclature definition of community service responsibility of the university; but instead, the faculty members emphasized some vital components of this concept and these findings were explained thoroughly in this chapter. Finally, community service practices of the faculty members which were closely affected and shaped by their perceptions and definitions of the concept were presented in this section. By offering the perceptions and practices of the faculty members as regards community service role of the university, this section summarized the findings acquired from the interviews pursued with the faculty members.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this chapter, the findings garnered from the thematic analysis of the semi-structured interviews conducted with the faculty members will be interpreted and scrutinized. Along with the results that have appeared in reflective journals and document analysis, the results of the present study will be discussed respectively in this chapter. Then, the yielded results will be discussed in line with the guidance of the present body of literature and related studies that have dwelled on the community service mission of the university. Next, based on the discussion of the findings, implications of the present study in terms of research and practice will be examined. Then, some recommendations for higher education administration and for further research will be made. Finally, the conclusions of the chapter and the study will be summarized in the end.

5.1. Discussion

The prominent findings of the present study pertaining to core functions of the university agree with the literature review on traditional mission statements of the university in that three missions of the university are teaching and education, research and development, and public service (Rouse, 2016). The faculty members within this study also emphasized these three missions as the core responsibilities of the universities. This perspective about fundamental roles of the universities being as teaching and education, research, and community service is widely accepted and shared among different scholars in the field of higher education, including Rubens et al. (2017), Laredo (2007), and Scott (2006). Furthermore, in the literature, these three missions are alternatively regarded as first mission, second mission, and third mission. Therefore, the results garnered from the faculty members as to core missions of the

university comply with the literature review on missions of the university given that three conventional missions of the university have been accepted as teaching and learning, research and development, and community service (National Commission on Education, 1994).

Even so, some faculty members emphasized additional functions of the university besides teaching and research activities, which included presenting moral and ethical values, being an exemplary institution, and impacting the public in general. Given that there are several different duties allocated to the university by the faculty members, the findings of this study comply with the missions of the university literature in that the missions are varied and diverse. Furthermore, there is a myriad of missions, duties and responsibilities attached to the university. Scott (2006) addresses the differing connotations of missions of the university from its very early times by stating that they are dynamic, changing, and manifold referring to several areas, including research, education, and public service. Hence, even though missions of university are commonly known to be teaching and education, research and community service, the present study argued that there are many other roles and responsibilities that are and should be associated with missions of university, such as freethinking, moral values and ethics, role-modeling, etc. Therefore, this study presents findings that comply with Chantler (2006) that also emphasized such values as freedom of academic interests and autonomy within the university.

There is an on-going discussion about core missions of the university in the literature, and several studies were conducted to examine these missions. The participants in this study approached to the topic of missions of university from two standpoints, which either regarded missions of university as solely teaching and research or which accepted missions of university as more general and comprehensive, including community service, social responsibility, and freedom of thoughts. Likewise, in a similar but more comprehensive and detailed study conducted at the same university to investigate prominent functions of the university from different stakeholders, including faculty members, students, administrative staff, alumni, parents, and other

public and private institutions' managers, Şimşek and Balcı (2000) found out that three conventional missions of the university, that is, teaching, research, and service, were highlighted by the participants of the study; however, according to the findings of that study, the participants referred to three additional core functions of the university as its future or ideal goals: a prominent position for the development of social and economic situation, an increasingly developing international focus, and a leading or modeling stance within the country (Şimsek & Balcı, 2000). Hence, even though missions of university are closely related to teaching, research and development, as highlighted in the findings of the present study, the concept of university refers to a much broader array of responsibilities and functions, which complies with the study of Barnett (1992) who proposes four alternative practices and functions for the universities, namely, transmission of education from generation to generation, opportunity for the students to discover themselves and be self-regulated learners and individuals, offering intellectuality, and acquisition of critical-thinking and reasoning. These additional responsibilities of the university are closely attached to community service mission of the university, and this study supports the explanations by Borkoski and Prosser (2019) that social responsibility of the university includes offering scientific knowledge, critical thinking, and perspectives towards social issues and institutional partnerships with its neighboring communities and the society.

The differing opinions of the faculty members as to core missions of the university presented two paradigms, in the first one of which core missions were mainly viewed as research and teaching, and in the second one of which public service, values, leadership, and other assets were also added into teaching and research. On missions of university discussions in Turkey's higher education context, the findings of this study comply with the study of Antalyalı (2007) who has examined historical development and alteration of core functions of the university and has remarked five prominent missions as "research, education, nationalization, democratization, and public service" (p.37), and with the study of Erdem (2005) who has focused on core functions of a recently founded university from its internal and external stakeholders

and has presented four missions of the university as education or instruction to its students, service to the society, research, and a leading position in its region.

Furthermore, Altbach et al. (2017) explains research capacities of the universities in countries that are economically developing by referring to the development of the university from an historical point, stating that universities were not established to conduct research; but instead transfer knowledge and provide education. This study differs from that of Altbach et al. (2017) in that the university is responsible for an amalgamation of three prominent responsibilities, that is, providing mass teaching and education, field and profession-specific education, and academic activities and research (Laredo, 2007). Given that missions of university are still a rather disputable issue in the field of higher education, the findings of the present study support the argument that the university is entitled to various missions that sometimes collide with each other, which is uttered as *mission conflicts* (Rouse, 2016) or *value conflicts* (Reino & Jaakson, 2014). Even though the discussions regarding core functions of the university are rich and even contradictory as emphasized in the findings of the present study, this diversity, variation and richness in defining core functions of the university is what constitutes plurality of opinions and make universities multiversity (Kerr, 2001).

According to the results of the present study, faculty members' perceived roles and responsibilities in realizing core functions of the university are highly diverse ranging from active role-players and agents to inseparable components of the university thanks to their curiosity and knowledge. In parallel with the study of Austin et. al (1997), the present study's findings confirm that missions of university shape faculty members' perceptions of roles given that some universities demand their faculty members to perform intense teaching loads and research activities. Similarly, the workload of faculty members in performing core functions of the university was regarded as a disabling impact on faculty members in academic productivity and research orientations, which complies with the study of Griffith and Altinay (2020). Furthermore, the faculty members within the present study highlighted their

significant roles in performing core missions of the university and stressed that they are expected to take multiple roles and responsibilities, including teaching, conducting research, administrative duties as well as role modeling and promoting scientific thinking. These results of the present study contribute to Özaslan (2019) who has demonstrated three crucial characteristics that the faculty members allude to their profession, namely, conducting three missions of the university, research, teaching, and public service, having curiosity and critical thinking skills, and academic autonomy and freedom. Therefore, the faculty members' perceived roles and responsibilities at the university are closely interconnected to their conceptualization of core functions of the university.

One of the prominent findings of the present study indicates that faculty members' perceived roles and responsibilities concerning core missions of the university affect their involvement in community service practices. In terms of this finding, the present study is in parallel with Boyer (1991)'s four groups of engagement, which are 'scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching'. That is to say, the perceptions of faculty members both on core missions of the university and on their related roles and responsibilities in these missions indicate their tendencies to be interested in community service. Finally, even though the faculty members in the present study deemed their roles as fundamental and existential in pursuing missions of the university, it was also a prominent finding within the study that other administrative and support staff, research assistants, etc. make up an important role. Henceforth, the present study contributes to the theories by Mintzberg (1992; 2007) that universities operate as professional bureaucracies where the operating core is constituted by the faculty members.

The most prominent finding of the present study relates to definition of community service mission of the university. Since third mission of the university is diversely defined and explained by the faculty members in this study, the findings garnered out of the study comply with the theories in the field of higher education in that the concept is vaguely defined and described. With this in mind, the findings of the

present study support the argument in the literature that service is unclearly defined and comprehended at the university (Ward, 2003). Therefore, the findings of the present study argue that what is meant by community service mission of the university should be investigated and defined by the administrators in higher education in detail. In addition, the faculty members defined community service mission of the university in three major ways. Community service mission of the university is commonly explained and closely integrated into its teaching and research functions by the faculty members, and this approach to community service is supported by Benneworth (2013) that explains service role of the university towards society as a community engagement opportunity which is mainly pursued through teaching courses and research outputs.

If community service mission of the university is deemed as what the university does in its teaching and research functions, then this perspective on community service should be explicitly stated and accepted by the administrators of the university. Given that there is a wide array of different concepts to refer to third mission of the university in the literature, this leads to lack of clarification and explanation pertaining to service mission of the university. Henceforth, it can be inferred from the findings of the present study that a more comprehensive definition of community service mission is utterly needed. As implied in the findings of this study, community service is not given as much importance as the other two missions of the university, and this confirms the study of Rubens et al. (2017) who have indicated the position of community service as opposed to teaching and research as that community service mission of the university has been traditionally less valued or contemplated over, and this results in service practices being conducted mainly at the university and for the university.

According to the findings, even though community service mission of the university in faculty members' perceptions is not agreed upon, there are some common features that are omnipresent in all definitions, such as voluntary behavior of the individuals that are engaged in service activities. This result verifies the significance of volunteerism in community service mission of the university, and this supports the

findings by Harris (2008) who has revealed that community service is perceived as voluntary participation of the individuals or organizations in engagement activities. Furthermore, it is critical to highlight in accordance with the findings of the present study that community service cannot be conducted for financial or monetary concerns, and this aspect of community service being based on voluntary acts and intrinsic drives is in line with the social responsibility or civic duty of the university (Sengupta et al., 2020). This responsibility indicates that the university promotes activities conducted with the local community by giving importance to such core values as voluntary action, moral and ethical responsibility, citizenship, and civic consciousness as well as proactive behaviors towards sustainable development and environmental issues (Sengupta et al., 2020).

This crucial role of the university besides its traditional teaching, learning and research responsibilities is utterly emphasized in this study. Therefore, this study verifies the fact that present day missions of the university should be reconstructed to address requirements of the society while at the same time they should be reconsidered in a way to both promote academic excellence and success in research and teaching and to provide citizenship, democracy culture to the public, to preserve academic culture of freedom and autonomy, to assist in increasing the public's welfare and living standards (Albulescu & Albulescu, 2014). Likewise, types of practices categorized under community service by the faculty members in this study exceed teaching and research missions of the university. This perspective on community service is also indicated by Montesinos et al. (2008) who have exemplified such activities of community service by the university as continuing education, training, professional development, open courses, public seminars, and distance learning.

According to the results, different groups of community service practices are emphasized by the faculty members, and this complies with the study of Ward (2003) who has pointed out the rich array of service areas, such as disciplinary service, departmental service, committee membership, service towards the student, service inside the university or service outside the university. Likewise, the present study's

findings have indicated that the notion of community service can be viewed at two levels, namely on individual aspects and on organizational domains. This division in perception of community service supports what Benneworth (2013) has classified as individual and institutional engagement. Therefore, while evaluating the position of community service, it is important to consider these two paradigms since how it is perceived at a university impacts its implementation, as well. The findings of this study on presenting two levels of community service at the university indicate that if community service mission of the university is intended to be supported and practiced more strongly, an institutional acquisition process is a necessity. What the participants referred to in this study is expressed as *institutional commitment* (Benneworth, 2013), *institutionalization of third mission or community service* (Pinheiro et al., 2015) *institutional or regional engagement* (Chatterton & Goddard, 2000) or *institutional support* (Harris, 2008). What is common among these concepts and that of the faculty members' understanding of community service in this study is that community service can be an agenda of institutional or organizational commitment and management as well as a personal or individual preference. Therefore, as a significant implication of the present study, it can be inferred that the notion of community service can refer to varying levels of practices at a university ranging from personal efforts of individuals for service to institutional and organizational activities. This is another important point to consider while approaching to the issue of community service mission in higher education.

Furthermore, according to the findings of the present study, community service activities are organized and conducted by the individual efforts of the faculty members, meaning that there is a discrepancy in planning and organizing service policies at the university. In addition, the majority of the participants in this study emphasized that in their community service activities, they did not mostly cooperate with their university; but rather they pursued the service on their own. In terms of this aspect, the findings confirm Koryakina et al. (2015) who indicated that faculty members' involvement in community service activities were not practiced in an official and organized way at the Portuguese universities that they explored.

Henceforth, what is termed as *institutionalization* in the literature is suggested and concluded for supporting community service practices at the university.

The results of the present study also imply quite a diverse array of institutionalization strategies at the university, and these suggestions contribute to the on-going discussions in the field. For example, even though this study supports what Beere et al. (2011) explains as key institutional features to support community service at the university, such as vision, mission, and values, planning and goal setting, etc, it is also utterly highlighted in this study that a thorough definition and explanation of community service mission is made. Given that community service refers to different practices and policies that can be maintained on individual or institutional aspects, it is also critical to stress that definition of community service is clearly made at universities. Since this definition is poorly made regarding community service mission of the university, this study supports the arguments by Ward (2003) that assessment and evaluation of community service mission is a challenge that the universities are unable to address, identify, and reward. Notwithstanding this ambiguity surrounding the concept, community service is commonly emphasized in institutional documents of the universities, including strategic planning, vision, and mission statements. In addition, the concept of community service is used as an umbrella term that refers to social, cultural, intellectual, and scientific properties of the university being used for service towards the society. Therefore, while community service is a rather important notion, it is utterly critical that this concept is thoroughly explained and defined in the context of universities.

When it comes to faculty members' perceived practices for community service, the present study demonstrated that how faculty members define community service mission of the university directly affects their perceived service practices. Hence, perceived service practices of the faculty members are likewise broad and not specific. To what extent faculty members perceive to be engaged in community service activities is closely related to their conceptualization of community service. Therefore, this study confirms different concepts shared in the literature, such as *scholarship of engagement* (Boyer, 1996), *faculty service* (Ward, 2003), *academic citizenship* (Macfarlane, 2007), and *faculty community service* (Harris, 2008), in that

faculty members have a crucial responsibility in performing community service mission of the university.

Whether community service is defined as performing teaching and research functions of the university or it is regarded as an additional responsibility that refers to further social responsibility and public good, the role of faculty members in performing community service is fundamental. Since community service is understood as a general concept that has varied implication at the university, ranging from service-learning in teaching and learning to service towards the society through research and development, faculty members are deemed as *sine qua non* in the implementation of community service. Community service was perceived as an inseparable component of professional service practices of the faculty members in this study, and this complies with five categories of professional service by Macfarlane (2007) who stated the faculty can provide service related to their academic knowledge and expertise beginning with service towards the students, academic or professional service towards the colleagues and the field of expertise, service to the university through administrative and academic duties, professional service towards the external stakeholders, and public service as engaging in external public good practices.

According to the results, community service mission of the university can be conducted in two ways, namely, community service within the university and community service beyond the university. The faculty perspective on community service within this study supports the prominent studies in the literature, including Macfarlane (2007) who sorts service practices into two groups as internal service and external service, and Ward (2003) who explains service roles of the faculty members as internal service roles and external service roles. Therefore, it can be inferred from the findings of the present study that faculty members 'perceived service practices can be conducted for internal stakeholders at the university, such as the students, colleagues, etc. and external stakeholders outside the university, such as NGOs, associations, etc. Hence, this study verifies the argument that, whether within the university or outside the university, faculty members are engaged in community service through their expertise areas or professional knowledge (Harris 2008).

In addition to professional service practices of the faculty members, it is also argued within the present study that faculty members can get engaged with community service in their personal lives. This aspect of engagement in community service is rarely emphasized in the literature review given that community service is dominantly associated with faculty or professional service. However, this study also indicates that faculty members can serve the society besides their professional identities. This type of service by the faculty members can be pursued for different reasons, and one of the major explanations is related to volunteerism. The present study displayed the importance of such factors as volunteerism, altruism, dedication, commitment, and values in the behavior of individuals, including faculty members, towards community service. Likewise, these core assets of community service are strongly emphasized in the literature. For example, the present study confirms the findings of Wymer et al. (1997) who have outlined four groups of factors that have an impact on the individuals' engagement with volunteerism: personal factors, factors related to social interaction, efficacy or perceived skills, and contextual factors.

Even though the faculty members openly enumerated a couple of specific factors impacting their professional community service activities, they also repeatedly emphasized that these obstacles or factors are not the main reasons behind their engagement or disengagement in community service. What were pointed out as most prominent factors regarding community service were motivation, dedication, determination, voluntarism, and mindsets of the individuals. Hence, even though the findings of this study comply with Euster and Weinbach (1983) in that service is not rewarded or recognized enough, or with Rubens et al. (2017) in that such obstacles and challenges as attitudes of the faculty members, evaluation of faculty work, financial conditions, organizational or administrative support exist as challenges, all mentioned factors have a secondary influence on the individuals' engagement with community service compared to the individual determination, motivation, and voluntariness.

In addition, the findings of the present study confirm that the individuals get motivated by varying factors to engage in community service practices, and at the university, the faculty members that are interested in service activities behave with an intrinsic motivation even though extrinsic or external factors can also be established to further support such practices (Ross, 2018). Therefore, the prominent finding that was reached out in this study as regards community service is that despite all hardships, obstacles, and challenges, community service can still be conducted and practiced at the university. In this aspect, the present study supports the perspectives shared by Montesinos et al. (2008) regarding the fact that community service is not conducted for the purpose of profit-making or producing financial benefits; but rather it is for social and societal well-being of the society and the public good.

In terms of Turkey's higher education context, the findings of the present study reaffirm the fact that public universities in Turkey are non-profit organizations, meaning that one of their core responsibilities is to enable public good and provide community service towards the public. Therefore, it can be inferred from the present study that universities should maintain their social responsibility aspect and be catalyzers of public good. In terms of this aspect, the present study is in line with the prominent theories in the literature of community service. Furthermore, the findings of the present study affirm to the study of Chatterton and Goddard (2000) who expound service role of the university as that all sources of the university are to be used to arrange a regional and local development and contribution that ensures direct impacts on the society through institutional collaboration. It can be inferred from the present study that the role of the university in Turkey's higher education context should be directed at public good and community service. For that purpose, one of the core functions of the university in the country's higher education system should be to deal with community service.

According to the findings, community service mission of the university in Turkey is also deemed as a valuable function of the universities, and this complies with the Strategic Plan of CoHE for 2019-2023 in that community service is valued as a

strategic priority to strengthen financial, social, regional, and national growth of the country. Likewise, in the literature, this service of the university is alternatively phrased as scholarship of engagement (Boyer, 1996) in which service refers to the fact that university is situated in a critical position to address prominent social, financial, political, moral, and ethical challenges encountered within the society (Boyer, 1996). Therefore, the results of present study depict a comprehensive and inclusive understanding of community service mission in Turkey's higher education setting, which is understandably needed. The role of university and the faculty members within the university is paramount. As Benneworth (2013) has indicated, the university has a critical and influential position to get engaged with service activities besides disseminating research results, providing information, and maintaining relations with the society.

Furthermore, in Turkey's higher education context, the concept of community service is generally comprehended and investigated within the scope of CSC, and this puts a narrower point of view on this concept. As highlighted in the findings of the present study, community service is an umbrella term that is used to define and describe social responsibility of the university, and it is a constraint to regard this concept as a specific course offered at the university. Even though CSC is an important course that contributes to the development of pedagogy of service-learning at the university, community service mission of the university should not be merely associated with CSC nor should it be synonymously utilized. Therefore, community service mission of the university is uttered as a fundamental function of the university in accordance with the findings of the present study.

Likewise, even though three groups of community service definitions according to the faculty members are made and presented, it can be concluded from the findings of the present study that community service mission is an ultimate goal of the university which can be pursued with the participation of all members of the university. In addition, the shared definition of community service in this study is pretty much in line with that of European Commission Lifelong Learning (2012) that states

community service mission of the university as an amalgamation of different activities that include production, application, use, and utilization of knowledge and other university resources for public service (as cited in Carrión García et al., 2012). Overall, the present study concludes that community service mission of the university advocates for the well-being and betterment of the society, and as HEIs, the roles of universities, more particularly responsibilities of the faculty members, are essential.

All in all, overall results of the present study were briefly summarized in the closing of the discussion part. This study had one main research question, that is ‘in what ways, do faculty members perceive the role of university for community service and practice this role in their academic lives?’. In parallel with the research question, the primary goal within this study was to explore faculty members’ understanding of community service mission of the university and to present perceived community service practices of the faculty members for the purpose of serving the society. Along with these intentions, the present study aimed at examining two fundamental aspects of the community service mission of the university, namely faculty members’ perceptions of service mission of the university and their related service practices within this framework. As a consequence of this intention, this study was designed as an exploratory case study. Since the main objective behind this study was to examine faculty members’ perceptions and practices pertaining to the concept of community service at a public university in Ankara, Turkey, this study was also designed as a qualitative single case study to focus on a particular setting and acquire in-depth information into it.

In tandem with the aforementioned research question of this study, the data were collected from thirteen full-time faculty members via semi-structured interview questions to investigate their perceptions and practices regarding the notion of community service. The participants were purposefully selected depending on their previous experience partaking in a community service activity at the case university, and they were reached through purposeful sampling. The collected interview data were thematically analyzed and presented together with documentary resources from

the case university, mainly strategic plan of the university, other written artefacts, and online resources, such as official webpages of the university.

Following thematic analysis of the interview data, according to the findings of the current study, three main themes emerged along with some categories / sub-themes (ten in total) for related themes. In addition, some suggestions made by the faculty members to support the community service mission of the university emerged as an additional focus. In concordance with the main research question of this study, three salient themes that have emerged as a result of thematic analysis were discussed in this section. These themes are *reasons d'être of university and faculty members' position*, *faculty members' understanding of service mission of university*, and *community service practices of faculty members*.

Since the purpose of this study was to explore perceived service mission of the university from the faculty members' perspectives, as a first theme, core missions of the university and faculty members' roles within these functions appeared according to the responses of the faculty members. Since the concept of community service was unequivocally analyzed within the framework of mission discussions of the university, before its detailed definition and perception, faculty members touched on its position within the general functions or missions of the university. Relatedly, faculty members' perceived roles and responsibilities regarding these functions appeared as an important and interrelated topic.

Secondly, faculty members' general understanding of the community service mission of the university is explained in detail. Under this theme, faculty members' definition of community service mission of the university was presented. Concomitantly, some common aspects of defining this mission among the faculty members emerged as an important finding of this study. Given that the notion of community service mission was defined in various ways, presenting some shared features in faculty members' definition of community service was a significant result that emerged within this study. Furthermore, two perspectives pertaining to community service mission at the

university were reviewed in this study, which concerns community service on individual and institutional aspects.

Finally, perceived service practices of the faculty members in their academic lives appeared as a major finding of this study. Considering that perceived service practices of the faculty members are substantially bounded and influenced by their community service definition and perception, as two interrelated concepts, faculty members' perceptions and practices of community service mission of the university appeared as a general finding in this study.

5.2. Implications

The purpose of this study was to investigate faculty members' perceptions and practices of service mission of the university at a public university in Ankara, Turkey. As a result of the present study's findings pertaining to community service mission, prominent definitions of the community service mission of the university according to the faculty members were explored, and related to this conception, faculty members' perceived practices within community service were also explored. The results yielded from the faculty members concerning the notion of community service have some theoretical and research-wise implications for different stakeholders, including higher education scholars, researchers, and policymakers. These implications for theory and research indicate the transferal of the findings back to different contexts.

5.2.1. Implications for Theory

The theoretical framework of the present study is composed of a varied number of theories and ideas summed up from the literature review. Therefore, the present study implies some theoretical feedback for different theories and studies that were put forward by the leading scholars in the field of higher education. Likewise, since the studies of several scholars were utilized in this study to analyze the notion of community service mission, the findings of this study provide differing implications for some theories pertaining to mission discussions and service mission in higher education. To begin with, while reviewing the concept of service mission of the university, a wide array of terms and notions were encountered in the literature. Since many of these concepts focus on service mission of the university from specific

viewpoints, as an umbrella term, two concepts were frequently noticed in the literature, namely *third mission* and *community service*. The outcomes of the present study imply a similar ambiguity regarding the wording of the concept of service mission in Turkish. When the literature of service mission was examined in Turkish higher education, two prominent terms representing service mission of the university came forward: *toplumsal hizmet* and *topluma hizmet*, which both are translated as community service into Turkish.

Given that there is not an alignment regarding service mission of the university in the literature, as the nomenclature in this study, community service in English and *toplumsal hizmet* in Turkish were chosen as the keywords of the present study. Beginning with the vagueness in the denomination of the terminology itself, the relevant studies and theories in the field ask for a clarification and detailed explanation of the content of service mission of the university. Considering that service mission is perceived and discussed from varied local perspectives, it was a gap in the literature that the notion of community service is defined and described from a more general and comprehensive standpoint. Therefore, the present study complies with the studies of Langseth and Plater (2004), Boyer (1991, 1996), and Gerholz (2018) in that service mission of the university refers to a broad array of practices and policies, including dominantly teaching and research activities at the university. Therefore, it is a widely stated perspective among the scholars in the field that community service mission of the university cannot be evaluated separately from teaching and research missions.

Three different yet related definitions of community service mission by the faculty members in this study touch upon the on-going discussion in the field concerning the scope of service at the university. These three general descriptions of community service mission of the university indicate the scale of perspectives viewing community service as an integral part of teaching and research to accepting it totally as a distinct and unique function. The present study offers an assessment and critique of the continuing discussions regarding service mission of the university by combining different perceptions of the notion. Moreover, the present study also indicates the

increasing necessity for exploring and characterizing community service mission of the university in that the concept is getting referred to more frequently at universities these days. Therefore, it is significant to dwell on explaining one of the core functions of the university that has been closely intertwined with the history of university, that is community service.

Given that service mission of the university is a growing field of study in higher education, the present study offers a modest exploration into a much broader area that needs more comprehensive studies. Çulum (2014) points out that community service or third mission of the university are complicated concepts in that it is not easy to thoroughly describe and summarize them by stressing that these two notions are still ill-defined and unclear. Henceforth, the current study tried to contribute to the discussions, theories, and related studies in community service mission of the university by presenting an exploratory case study of a public university in Ankara, Turkey from the viewpoints of faculty members.

5.2.2. Implication for Research

This study aimed to explore faculty members' understanding of community service mission of the university at a public university in Ankara, Turkey and by doing so, it focused on investigating faculty members' definitions, perceptions, and perceived practices of community service. The findings of the present study indicated that the faculty members comprehend service mission of the university in a number of different ways, which also affects the way they are engaged in service practices. The present study demonstrated the need for a better definition, clarification, and description of the notion of community service at the studied university given that the concept was diversely and even contrastingly perceived by the faculty members. The faculty members referred to core functions of the university and the position of community service in these missions while describing the concept of community service. Therefore, the current study emphasized the significance of defining, describing, and characterizing the notion of community service mission at the university. Since the concept is vaguely described and ill-defined, the ways in which it is perceived by the faculty members are unclear and contradictory. Therefore, one

of the most salient implications of the present study for future researchers is that the concept of community service mission needs a detailed and thorough examination in Turkey's higher education context.

Given that majority of the studies dwelling on the notion of community service were conducted related to community service practices course integrated into teacher training curriculum in Turkey, when related studies and literature were reviewed concerning community service, the concept was perceived from a rather specific point of view. Even though such studies by Uğurlu and Kırıl (2012), Acer et al. (2012), Gelmez-Burakgazi (2018) discussed the perceptions and attitudes of pre-service teachers about community service practices course in their curriculum and presented significant outcomes of this course on the students' preparedness for their profession, the notion of community service is generally perceived as a course in Turkey's higher education context. Therefore, the findings of the present study offered a more holistic and comprehensive point of view towards the notion of community service by exploring it as a mission of the university in place of a course in teacher education programs. Considering the findings yielded in this study concerning the concept of community service, faculty members perceived and defined community service from their professional and academic backgrounds and highlighted that the concept needs a more extensive exploration. Therefore, future studies dealing with community service can be conducted with different members of the universities by including students, administrative staff, and other support personnel. Since community service requires an institutional collaboration and dedication, it is sensible that various constituents of the university are consulted and contacted.

Finally, since community service mission of the university is not clearly explained and detailed at different documents of the university, including mission and vision statements, strategic plans, and annual reports, this ambiguity regarding the notion has resulted in some confusions from the faculty members' perspectives in this study. Therefore, even though community service is generally regarded as institutional communication, public relations, popular science activities, or science communication

at the university as uttered by the faculty members, the notion itself needs further explanation and characterization. Hence, further studies exploring how community service is perceived at the university from a broader perspective are needed so that items and features of community service mission can be described better. Concomitantly, definition and description of community service mission at a university is highly impacted by such characteristics of the institution as size of the organization, human resources, financial capacities, infrastructure, faculty profile, history, and organizational culture. Therefore, it is also significant to investigate how the notion of community service mission is interrelated to these attributes. Considering the implications and suggestions outlined in this study, future research can be conducted to explore further the notion of community service mission at other public and private universities in Turkey.

5.3. Recommendations

Two groups of recommendations have emerged in accordance with the findings of the present study and they involve suggestions for higher education administration and for further research. The related recommendations have been constructed as a result of the interviews conducted with the faculty members and document analysis, and they are presented and explained in this section.

5.3.1. Recommendations for Higher Education Administration

In line with the results, conclusions, and implications yielded in the present study, some recommendations for higher education administrators in Turkey, mainly policymakers, governmental bodies, CoHE, and university administrators, are made and they are presented as follows:

- As pointed out in the findings of the study, the concept of community service refers to a wide array of meanings and understandings at the university. Therefore, interdisciplinary, and multidisciplinary studies in other social sciences, such as law, public administration, or social work, can be conducted to explore service mission from various fields and areas. As the regulating upper-administrative body in Turkish higher education, CoHE can promote

and support such studies exploring the notion of community service at universities.

- Besides the significance of community service mission at the university, it was also emphasized in this study that the role of NGOs is critical. Therefore, how community service mission is perceived at these organizations, especially pertaining to partnership and collaboration with the universities, can be investigated. Policymakers and higher education administrators in Turkey can encourage to have open and direct communications with the NGOs to establish more fruitful and powerful cooperation for the purpose of community service. Namely, stronger collaboration between universities and civic associations can be advocated by administrators in higher education, both at university-level and at more upper-administrative levels.
- Since the notion of community service has a wide range of connotations at the university ranging from disciplinary service to the academic field to service towards the external society groups (Ward, 2003), the findings of the present study offer detailed information for the university administrators in that three groups of definitions according to the faculty members are made regarding service mission of the university. Since there is not a universal or nomenclature definition of service mission, the university administrators can take differing explanations of community service into account while making policies and organizing practices related to community service. Given that the concept of community service is ambiguously utilized in different organizational documents, including annual reports, strategic plans, directives, etc, the findings of this study support the need for a more agreed-upon definition of community service mission in higher education. Therefore, university administrators can consider constructing or listing some common characteristics or features of community service mission while preparing these organizational documents to present a more specific depiction of community service mission.
- Considering this ambiguity and uncertainty concerning service mission of the university and the concept of community service, the present study makes

suggestions for the university administrators and policymakers to define and describe what is meant by or included into the notion of community service at universities. Henceforth, core missions of the university, including community service, should be re-considered, and re-defined in accordance with the institution' characteristics (Albulescu & Albulescu, 2014). This study indicates the importance of reviewing core missions of the university and how community service is deemed in this evaluation of the missions. The university administrators and higher education management bodies can assess how community service or such closely associated terms as social responsibility or accountability is perceived in their policy making and administrative decisions. The fact that community service can be viewed as a personal choice or as an institutional commitment (Ross, 2018) should be deeply assessed by the university administrators in that how they approach the concept determines their actions and policies accordingly. Based on this explanation, the definition of community service in Turkey's higher education system can be delineated further given that the definition itself needs further clarification and elucidation.

- Tantamount to definition of community service, practices performed under the notion of community service are varied and contrastingly diverse as presented in this study. Due to an uncertainty pertaining to the concept, perceived service practices of the faculty members as well as those of the university were not agreed upon. Henceforth, policy makers and administrators should pay close attention to this uncertainty surrounding the concept of community service. A thorough clarification on community service should be made not only with the contribution of faculty members but only via the participation of other university members, such as administrative staff and students. Therefore, in Turkey' higher education context, open and democratic platforms and communication channels need to be established so that discussions concerning community service mission of the university can be freely and conjointly expressed and pursued.

- One of the prominent findings of the present study was to differentiate between personal or individual service and institutional or organizational service practices. If the university is claimed to have a service mission towards the society, then it should institutionalize community service (Pinheiro et al., 2015). In order to maintain a more organized and planned institutional commitment to community service, institutionalization of service mission was stressed by the faculty members. Therefore, as a suggestion for higher education administrators, community service can be integrated and adopted into the organizational structure of university administration. Allocating financial and human resources to community service can be a good strategy for the university administrators. Likewise, the notion of community service should be explicitly indicated in institutional mission and strategic plans of the university, and its importance should also be emphasized (Harris, 2018). Furthermore, it is insufficient to establish an institutionalized community service policy without the support and encouragement of upper administrative bodies that govern the universities, including public institutions and related governmental organizations. Similar institutionalized strategies can be initiated and promoted by the upper administrative management to contribute to the universities' acquisition of service policies.
- Finally, to support the tendencies and interests of the universities and faculty members in community service, recognition and rewarding of these practices should also be on the agenda of the higher education administrators both at the university and at upper administrative bodies (Ward, 2003). Henceforth, community service needs redefining and re-explaining at these two levels. While recognition and rewarding of community service is important in higher education, it is also necessary to stress that assessment and evaluation of community service requires peculiar consideration and attention. Also, in order to increase the quality and quantity of community service practices in faculty members' professional lives, a stronger university-society partnership is highlighted in this study. Open and healthy communication and collaboration between the university and public authorities, organizations or institutions is needed for an effective community service policy. In lieu of

maintaining one-sided or narrower focus on the needs of the community from the university's perspectives, it is also highlighted in this study that the public demand should also be in place for requesting assistance from the faculty members and the university. This bilateral relationship is uttered as university-community engagement (Benneworth, 2013) in the literature. It also requires a robust partnership and collaboration between the universities and the public institutions, which seems to be needed in the planning of community service in Turkey's higher education context, as well.

5.3.2. Recommendations for Further Research

In tandem with the findings of the study, there are some recommendations that can be considered while conducting related studies in the future:

- Given that the present study was designed as a qualitative single-case study, the findings yielded from the research site cannot be generalized. Henceforth, further studies can be conducted at other universities to explore how community service mission of the university is perceived at these institutions.
- Source of data in the future studies can be extended to include different members of the university, such as administrative personnel, support and service staff, and students. As it was pointed out by the faculty members in this study, community service mission can have varying denotations and connotations based on the profiles and backgrounds of the participants.
- In addition to diversity in the participant selection, different variables, and criteria selection, such as institution type, geographical location of the university, etc. can be considered to explore the notion of community service mission.
- The faculty members sampled in this study were limited to only full-time academicians working as Dr. Lecturer, Assist. Prof., Assoc. Prof., and Prof. Dr. For further studies, other faculty members, such as research assistants, teaching assistants, and lecturers, can be added, as well. Moreover, the

participants in the present study were all Turkish. International faculty members can also be chosen as the potential sources of data in the upcoming studies to investigate the concept from a wider perspective.

- Multiple case studies can be designed to explore different universities in terms of how community service mission is perceived and practiced at institution-wise. Furthermore, since the data collected in this study was qualitative, quantitative data collection instruments, like surveys and scales, can be developed to understand the notion of community service mission from different standpoints.
- Community service mission of the university was explored and discussed at a public university from the perspectives of faculty members. However, the concept of community service is not restricted to higher education levels. Further studies including K-12 and K-16 education can be conducted to investigate the general position of community service in the education system in Turkey.
- The data was mainly collected through semi-structured interviews conducted with the faculty members in this study, and document analysis was also utilized to contextualize the findings of this study. For further studies, different types of triangulation in terms of researchers or data collection, data collection instruments, and methods (Merriam, 1998) can be employed to explore the notion of community service.

5.4. Conclusion

The present study aimed to explore the notion of community service mission at a public university from the viewpoints of full-time faculty members working there. In order to investigate community service mission of the university in-depth, perceptions, definitions, and practices of faculty members towards community service function at the university were examined through semi-structured interview questions. For this purpose, the study was designed as an exploratory qualitative case study, and

the case site was chosen as a renowned public university in Ankara, Turkey. The data were collected with the participation of thirteen full-time faculty members working at the university under such titles as Dr. Lecturer, Assist. Prof. Dr., Assoc. Prof. Dr., and Prof. Dr.

In addition to the interview data, different documentary resources, such as strategic plan, official webpages, and public documents, at the university were also utilized to contextualize the interview data. As for the data analysis process, thematic and descriptive analysis approaches were utilized. As a result of qualitative data analysis, three salient themes emerged to investigate how faculty members comprehended community service mission of the university and practiced this role in their academic lives. The findings of the present study indicated that the ways in which faculty members understood community service mission of the university are diverse and even contradictory. The faculty members mentioned their perceptions of core missions of the university while defining and describing community service.

Even though there was diversity of opinions regarding core missions of the university among the faculty members, they commonly emphasized teaching and research functions of the university. When it comes to faculty members' definitions and perceptions of service mission of the university, there were three groups of community service mission of the university as emphasized by the faculty members. While some faculty members regarded teaching and research responsibilities of the university as the main source of community service, some faculty members allocated additional meanings and descriptions to service mission of the university in that it should include voluntary, altruistic, and direct activities.

Notwithstanding differing opinions and perspectives concerning service mission of the university, such shared features as volunteerism, altruism, dedication, and commitment, contextual or individual characteristics, were uttered by the faculty members to describe the notion of community service. When the faculty members were required to explain how they deem to perform community service mission in

their professional lives, two broad categories of practices appeared, namely service activities inside the university and service activities outside the university. Faculty members' perceived community service practices were significantly based on their definitions and perceptions of community service, which complies with prominent theories of community service and leading studies that were conducted for related purposes.

The findings of the present study were then discussed in relation with the literature review and related studies in this chapter. The aim of the present study was to explore faculty members' perceptions and practices of community service mission of the university, and prominent results were yielded about how the faculty members defined, described, and practiced service mission of the university.

Upon the discussion of the salient findings of this study, implications of the present study's findings for theory and research were addressed, as well. The implications indicated that stronger partnerships between universities and public institutions should be established. In addition, it was emphasized that further studies dwelling on a detailed exploration of community service should be conducted at other universities. As for the theoretical implications of the present study, it was explicated that the concept of community service is rather ambiguous, unclear, and ill-defined as repeatedly discussed in the literature. In order to lessen the obscurity surrounding this notion, the need for further research was emphasized in tandem with the findings of the present study.

Next, some recommendations that were concluded as a result of the present study's findings and discussions were made and offered for higher education administrators in Turkey. Afterwards, considering the implications of the present study, some suggestions for further research were also presented in this section. Overall, it can be inferred that the present study intended to explore a rather complex concept concerning the field of higher education and universities, namely community service and service mission. The findings garnered from the faculty members in this study

suggest that further studies investigating community service mission of the university in detail are needed as the academic community and the facets of higher education are changing fundamentally around the world.



REFERENCES

- About the Sustainable Development Goals – United Nations Sustainable Development. (2015). Retrieved July 24, 2020, from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- Academic Leadership Development Program (ALD). (n.d.). Retrieved August 15, 2020, from <https://provost.tufts.edu/celt/initiatives/academic-leadership-development-program-ald/>
- Academic Leadership Development Program (ALD). (n.d.). Retrieved August 27, 2020, from <https://provost.tufts.edu/celt/initiatives/academic-leadership-development-program-ald/>
- Acer D; Sen M., Ergul, A. (2012). A study on the viewpoints of preschool teacher candidates on “Community Service” course. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 45(2), 205–229. https://doi.org/10.1501/egifak_0000001260
- Akar, H. (2010). Globalization and its challenges for developing countries: The case of Turkish higher education. *Asia Pacific Education Review*, 11(3), 447-457. <https://doi.org/10.1007/s12564-010-9086-0>
- Albulescu, I., & Albulescu, M. (2014). The University in the Community. The University's Contribution to Local and Regional Development by Providing Educational Services for Adults. *Procedia - Social and Behavioral Sciences*, 142, 5–11. <https://doi.org/10.1016/j.sbspro.2014.07.578>
- Alpaydın, Y. (2015). Identifying Higher-Education Level Skill Needs in Labor Markets: The Main Tools Usable for Turkey. *Educational Sciences: Theory & Practice*. <https://doi.org/10.12738/estp.2015.4.2542>

Altbach, P. G., Reisberg, L., & Wit, H. D. (2017). *Responding to massification: Differentiation in postsecondary education worldwide: A study*. Hamburg: Körber Foundation.

Alter, T., & Bridger, J. (2006). The Engaged University, Community Development, and Public Scholarship. *The Engaged University, Community Development, and Public Scholarship*.

Antalyalı, Ö.L. (2007) "Tarihsel Süreç İçerisinde Üniversite Misyonunun Oluşumu", Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Sayı 6, s.25-39, 2007/2.

Austin, A. E., & McDaniels, M. (2006). Using doctoral education to prepare faculty to work within Boyer's four domains of scholarship. *New Directions for Institutional Research*, 2006(129), 51-65. <https://doi.org/10.1002/ir.171>

Austin, A. E., Brocato, J.J., & Roh, J.D. (1997). Institutional Missions, Multiple Faculty Roles: Implications for Faculty Development. *To Improve the Academy*, 16(20201217). <https://doi.org/10.3998/tia.17063888.0016.003>

Aydin, O. (2014). Current Developments and Trends in Higher Education. *Current Developments and Trends in Higher Education*.

Backhaus J. G. (2015). *The university according to Humboldt: history, policy, and future possibilities*. Cham: Springer.

Bakioğlu, A. & Tatık, R. Ş. (2020). Öğretim ve araştırma sorumluluklarının dağılımının araştırma üniversiteleri bağlamında incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 20 (1), 548-569.

Barnett, R. (1992). The Idea of Quality: Voicing the Educational. *Higher Education Quarterly*, 46(1), 3–19. <https://doi.org/10.1111/j.1468-2273.1992.tb01581.x>

- Barr, R. B., & Tagg, J. (1995). From Teaching to Learning —A New Paradigm For Undergraduate Education. *Change: The Magazine of Higher Learning*, 27(6), 12-26. <https://doi.org/10.1080/00091383.1995.10544672>
- Bazeley, P. (2013). *Qualitative Data Analysis: Practical Strategies* (1st ed.). SAGE Publications Ltd.
- Beere, C. A., Votruba, J. C., & Wells, G. W. (2011). *Becoming an engaged campus: A practical guide for institutionalizing public engagement*. San Francisco: Jossey-Bass.
- Benneworth, P. (2013). *University engagement with socially excluded communities*. Springer.
- Berg, B. L. (2009). *Qualitative research methods for the social sciences*. Brantford, Ont.: Resource Services Library.
- Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy: Revised and expanded edition of the four cultures of the academy*. San Francisco: Jossey-Bass.
- Boisvert, R. D. (1998). *John Dewey: Rethinking our time*. Albany (N.Y.): State University of New York Press.
- Bok, D. (1982). *Beyond the ivory tower: social responsibilities of the modern university*. Cambridge, Mass: Harvard University Press
- Borkoski, C., & Prosser, S. K. (2019). Engaging faculty in service-learning: Opportunities and barriers to promoting our public mission. *Tertiary Education and Management*, 26(1), 39-55. <https://doi.org/10.1007/s11233-019-09033-0>

- Boyer, E. L. (1991). The Scholarship of Teaching from: Scholarship Reconsidered: Priorities of the Professoriate. *College Teaching*, 39(1), 11–13. <https://doi.org/10.1080/87567555.1991.10532213>
- Boyer, E. L. (1996). The Scholarship of Engagement. *Bulletin of the American Academy of Arts and Sciences*, 49(7), 18. <https://doi.org/10.2307/3824459>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Britt, L. L. (2012). Why We Use Service-Learning: A Report Outlining a Typology of Three Approaches to This Form of Communication Pedagogy. *Communication Education*, 61(1), 80–88. <https://doi.org/10.1080/03634523.2011.632017>
- Bucchi, M. (2013). Style in science communication. *Public Understanding of Science*, 22, 904–915.
- Burns, T. W., O'Connor, D. J., & Stocklmayer, S. M. (2003). *Science Communication: A Contemporary Definition*. *Public Understanding of Science*, 12(2), 183–202.
- Cambridge English Dictionary. Society: Meaning (n.d.). Retrieved July 20, 2020, from <https://dictionary.cambridge.org/dictionary/english/society>
- Carrión G.A, Carot J, Soeiro A, Hämäläinen K, Boffo S, Pausits A, et al. (2012). Green paper. Fostering and measuring 'third Mission' in higher education institutions; 2012. <https://doi.org/10.13140/RG.2.2.25015.11687>.
- Carter, E. W., Swedeen, B. & Moss, C. K. (2012). Engaging youth with and without significant disabilities in inclusive service learning. *Teaching Exceptional Children*, 44(5), 46–54

Çelik, S. (2011). Turkish higher education at the crossroads: Critical issues of systemic and institutional structures. *Turkish Higher Education at the Crossroads: Critical Issues of Systemic and Institutional Structures*.

Chapman, D. W., & Errecaborde, K. M. (2016). The Role of Universities in International Response to Pandemic Threats. *Higher Education Studies*, 6(4), 12. <https://doi.org/10.5539/hes.v6n4p12>

Chatterton, P., & Goddard, J. (2000). The Response of Higher Education Institutions to Regional Needs. *European Journal of Education*, 35(4), 475-496. <https://doi.org/10.1111/1467-3435.00041>

Classen, A. (2015). *Handbook of Medieval Culture: Fundamental Aspects and Conditions of the European Middle Ages*. Berlin: De Gruyter

Cobban, A. (1975). *The Mediaeval Universities: Their Development and Organization*.

Code of Ethics & Core Values. METU, (n.d.). (2019, April 24). <https://www.metu.edu.tr/code-ethics-core-values>.

Council of Higher Education (CoHE), (n.d.). Retrieved August 09, 2020, from <https://www.yok.gov.tr/Sayfalar/Haberler/2019/arastirma-universiteleri-degerlendirme-toplantisi.aspx>

Council of Higher Education (CoHE), (n.d.). Retrieved August 15, 2020, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>

Council of Higher Education (CoHE), (n.d.). Retrieved July 25, 2020, from <https://www.yok.gov.tr/en/institutional/history>

Council of Higher Education (CoHE), (n.d.). Retrieved August 13, 2020, from <https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari>

Council of Higher Education (CoHE), (n.d.). Retrieved from <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

Council of Higher Education (CoHE), (n.d.). Retrieved November 30, 2020, from <https://www.yok.gov.tr/Sayfalar/Haberler/2019/arastirma-universiteleri-degerlendirme-toplantisi.aspx>

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Los Angeles: Sage.

Ćulum, B. (2014). The Relevance of Academic Work in Comparative Perspective. In Cummings, W.K. & Teichler, U, *Academics, and service to the community: an international (European) perspective* (pp.139-162) 10.1007/978-3-319-11767-6_9

Cumhuriyet University (n.d.). Topluma Hizmet Uygulamaları Dersi Yönergesi Retrieved August 27, 2020, from <http://www.cumhuriyet.edu.tr/userfiles/file/EgitimFakultesi/thu/thuy.pdf>

Deeley, S. J. (2015). *Critical perspectives on service-learning in higher education*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Efe, I., & Ozer, O. (2015) “A Corpus-Based Discourse Analysis of the Vision and Mission Statements of Universities in Turkey.” *Higher Education Research & Development*, vol. 34, no. 6, 2015, pp. 1110–1122., <https://doi.org/10.1080/07294360.2015.1070127>.

Elliott, D. R. (2009) What is the Comparative Advantage of the Service-Learning Pedagogy? Insights from Development Economics, Forum for Social Economics, 38:2-3, 263-278, <https://doi.org/10.1007/s12143-009-9051-z>

Erdem, A. R. (2005). *Üniversitenin var oluş nedeni. Üniversitenin misyonu.* Pamukkale Üniversitesi Eğitim Fakültesi Dergisi 7, 2005.

Erdem, E., & Tugcu, C. T. (2012). Higher Education and Unemployment: A cointegration and causality analysis of the case of Turkey. *European Journal of Education*, 47(2), 299-309. <https://doi.org/10.1111/j.1465-3435.2012.01526.x>

Ergül, H., & Kurtulmuş, M. (2014). Sosyal Sorumluluk Anlayışının Geliştirilmesinde Topluma Hizmet Uygulamaları Dersine İlişkin Öğretim Elemanlarının Görüşleri. *Sosyal Sorumluluk Anlayışının Geliştirilmesinde Topluma Hizmet Uygulamaları Dersine İlişkin Öğretim Elemanlarının Görüşleri.*

Erickson, J. A., & Anderson, J. B. (1997). *Learning with the community: Concepts and models for service-learning in teacher education.* Sterling, VA: Stylus.

Erkoç, T. E. (2015). Economics of Higher Education and Contemporary Outlook of Turkish Universities. *Yuksekogretim Dergisi*, 5(2), 65-72. <https://doi.org/10.2399/yod.15.013>

Etzkowitz, H. (2003). Innovation in Innovation: The Triple Helix of University-Industry-Government Relations. *The Triple Helix*, 121-236. <https://doi.org/10.4324/9781315620183-8>

Euster, G. L., & Weinbach, R. W. (1983). University Rewards for Faculty Community Service. *Journal of Education for Social Work*, 19(1), 108-114. <https://doi.org/10.1080/00220612.1983.10778603>

Flick, J. U. (2014). *The Sage handbook of qualitative data analysis.* Sage.

Gavazzi, S. M., & Gee, E. G. (2018). *Land-grant universities for the future: Higher education for the public good*. Baltimore: Johns Hopkins University Press.

Gelmez Burakgazi, S. (2018). Volunteering: Trainee teachers and their instructors evaluate a community service learning Course. *Turkish Online Journal of Qualitative Inquiry*, 9(4), 342–372. <https://doi.org/10.17569/tojqi.410983>

Gerholz, K.H. (2018). *Civic engagement in higher education institutions in Europe*. Norderstedt: Books on Demand.

Gibson, W. J., & Brown, A. (2009). *Working with qualitative data*. London: SAGE.

Gillham, B. (2005). *Research interviewing: a practical guide*. Maidenhead: Open Univ. Press.

Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, CA: Sage.

Göransson, B., & Brundenius, C. (2011). *Universities in transition: The changing role and challenges for academic institutions*. Ottawa, Ont.: International Development Research Centre.

Griffith, A. S., & Altinay, Z. (2020). A framework to assess higher education faculty workload in U.S. universities. *Innovations in Education and Teaching International*, 57(6), 691–700. <https://doi.org/10.1080/14703297.2020.1786432>

Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: a field manual for applied research*. SAGE Publications.

Günay, D. (2011). Türk Yükseköğretiminin Yeniden Yapılandırılması Bağlamında Sorunlar, Eğilimler, İlkeler ve Öneriler - I. *Türk Yükseköğretiminin Yeniden Yapılandırılması Bağlamında Sorunlar, Eğilimler, İlkeler Ve Öneriler - I.*

Gür, B. S. (2016). Democratization and massification of higher education in Turkey and challenges ahead (*Research & Occasional Paper Series No. CSHE.3.16*). Berkeley, CA: University of California, Berkeley

Harris, N. (2008). Faculty community service: At the intersection of campus and community. *New Directions for Higher Education*, 2008(143), 101–108. <https://doi.org/10.1002/he.318>

Hendley, B. P. (1986). *Dewey, Russell, Whitehead: Philosophers as educators*. Carbondale: Southern Illinois University Press.

Higher Education Act 2547 (n.d.). *The Law on Higher Education*. <https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/the-law-on-higher-education.pdf>.

Holland, B. A. (2000). “Institutional Impacts and Organizational Issues Related to Service-Learning.” *Michigan Journal of Community Service-Learning Special Volume* (1): 52-60.

Holliday, A. (2016). *Doing and writing qualitative research*. London: SAGE.

Humphrey, R. H. (2013). *Effective leadership: Theory, cases, and applications*. Los Angeles: SAGE.

Inman, P., & Schütze H. Georg. (2010). *The community engagement and service mission of universities*. Leicester: NIACE.

Jacob, W. J., Sutin, S. E., Weidman, J. C., & Yeager, J. L. (2015). *Community engagement in higher education: Policy reforms and practice*. Rotterdam: Sense.

Janin, H. (2019). *The university in medieval life, 1179-1499*.

Josephson, P., Karlsohn, T., & Östling J. (2014). *Humboldtian Tradition: origins and legacies*. Leiden: Brill.

Karasik, R. J. (2019). Community Partners' Perspectives and the Faculty Role in Community-Based Learning. *Journal of Experiential Education*, 43(2), 113-135. <https://doi.org/10.1177/1053825919892994>

Kaynar, M., & Ak, G. (2017). A Language of Modernization: Culture and Art Education in the Village Institutes. *A Language of Modernization: Culture and Art Education in the Village Institutes*.

Kerr, C. (2001). *The uses of the university*. Cambridge, MA: Harvard University Press.

Kocabaş, A. (2008). “Türk Eğitim Sisteminin Felsefi Temelleri, Dewey, Mustafa Necati, ve İsmail Hakkı Tonguç”

Koryakina, T., Sarrico, C. S., & Teixeira, P. N. (2015). Third mission activities: University managers' perceptions on existing barriers. *European Journal of Higher Education*, 5(3), 316-330. <https://doi.org/10.1080/21568235.2015.1044544>

- Kouritzin, S. (2019). Extent and Consequences of Faculty Members' Workload Creep in Three Canadian Faculties of Education. *Extent and Consequences of Faculty Members' Workload Creep in Three Canadian Faculties of Education*.
- Kronick, R., & Cunningham, R. (2003). Service-Learning: Some Academic and Community Recommendations. *Service-Learning: Some Academic and Community Recommendations*.
- Langseth, M. N., & Plater, W. M. (2004). *Public work and the academy: an academic administrators guide to civic engagement and service-learning*. Bolton, MA: Anker Pub.
- Laredo, P. (2007). Revisiting the Third Mission of Universities: Toward a Renewed Categorization of University Activities? *Higher Education Policy*, 20(4), 441–456. <https://doi.org/10.1057/palgrave.hep.8300169>
- Lavery, S., Chambers, D., & Cain, G. (2018). *Service-learning: Enhancing inclusive education*. Bingley: Emerald Publishing.
- Levinson, D. L. (2005). *Community colleges: A reference handbook*. Santa Barbara, CA: ABC-CLIO.
- Lichtman, M. (2009). *Qualitative research in education: A user's guide*. Los Angeles: SAGE Publications.
- Lichtman, M. (2014). *Qualitative research for the social sciences*. London: SAGE Publications.
- Lowe, R. (2009). *The history of higher education: Major themes in education*. London: Routledge, Taylor & Francis Group.

- Lowe, R., & Yasuhara, Y. (2017). *The origins of higher learning: knowledge networks and the early development of universities*. London: Routledge.
- Maassen, P. A., & Olsen, J. P. (2007). *University dynamics and European integration*. Dordrecht: Springer.
- Macfarlane, B. (2007). The Academic Citizen. <https://doi.org/10.4324/9780203003442>
- Mamiseishvili, K., Miller, M. T., & Lee, D. (2015). Beyond Teaching and Research: Faculty Perceptions of Service Roles at Research Universities. *Innovative Higher Education*, 41(4), 273-285. <https://doi.org/10.1007/s10755-015-9354-3>
- Mejlgaard, N., & Ryan, T. K. (2017). Patterns of third mission engagement among scientists and engineers. *Research Evaluation*, 26(4), 326-336. <https://doi.org/10.1093/reseval/rvx032>
- Merriam, S. B. (2009). *PERSONAL COPY: Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2017). *Qualitative research: A guide to design and implementation* (4th ed.). Vancouver, B.C.: Langara College.
- Merriam, S.B. (1998) *Qualitative Research and Case Study Applications in Education*. Jossey-Bass Publishers, San Francisco.
- METU at a Glance (n.d.). <http://ilkbakista.odtu.edu.tr/english/#section4>. Retrieved December 06, 2020, from <http://ilkbakista.odtu.edu.tr/english/>

Millican, J., & Bourner, T. (2011). Student-community engagement and the changing role and context of higher education. *Education + Training*, 53(2/3), 89-99. <https://doi.org/10.1108/00400911111115645>

Mills, J., & Birks, M. (2014). *Qualitative methodology: A practical guide*. London: Sage.

Mintzberg, H. (1992). *Structure in fives: Designing effective organizations*. London: Prentice Hall.

Mintzberg, H. (2007). *The structuring of organizations: A synthesis of the research*. Englewood Cliffs, NJ: Prentice-Hall.

Mission & Vision. METU (n.d.). (2017, November 17). <https://www.metu.edu.tr/mission-vision>.

Mizikaci, F. (2006). *Higher education in Turkey*: UNESCO European Center for Higher Education

Montesinos, P., Carot, J. M., Martinez, J., & Mora, F. (2008). Third Mission Ranking for World Class Universities: Beyond Teaching and Research. *Higher Education in Europe*, 33(2-3), 259-271. <https://doi.org/10.1080/03797720802254072>

National Commission on Education. (1994). *Universities in the twenty-first century: a lecture series*. London

Öcal, H. (2018). *Üniversite stratejik planlarının inovasyon, kalite, girişimcilik ve toplumsal hizmet değişkenleri açısından incelenmesi ve bir model önerisi* (Master's thesis). Retrieved, from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp> on August 26, 2020

Oertel, S., & Söll, M. (2016). Erratum to: Universities between traditional forces and modern demands: The role of imprinting on the missions of German universities. *Higher Education*, 73(1), 19-21. <https://doi.org/10.1007/s10734-016-0021-0>

Orr, M., & Rogers, J. (2011). *Public engagement for public education joining forces to revitalize democracy and equalize schools*. Stanford, CA: Stanford University Press.

Özaslan, E. (2019) *An examination of organization citizenship behaviour in a higher education institution* (Master's thesis, Middle East Technical University, Ankara, Turkey) Retrieved from <http://catalog.library.metu.edu.tr/search/>

Pinheiro, R. T., Benneworth, P., & Jones, G. A. (2014). *Universities and regional development: A critical assessment of tensions and contradictions*. London: Routledge.

Pinheiro, R., Langa, P. V., & Pausits, A. (2015). The institutionalization OF universities' third Mission: Introduction to the special issue. *European Journal of Higher Education*, 5(3), 227–232. <https://doi.org/10.1080/21568235.2015.1044551>

Puan ve Sıralamalar:. (n.d.). ODTÜ Aday Öğrenci Retrieved November 29, 2020, from <https://adayogrenci.metu.edu.tr/ankara/puan-ve-kontenjanlar>

Rait, R. S. (2012). *Life in the medieval university*, by Robert S. Rait. Cambridge: The University Press.

Regal, B. (2009). *Pseudoscience: a critical encyclopedia*. Santa Barbara, CA: Greenwood Press.

- Reino, A., & Jaakson, K. (2014). Value Conflicts Embedded in Service-Oriented Academic Professions. *Industry and Higher Education*, 28(1), 15-25. <https://doi.org/10.5367/ihe.2014.0190>
- Ross, B. (2018). The Socially Accountable Professor in Higher Education. *Journal of Education and Learning*, 7(5), 181. <https://doi.org/10.5539/jel.v7n5p181>
- Rouse, W. B. (2016). *Universities as complex enterprises how academia works, why it works these ways, and where the university enterprise is headed*. Wiley.
- Rubens, A., Spigarelli, F., Cavicchi, A., & Rinaldi, C. (2017). *Universities' third mission and the entrepreneurial university and the challenges they bring to higher education institutions*. *Journal of Enterprising Communities: People and Places in the Global Economy*, 11(3), 354-372. <https://doi.org/10.1108/jec-01-2017-0006>
- Salam, M., Iskandar, D. N., Ibrahim, D. H., & Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. *Asia Pacific Education Review*, 20(4), 573-593. <https://doi.org/10.1007/s12564-019-09580-6>
- Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford: Oxford University Press.
- Saldaña, J. (2013). *The coding manual for qualitative researchers, qualitative data analysis: a methods sourcebook*. Sage Publications.
- Savin-Baden, M., & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. London: Routledge.
- Schutt, R. K. (2019). *Investigating the social world: the process and practice of research*. SAGE Publications, Inc.

Scott, J. C. (2006). The Mission of the University: Medieval to Postmodern Transformations. *The Journal of Higher Education*, 77(1), 1-39. <https://doi.org/10.1080/00221546.2006.11778917>

Seban, D. (2013). Faculty Perspectives of Community Service Learning In Teacher Education. *Faculty Perspectives of Community Service Learning In Teacher Education*.

Senay, H. H., Şengül, M., & Seggie, F. N. (2020). Türkiye’de Yükseköğretim Çalışmaları: Eğilimler ve Öneriler. *Üniversite Araştırmaları Dergisi*, 3(1), 1-13. <https://doi.org/10.32329/uad.697415>

Sengupta, E., Blessinger, P., & Mahoney, C. (2020). *University-community partnerships for promoting social responsibility in higher education*. Emerald Publishing Limited.

Shaker, G. G. (2015). *Faculty work and the public good: Philanthropy, engagement, and academic professionalism*. New York (NY): Teachers College Press.

Shumer, R. (2018). *Where's the wisdom in service learning*. Charlotte, NC: Information Age Publishing.

Şimşek, H. & A. Balcı (2000). “Üniversitenin Bugünkü ve Gelecek Misyonu: Türkiye’den Bir Kurum,” (Current and Future Mission of University: An Institutional Case From Turkey), *Mediterranean Journal of Educational Studies*, Vol. 5, No. 1: 77-94

Steiner, S. D., & Watson, M. A. (2006). The Service-Learning Component in Business Education: The Values Linkage Void. *Academy of Management Learning & Education*, 5(4), 422–434. <https://doi.org/10.5465/amle.2006.23473203>

The Firsts of METU. (n.d.). Retrieved November 29, 2020, from <http://60yil.metu.edu.tr/en/firsts-metu>

Toplum ve Bilim Uygulama ve Araştırma Merkezi. (n.d.). Retrieved November 29, 2020, from <https://tbm.metu.edu.tr/hakkimizda/>

TÜBİTAK, (2020). Gösterge Seti ve Ağırlıklandırma. Retrieved November 29, 2020, from <https://tubitak.gov.tr/tr/kurumsal/politikalar/icerik-gosterge-seti-ve-agirliklandirma-0>

Uğurlu, Z., & Kırıl, E. (2012). Öğretmen Adaylarının Topluma Hizmet Uygulamaları Dersinin İşleyiş Süreci Ve Kazanımlarına İlişkin Görüşleri. *Öğretmen Adaylarının Topluma Hizmet Uygulamaları Dersinin İşleyiş Süreci Ve Kazanımlarına İlişkin Görüşleri*.

Urdari, C., Farcas, T. V., & Tiron-Tudor, A. (2017). Assessing the legitimacy of HEIs' contributions to society. *Sustainability Accounting, Management and Policy Journal*, 8(2), 191-215. <https://doi.org/10.1108/sampj-12-2015-0108>

Vexliard, A., & Aytaç, K. (1964). The "Village Institutes" in Turkey. *Comparative Education Review*, 8(1), 41-47. Retrieved from www.jstor.org/stable/1186471

Ward, K. (2003). *Faculty service roles and the scholarship of engagement*. San Francisco, Calif: Jossey-Bass.

Wissema, J. G. (2009). *Towards the third generation university: Managing the university in transition*. Cheltenham: Edward Elgar.

World Health Organization (2020), *DRAFT landscape of COVID-19 candidate vaccines* –. <https://www.who.int/blueprint/priority-diseases/key-action/novel-coronavirus-landscape-ncov.pdf>. (n.d.).

World University Rankings. (2016, April 04). Retrieved November 29, 2020, from <https://www.timeshighereducation.com/world-university-rankings/2015/world-ranking>

Wymer, W., Riecken, G., & Yavas, U. (1997). Determinants of Volunteerism: *Journal of Nonprofit & Public Sector Marketing*, 4(4), 3–26.
https://doi.org/10.1300/j054v04n04_02

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara

Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York: Guilford.

Yin, R. K. (2018). *Case study research and applications: design and methods*. Sage.

Yin, R. K., & Davis, D. (2007). Adding new dimensions to case study evaluations: The case of evaluating comprehensive reforms. *New Directions for Evaluation*, 2007(113), 75–93. <https://doi.org/10.1002/ev.216>

YÖK Lisans Atlası. (n.d.). Orta Doğu Teknik Üniversitesi - Tarih (108410196): Retrieved November 29, 2020, from <https://yokatlas.yok.gov.tr/lisans.php?y=108410196>

APPENDICES

A. INTERVIEW PROTOCOL (IN TURKISH)

Öğretim Üyesi Mülakat Formu

Değerli Katılımcı ve Saygıdeğer Hocam Merhaba,

İsmim Yasin ALTUN. ODTÜ Uluslararası İşbirliği Ofisi Öğrenci Danışmanı ve Eğitim Bilimleri bölümü Yüksek Lisans Öğrencisiyim. Doç. Dr. Serap Emil danışmanlığında yüksek lisans tezim kapsamında fakülte öğretim üyelerinin topluma hizmet algıları ve uygulamaları üzerine araştırma yapıyorum. Çalışmamda üniversitemizdeki beş farklı fakülteden öğretim üyeleri ile görüşmeler yapmayı planlıyorum. Size araştırmamla ilgili daha kapsayıcı bilgi vermesi açısından temel araştırma sorumu sizinle paylaşmak istiyorum:

- 1.) Temel Araştırma Sorusu: Fakülte öğretim üyeleri üniversitenin topluma hizmet rolünü hangi şekillerde anlamaktalar ve bu rolü akademik hayatlarında nasıl uygulamaktalar?

Bu araştırma; Türkiye'nin önde gelen üniversitelerinden birisindeki öğretim üyelerinin üniversitelerin temel hizmet alanlarından birisi olan topluma hizmet görevi ve faaliyetleri ile ilgili algılarını ve uygulamalarını keşfetmeyi amaçlamaktadır. Bu sebeple, sizin üniversitenin topluma hizmet görevi ile ilgili görüşleriniz (algı ve uygulamalarınız) çalışmam için çok büyük önem arz etmektedir.

Görüşmemize başlamadan önce önemli bazı hatırlatmalar yapmak istiyorum. Görüşmemizi izin vermeniz durumunda ses kaydına almayı ve alınan ses kayıtlarını görüşmelerimiz sonucunda deşifrelemeyi planlıyorum. Görüşmemiz sürecinde yapacağınız tüm paylaşımlar sadece bilimsel araştırma amaçlı kullanılacak, ben ve danışmanım dışında kimse ile paylaşılmayacaktır. Araştırma boyunca, verilerin analizinde ve sonuçların paylaşılmasında isminizi veya kimliğinizi ortaya çıkarabilecek hiçbir bilgi paylaşılmayacaktır. Görüşme sırasında kendinizi rahatsız

hissetmeniz veya görüşmeye devam etmek istememeniz durumunda görüşmemizi durdurabilir veya tamamen sonlandırabilirsiniz. Görüşmemizin yaklaşık kırk dakika sürmesi beklenmektedir.

Başlangıç Soruları

- 2.) Görüşmeye başlamadan önce, bu çalışmaya gönüllü olarak katıldığınıza dair gönüllü katılım formunu okuyup imzalayabilir misiniz?
- 3.) Sizinle ilgili bazı demografik bilgilere çalışmam için ihtiyacım olacak. Buna dair katılımcı demografik bilgi formunu doldurabilir misiniz?
- 4.) Görüşmemizi başlatmadan önce sormak istediğiniz bir soru var mıdır? Hazırsanız başlayabilir miyiz?

Hazırlık Soruları

- Eğitim geçmişinizle ilgili kısa bir bilgi verebilir misiniz?
 - Lisans ve lisansüstü eğitimleriniz, akademik görevleriniz ve çalıştığınız üniversiteler
- Akademik hayatınızda, yüzdelik dilimlerle ifade etmeniz gerekirse, hangi faaliyetlere ne kadar zaman harcıyorsunuz?
 - Ders hazırlığı, araştırma ve yayınlar, tez danışmanlığı, jüri üyelikleri, öğrenci işleri, idari işler vs.

Görüşme Soruları

- 1.) Üniversitelerin temel görevlerini nasıl tanımlarsınız?
- 2.) Siz üniversitenin temel görevlerini önceliklerine göre nasıl sıralarsınız?
- 3.) Size göre üniversitenin temel görevlerinin gerçekleştirilmesinde öğretim üyelerinin nasıl bir rolü bulunmaktadır?
- 4.) Topluma hizmet kavramı söylendiğinde aklınıza genel anlamda neler gelmektedir?
- 5.) Siz üniversitenin topluma hizmet görevini nasıl tanımlamaktasınız?
- 6.) Size göre topluma hizmet faaliyetlerinin öğretim üyeleri açısından önemi nelerdir?

- 7.) Size göre üniversitelerin temel görevlerinden birisi olan topluma hizmetin akademisyenler açısından fayda ve / veya (varsa) zararları nelerdir?
- a. Faydalar:
 - b. (varsa) Zararlar:
- 8.) Size göre öğretim üyelerinin topluma hizmet görevini yerine getirmesinin önündeki engel ve / veya zorluklar nelerdir?
- a. Engeller:
 - b. Zorluklar:
- 9.) Siz akademisyenlik hayatınızda topluma fayda hedefini nasıl gerçekleştirdiğinizi düşünüyorsunuz?
- a. Araştırma sonuçlarının topluma tanıtılması ve tanınırlığının artırılması bakımından:
 - b. Araştırma konularınızın çeşitliliği bakımından:
 - c. Ders içi materyaller, okumalar, açılan dersler ve müfredat:
- 10.) Size göre öğretim üyeleri uzmanlık alanlarıyla ilgili başka hangi konularda topluma hizmet görevini gerçekleştirebilir?
- 11.) Size göre topluma hizmet amacıyla öğretim üyeleri arasında iş birlikleri ve ortak çalışmalar nasıl artırılabilir?
- 12.) Size göre üniversitenin topluma hizmet görevinin belirlenmesinde ve uygulanmasında öğretim üyeleri dışındaki diğer önemli etken ve faktörler nelerdir?

Kapanış

- 13.) Bu araştırmaya katkı sağlayacağını düşündüğünüz, eklemek, vurgulamak veya tavsiye etmek istediğiniz başka bir şey var mıdır? Çalışmaya katılımınız ve topluma hizmet alanıyla ilgili değerli düşüncelerinizi, tecrübelerinizi ve uygulamalarınız paylaştığınız için teşekkür ederim.

B. INTERVIEW PROTOCOL (IN ENGLISH)

Faculty Member Interview Form

Dear participant and esteemed professor,

I am Yasin ALTUN, master's student at the department of Educational Sciences and student advisor at International Cooperation Office in our university, METU. I am doing a research study within the scope of my master's thesis on faculty members' perceptions and practices of community service mission. I am planning to have interviews with the faculty members from five different faculties at our university. I would like to share main research question of the study in order to give you more comprehensive information on my study:

- 1. Main Research Question:** In what ways, do faculty members understand the role of university for community service and practice this role in their academic lives?

This study aims at discovering the perceptions and practices of faculty members working at one of the leading universities in Turkey about community service mission and action of the university, which is accepted as one of the essential service areas of universities. For this reason, your opinions (perceptions and practices) on the community service mission of the university bear a remarkable importance for my study. Before beginning our interview, I wish to remind you some important points. If you consent, I am planning to record our interview and then transcribe the recorded data at the end of our interview. All information you provide during the interview will be kept confidential and will not be shared with any other party apart from the researcher and the thesis advisor. No separate data revealing out such private information as your name, identity, etc., will be shared during the study, including in data analysis and results parts. If you feel disturbed about the study or if you feel like

not continuing the study during the interview, you can halt it or terminate it completely. The interview is expected to last around 40 minutes.

Initial Questions

1. Before beginning the interview, could you please read and sign the consent form indicating you voluntarily participate in the study?
2. I need some demographical data about you in my study. Could you please fill in the related Participant Demographic Information Form?
3. Do you have any questions to ask prior to our interview? If you are ready, may we begin?

Preparatory Questions

- Could you give some brief information about your educational background?
 - Undergraduate and graduate education, academic positions, and the universities you worked at.
- In your academic life, how much time do you spare to the following activities? (you can present this distribution in percentile)
 - Course preparations, research and publications, thesis and dissertation advising, thesis committee membership, student affairs, administrative affairs, etc.

Main Questions

4. How do you define primary missions of the university?
5. How do you order the primary missions of the university based on their priorities?
6. In your opinion, what is the role of faculty members in realizing the primary missions of the university?
7. Generally speaking, what comes to your mind when you hear the concept of "community service"?
8. How do you define the mission of university serving the community?
9. In your opinion, what is the importance of community service practices for faculty members?

- 10.** In your opinion, what are the costs and/or (if any) benefits of the community service, which is accepted as one of the primary missions of the university, for faculty members?
- a. Benefits:
 - b. (if any) Costs:
- 11.** What are the obstacles and/or the challenges before faculty members performing community service mission?
- a. Obstacles:
 - b. Challenges:
- 12.** How do you think you realize your community service missions in your academic life?
- a. In terms of publicizing the research results and increasing their public recognition:
 - b. In terms of the variety in your research interest areas:
 - c. Course materials, readings, courses offered, syllabus:
- 13.** In your opinion, how could faculty members perform other community service practices in their areas of expertise?
- 14.** How can collaboration and cooperation be increased among faculty members for the purpose of community service?
- 15.** In your opinion, apart from faculty members, what are the other critical agencies and factors in the determination and application of community service policies at the university?

Closure

- 16.** Are there any other points that you think can contribute to this study? Are there any other aspects that you want to add, emphasize, or suggest about the study?
- I would like to thank you for your participation in the study and for your valuable contributions to the study by sharing your thoughts, experiences, and applications about the field of community service.

C. INVITATION E-MAIL

Araştırmaya Davet Elektronik Postası

Saygıdeğer Hocam merhabalar,

Öncelikle içinden geçtiğimiz bu zor günlerde sizlere ve tüm sevdiklerinize sağlıklı ve huzurlu günler dilerim.

İsmim Yasin ALTUN, ODTÜ Uluslararası İşbirliği Ofisi (UIO) öğrenci danışmanı ve Eğitim Bilimleri Bölümü (Eğitim Yönetimi ve Planlaması Anabilim Dalı) Yüksek Lisans öğrencisiyim. Doç. Dr. Serap Emil danışmanlığında yüksek lisans tezim kapsamında üniversitemizdeki fakülte öğretim üyelerinin üniversitenin üç temel görevinden birisi olarak kabul edilen topluma hizmet kavramıyla ilgili görüş ve uygulamaları üzerine bir araştırma yapıyorum. Çalışmama dair ODTÜ İAEK'dan alınmış Etik Kurulu İzin yazısını ekte (**Ek 1**) bulabilirsiniz.

Bu amaçla çalışmamda fakülte öğretim üleriyle yarı yapılandırılmış görüşmeler yapmayı planlıyorum. İçinde bulunduğumuz COVID-19 salgını nedeniyle veri toplama sürecimi hem katılımcı hocalarımızın hem de kendi sağlık ve güvenliğim için uzaktan ve çevrimiçi olarak yapmayı planlıyorum. Eğer araştırmama katılmayı kabul ederseniz sizden beklenen görüşme boyunca size sorulacak soruları cevaplandırmanızdır. Bu çalışmaya katılım yaklaşık olarak **40 dakika** sürmektedir. Eğer araştırmama katılmayı kabul ederseniz bir sonraki e-postamda Görüşme Sorularını, Katılımcı Demografik Bilgi Formunu ve Gönüllü Katılım Formunu size ileteceğim ve sizden uzaktan görüşmemiz için uygun zaman aralıklarınızı belirlemenizi talep edeceğim.

Şimdiden değerli vakitlerinizi ayırıp e-postamı okuduğunuz için teşekkür ederim.

Tekrardan sağlıklı ve huzurlu günler dilerim.

Saygılarımla,

Yasin ALTUN

GSM: 05 ****

D. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DÜMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
uea Sayı: 28620816 / 231
www.ueam.metu.edu.tr

04 AĞUSTOS 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Serap EMİL

Danışmanlığını yaptığınız Yasin ALTUN'un "Fakülte Öğretim Üyelerinin Topluma Hizmet Kavramına Yönelik Görüş ve Uygulamaları: Bir Yükseköğretim Kurumunun Keşifsel Vaka Çalışması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 231 ODTU 2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

E. INFORMED CONSENT FORM

Araştırmaya Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Bilimleri Bölümü öğretim elemanlarından Doç. Dr. Serap Emil danışmanlığında ODTÜ Uluslararası İşbirliği Ofisi Öğrenci Danışmanı ve Eğitim Bilimleri bölümü Yüksek Lisans öğrencisi Yasin ALTUN tarafından yürütülen, topluma hizmet kavramı üzerine bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, katılımcıların topluma hizmet kavramını algılama ve uygulama davranışlarıyla ilgili bilgi toplamaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, görüşme boyunca sizlere sorulacak soruları cevaplandırmanızdır. Bu çalışmaya katılım ortalama olarak 40 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Görüşme formatı, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşme formunu uygulayan kişiye, görüşmeyi tamamlamak istemediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Mülakat öncesinde ve sonrasında, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü öğretim üyelerinden Doç. Dr. Serap Emil (E-posta: ya da Eğitim Yönetimi ve Planlaması Yüksek Lisans öğrencisi Yasin Altun (E-posta: ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyisim

Tarih

İmza

---/---/----

F. PARTICIPANT DEMOGRAPHIC INFORMATION FORM

Katılımcı Demografik Bilgi Formu

Dear participant and esteemed professor,

I am Yasin ALTUN, master's student at the department of Educational Sciences and student advisor at International Cooperation Office in our university. I am doing a research study within the scope of my master's thesis on faculty members' perceptions and practices of community service mission. For this purpose, I am planning to obtain some categorical data about faculty members, and below, there are some questions that I need to learn about you. All information you provide will be kept confidential and will not be shared with any other party apart from the researcher and the thesis advisor. The information will be used only for describing general characteristics of research participants, and no individual data will be used or identified separately. Finally, I thank you once again for your willingness to contribute to this study by partaking the interview and filling the information form.

1. Gender:
2. Age:
3. Department:
4. Academic Title:
5. The university you obtained your PhD from:
6. Number of Years as Faculty Member (in total):
 - 6.1. Professor:
 - 6.2. Associate Professor:
 - 6.3. Assistant Professor:
 - 6.4. Research Assistant:
7. Years at METU (both as student and as faculty member in total):
8. Current Administrative Position(s): (if any)
9. Previous Administration Positions(s): (if any)
10. Current number of master's Thesis and PhD. Dissertation students:

- 11.** Number of courses offered by you in the last semester:
- 12.** Type of Student Clubs and Societies advised: (if any)
- 13.** Type of NGOS you are a part of: (if any)
- 14.** Type of Student Clubs and Societies you were a member of while student: (if any)
- 15.** Type of NGOs you were a part of while student: (if any)



G. TÜRKÇE ÖZET/ TURKISH SUMMARY

ÜNİVERSİTENİN ÜÇÜNCÜ GÖREVİ: ÖĞRETİM ÜYELERİNİN TOPLUMA HİZMET KAVRAMINA YÖNELİK GÖRÜŞ VE UYGULAMALARI

1. Giriş

Yükseköğretim farklı akademik alan ve geçmişlerden bilim insanları tarafından uzun süredir araştırılan ve incelenen bir disiplin olmuştur. Aynı zamanda yükseköğretim kurumlarının toplum içindeki rollerine ilişkin tartışmalar da uzun zamandır süregelmektedir. Orta Çağ Avrupa'sının başlangıcından beri üniversitelerin varlık nedenlerini anlamlandırmak ve tanımlamak adına bilim insanları çeşitli sorular ortaya atmışlardır ve üniversitelerin varoluşsal yapısını derinlemesine inceleyen bu sorulardan bazıları "üniversite nedir?", "yükseköğretimin amacı / misyonu nelerdir?", "üniversite kavramı dünyada nasıl bir yer edinmektedir?" veya "üniversite topluma ne ölçüde hizmet etmektedir?" şeklindedir. Lowe (2009) ilk kurulan üniversitelerin tarihini, gelişimini ve yükselişini beş ciltlik derleme eserinde tartışmaktadır ve üniversitelerin nasıl kurulduklarını örneklerle açıklamaktadır. Lowe'a göre (2009), üniversitelerin tanımı ve temel görevleri ilk kurulan üniversitelerin, örneğin Bologna Üniversitesi, Paris Üniversitesi veya Oxford Üniversitesi, zamanından beri tartışılmaktadır.

Tarih boyunca üniversitelerin temel görev ve sorumlulukları içinde bulundukları toplum ve döneme göre büyük ölçüde değişiklik göstermiş ve farklılaşmış olsa da mevcut yükseköğretim alan yazınında üniversitelerin *eğitim-öğretim*, *araştırma* ve *topluma hizmet* olmak üzere üç temel görevinden bahsedilmektedir (İngiltere Ulusal Eğitim Komisyonu, 1994; Rubens vd., 2017). Üniversitelerin bu üç başlıca görevi aynı zamanda *birinci misyon*, *ikinci misyon* ve *üçüncü misyon* olarak da adlandırılmaktadır. Türkiye'de yükseköğretimin misyon, görev ve sorumluluklarına gelince Türkiye'deki üniversitelerin misyonlarının da benzer görevlerden oluştuğu

söylenbilir. 2547 sayılı Yükseköğretim Kanunu'na göre Türkiye'deki yükseköğretimin ya da yükseköğretim kurumlarının amaçları arasında yüksek akademik düzeyde araştırma ve çalışma yapmak, bilgi ve teknolojiyi üretmek ve desteklemek, ilerleme ve gelişmeye yardımcı olmak ve ulusal ve uluslararası kuruluşlarla işbirliği içerisinde akademik tanınırlığı artırmak ve evrensel ve çağdaş gelişime katkıda bulunmak gibi maddeler bulunmaktadır (YÖK Mevzuat, 2547).

Üniversitelerin temel görevleri eğitim-öğretim, araştırma-geliştirme ve topluma hizmet olarak kabul edilse de bu üç görevin üniversitelerde nasıl veya hangi yollarla / şekillerde hayata geçirildiğine dair daha fazla çalışmaya ihtiyaç bulunmaktadır. Ayrıca, üniversitenin en yeni ve en son kabul edilen görevi olan topluma hizmetin başta akademisyenler olmak üzere farklı üniversite bileşenleri tarafından benimsenmeye başlanan bir kavram olduğu düşünüldüğünde bu misyona ilişkin görüş ve uygulamalar alan yazında yeterince araştırılmış gözükmemektedir. Benzer şekilde, üniversitenin topluma hizmet görevi karmaşık ve kafa karıştırıcı anlamlar taşıyan bir kavram olarak yer almaktadır. Bu sebeple öğretim üyelerinin topluma hizmet kavramına dair görüş ve uygulamalarını inceleyen bir çalışmaya ihtiyaç bulunmaktadır. Bu çalışma Türkiye'nin önde gelen kamu üniversitelerinden birinde görev yapan öğretim üyelerinin üniversitenin topluma hizmet görevine dair görüş ve uygulamalarını, yaşadıkları bireysel deneyimleri ve bu tecrübelerine ilişkin algılarını araştırmayı amaçlamaktadır. Araştırmanın hedefi kapsamında oluşturulan araştırma sorusu aşağıdaki gibidir:

Temel Araştırma Sorusu: Öğretim üyeleri üniversitenin topluma hizmet rolünü hangi şekillerde anlamaktalar ve bu rolü akademik hayatlarında nasıl uygulamaktalar?

Dünya üzerindeki birçok üniversite sosyal konuları değerler, misyon, vizyon vb. gibi kurumsal kimliklerine açıkça veya dolaylı bir şekilde entegre etmiştir (Beere vd., 2011). Üniversitenin, öğrencilerin ve / veya akademisyenlerin toplumdan uzaklaşması (Bok, 1982) üniversite ve toplum arasındaki bağı zayıflatmıştır. Üniversiteler kendi başlarına misyonlarını takip ederlerken yükseköğretim alanındaki bu gelişmelerin

toplumu olması gerektiği kadar desteklemediği gözlemlenmiştir. Bu çalışma Türkiye’deki yükseköğretim bağlamında var olan yükseköğretim literatürünün gelişmesine ve öğretim üyelerinin topluma hizmete dair görüş ve uygulamalarına katkı sağlamaktadır.

2. Literatür Taraması

Üniversitenin topluma hizmet göreviyle ilgili literatür taramasında elde edilen teorik ve kavramsal çerçeve bu kısımda kısaca özetlenecektir. Üniversitenin topluma hizmet görevi literatür taramasına göre farklı araştırmacılar tarafından çeşitli şekillerde adlandırılmıştır ve bu kavramlardan bazıları ‘*akademik vatandaşlık*’ (Macfarlane, 2007), ‘*toplumsal sorumluluk*’ (Orr & Rogers, 2011), ‘*topluma hizmet, toplumsal görev, bölgesel vatandaşlık, kamu hizmeti*’ (Beere vd., 2011), ‘*kamu görevi ve vatandaşlık bilinci*’ (Langseth & Plater, 2004) şeklindedir. Bununla birlikte bu kavramların tamamı topluma hizmet görevi içerisinde üniversitenin eğitim-öğretim ve araştırma amaçlarını da içermektedir. Bütün bu kavramlar benzer görev ve sorumluluklara atıfta bulunsa da üniversitenin hizmet rolünü ifade eden terim genel olarak *topluma hizmet (toplumsal hizmet)* ya da *üçüncü misyon* olarak kabul edilmektedir.

Avrupa Komisyonu Hayat Boyu Öğrenme belgesine göre (Ocak, 2012) üniversitenin üçüncü görevi bilgi ve diğer çeşitli üniversite kaynaklarının kamu yararı amacıyla üretilmesi, uygulanması, kullanılması ve tüketilmesi olarak tanımlanmaktadır (aktaran Carrión García vd., 2012). Topluma hizmet yükseköğretim kurumlarında öğrenciler, öğretim üyeleri ve diğer ilgili bileşenler tarafından yürütülen ve toplumun yaşam standartlarına ve refahına katkıda bulunan çeşitli faaliyetleri ifade etmektedir. Üniversitelerdeki bu yenilenme hem temel hem de uygulamalı bilimler, eğitim-öğretim, araştırma ve diğer hizmet uygulamalarında olabilir (Langseth & Plater, 2004). Dolayısıyla topluma hizmet üçüncü misyon rolünde özel bir hedeftir ve üniversitelerin stratejik planlama belgelerinde de vurgulanmaktadır (Scott, 2006). Üniversitenin sağladığı bu topluma hizmetin öne çıkan özellikleri arasında üniversitenin sunduğu araştırma ve geliştirmedeki başarı sayesinde toplumun refah ve yaşam standartlarını artırılması (Langseth & Plater, 2004) ve gönüllülük ve kamu

yararı (Shaker, 2015) yer almaktadır. Benzer şekilde yükseköğretimde rekabetçi ve yayın baskıcı bir kültür yerine, sosyal sorumluluk ve toplumun çeşitli bileşenleriyle olumlu ilişkiler geliştirilmesi de önerilmektedir (Levinson, 2005).

Üniversitelerde topluma hizmet faaliyetlerini sürdürmede karşılaşılan sorunlardan biri de kurumsal bağlılık ve süreklilik eksikliğidir. Bu eksiklik literatürde '*sorumluluk eksikliği veya kopukluk*' (Orr & Rogers, 2011) olarak nitelendirilmektedir. Bu sorun temelde daha organize ve kolektif stratejiler yerine topluma hizmet uygulamaları ve politikalarını sürdürmede bireylere bağımlılıktan kaynaklanmaktadır (Beere vd., 2011). Topluma hizmet görevinin *kurumsallaşması* toplumsal sorumluluk ve fayda faaliyetlerinin yönetimini ve tanıtımını destekleyen üniversite organizasyon düzeyindeki ofisler ve birimler olarak tanımlanmaktadır (Beere vd., 2011). Üniversite / fakülte yöneticileri ve akademisyenler arasında açık ve güçlü bir işbirliği kurulmadıkça topluma hizmetin *kurumsallaşması* zordur (Langseth & Plater, 2004).

Mintzberg'e göre (1992) üniversiteler profesyonel bürokrasilerin en belirgin türlerinden birisidir ve öğretim üyeleri yüksek becerileri ve özellikleri sayesinde bu örgütlerin merkezlerinde yer almaktadırlar. Öğretim üyelerinin topluma hizmet uygulamalarına katılımı bir üniversitenin toplumun ihtiyaçlarıyla ilgilendiğinin göstergesidir ve bu durum öğretim üyelerinin araştırma alanları ve akademik eğilimleri sayesinde çevreleriyle ilişkiler kurmalarını sağlar (Gavazzi & Gee, 2018). Macfarlane'e göre (2007) öğretim üyelerinin topluma hizmete katılımları *akademik yurttaşlık* olarak tanımlanmaktadır ve akademisyenler öğrencilerine, çalıştıkları kurumlara, profesyonel disiplinlerine ve toplumsal paydaşlara fayda sağlarlar (Macfarlane, 2007). Bütün bu eylemlerin arkasındaki temel motivasyon öğrencilerin eğitim-öğretim niteliklerini arttırmak ve toplumun çeşitli paydaşlarının ihtiyaçlarını karşılamak ve yaşam-boyu öğrenmelerine yardımcı olmaktır (Carrión García vd., 2012). Topluma hizmet uygulamaları toplumsal yarar amacıyla yapılan tüm aktiviteleri içerse de bazı araştırmacılar *üniversite içi* ve *üniversite dışı* hizmet olmak üzere iki çeşit hizmetten bahsetmektedirler (Macfarlane, 2007; Ward, 2003).

Türkiye yükseköğretimi bağlamında topluma hizmet; *toplumsal hizmet / topluma hizmet* ve *hizmet ederek öğrenme* başlıkları altında araştırılmıştır. Ayrıca topluma hizmet 11. Ulusal Kalkınma Planıyla uyumlu olacak şekilde Yükseköğretim Kurulu (YÖK)'ün 2019-2023 Stratejik Planında ülkenin ekonomik, sosyal, bölgesel ve ulusal kalkınmasına katkıda bulunan stratejik bir hedef olarak kabul edilmiştir (YÖK Stratejik Plan).

3. Yöntem

Bu bölümde araştırmanın tasarımı, örneklem seçimi ve katılımcılar, veri toplama araçları, veri toplama süreci ve verilerin analizi konuları kısaca anlatılacaktır.

3.1. Araştırmanın Tasarımı

Bu araştırmanın amacı öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili görüş ve uygulamalarını incelemektir ve ilgili araştırma sorusuyla da uyumlu olarak nitel tek bir vaka çalışması araştırma deseni olarak seçilmiştir. Yin'e göre (2011) nitel araştırmalar insanların yaşanmış tecrübelerini gerçek yaşam ortamlarında incelemeyi amaçlar ve nitel araştırmaların ayırt edici bir diğer özelliği ise insanların doğal ortamlarında algı ve görüşlerini incelemeyi hedeflemesidir. Bu çalışma Ankara'da merkezi bir konumda bulunan ve ülkenin en iyi yükseköğretim kurumlarından birisi olan, tanınmış bir kamu üniversitesinde gerçekleştirilmiştir.

3.2. Örneklem ve Katılımcılar

Bu araştırmanın odak noktası olan topluma hizmet, konu hakkında detaylı bilgiye sahip öğretim üyelerinin görüş ve bakış açılarına göre incelenmek istenmiştir. Bu sebeple amaçlı örneklem stratejisi kullanılmıştır. Patton'a göre (2002) amaçlı örneklemdaki temel hedef konu hakkında zengin bilgi ve derinlemesine tecrübeye sahip ve araştırmaya büyük katkılar sağlayabilecek katılımcılara ulaşmaktır (aktaran Guest vd., 2013). Creswell (2013) de incelenen kavramı kapsamlı bir şekilde araştırmak ve detaylı bilgiye sahip katılımcılara ulaşmak amacıyla amaçlı örneklem metodunu önermiştir. Araştırmacı bu çalışmada seçilen üniversitede daha önce topluma hizmet uygulamaları ve politikalarına katılmış ve deneyim sahibi akademisyenleri belirlemiştir ve bu süreçte akademisyenlerin akademik ilgi alanları, özgeçmişleri ve araştırmacının çevresinden de faydalanmıştır. Toplamda seçilen üniversitede tam zamanlı görev yapmakta olan 13 öğretim üyesi bu çalışmaya

katılmıştır ve akademisyenler üniversitedeki 5 farklı bölümden ve farklı unvanlardan (profesör, doçent, yardımcı doçent ve doktor öğretim üyesi) seçilmiştir.

3.3. Veri Toplama Araçları

Bu çalışmada araştırmanın amacı ve tasarımıyla uyumlu olarak üç temel nitel veri toplama aracı kullanılmıştır ve ilgili araçlar araştırmacı tarafından; araştırmacının tez danışmanı ve alandaki üç uzman akademisyenin görüşü alınarak hazırlanan yarı-yapılandırılmış görüşme soruları, kurumun 2018-2022 yıllarına ait stratejik planı ve diğer ilgili yazılı ve görsel belgeleri (web siteleri, misyon-vizyonu vb.) ve araştırmacının her bir görüşme sonrası tuttuğu bireysel görüşme formlarıdır. Böylelikle veri toplama araçları ve toplanılan veri bakımından çeşitlendirilme (Merriam, 1998;2009) sağlanmıştır.

3.4. Veri Toplama Süreci ve Veri Analizi

Tüm görüşmeler Zoom adı verilen bir video iletişim sistemi üzerinden çevrimiçi olarak gerçekleştirilmiş ve ayrıca tüm görüşmeler Zoom üzerinden kaydedilmiştir. Ana verinin toplanmasından önce aynı üniversitede görev yapmakta olan 2 öğretim üyesiyle yarı yapılandırılmış görüşme soruları ve demografik bilgi formunun pilot çalışması yürütülmüştür. Creswell'e göre (2013) nitel veri analizi toplanılan sözlü verilerin yazılı formata dönüştürülmesiyle başlar. Toplanan görüşme verileri araştırmacı tarafından her bir görüşme sonrasında kelimesi kelimesine deşifre edilmiştir.

Verilen analizinde iki nitel veri analiz yöntemi, tematik analiz ve betimleyici analiz, kullanılmıştır. Braun ve Clarke (2006)'nın öne sürdüğü tematik analizin altı aşaması ve Yılmaz ve Şimşek (2013)'ün belirttiği nitel verilerin detaylı betimlenmesi yöntemi bu çalışmada verilerin analizinde kullanılmıştır. Yazıya dökülen veriler iki aşamalı bir yöntemle göre analiz edilmiştir. Öncelikle deşifre edilmiş toplam veri çok uzun olmadığı için kodlamalar araştırmacı tarafından elle yapılmış ve ilk kod ve kategoriler oluşturulduktan sonra araştırmacı tarafından bilgisayara kaydedilmiştir. Veri analizinin ikinci aşamasında bilgisayar destekli bir nitel veri analiz yazılımı olan MAXQDA 2020 kullanılmıştır. Her iki veri analiz süreçlerinden sonra oluşturulan

ortak kodlar bir araya getirilmiş ve toplamda 3 ana tema ve 10 alt tema (ya da kategori) ortaya çıkmıştır.

4. Bulgular

Bu araştırmanın amacı öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili görüş ve uygulamalarını incelemektir ve bu hedef doğrultusunda ve akademisyenlerden elde edilen verilerin analizi neticesinde üç ana tema ve bu temalarla ilgili on alt tema belirmiştir. Öne çıkan üç ana tema sırasıyla (1) *üniversitenin varlık sebepleri ve öğretim üyelerinin konumu*, (2) *öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili algıları* ve (3) *öğretim üyelerinin algılanan topluma hizmet uygulamaları* şeklindedir. Belirtilen temalarla ilgili pek çok kod ve kategori de belirmiştir. Ayrıca üniversite ve öğretim üyelerinin topluma hizmet görevini yerine getirmesinin önündeki bazı zorluklar ve bu zorlukların çözümüne dair bazı öneriler de bu çalışmada öne çıkan bir diğer önemli bulgu olmuştur.

4.1. Üniversitenin Varlık Sebepleri ve Öğretim Üyelerinin Konumu

Öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili algı, tanım ve uygulamaları detaylıca açıklanmadan önce üniversitenin varoluş sebebi ve bu amacın içerisinde öğretim üyelerinin konumu bu araştırmanın ilk teması olarak belirmiştir. Üniversitenin temel görevleri ya da varoluş sebepleriyle ilgili iki paradigma belirmiştir ve bunlar *eğitim-öğretim ve araştırma alanlarında mükemmelliğe ulaşmak* ve *eğitim-öğretim ve araştırmanın ötesinde sosyal / toplumsal etki yaratmak* şeklindedir. Bazı öğretim üyeleri üniversitenin temel görev ve sorumluluklarının eğitim-öğretim ve araştırma olduğunu ve başka bir temel misyonunun olmadığını önemle belirtirken diğer bazı öğretim üyeleri ise bu iki temel görevi birlikte düşünüp daha kapsayıcı bir görev tanımından bahsetmişlerdir. Öğretim üyelerinin üniversitelerdeki görev ve rollerine gelince benzer şekilde katılımcı akademisyenlerden bazıları *öğretim üyelerinin kritik görevleri yerine getirmeleri bakımından rollerini hayati ve vazgeçilmez* olarak ifade ederken öğretim üyelerinin bu görev ve sorumluluklarını *akademisyen olmanın bir gerekliliği ve görev tanımı* olarak değerlendiren bazı akademisyenler de olmuştur.

4.2. Öğretim Üyelerinin Üniversitenin Topluma Hizmet Göreviyle İlgili Algıları

Bu araştırmanın en öne çıkan bulgularından birisi olarak öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili görüş ve algıları belirlemiştir. Bu temayla ilgili üç önemli alt tema ortaya çıkmış ve bu alt-temalar sırasıyla (1) *öğretim üyelerinin üniversitenin topluma hizmet görevi tanımı*, (2) *öğretim üyelerinin üniversitenin topluma hizmet görevi tanımlamalarındaki bazı ortak özellikler* ve (3) *öğretim üyelerinin topluma hizmet göreviyle ilgili kurumsal ve bireysel seviyelerde olmak üzere iki çeşit algıları* şeklindedir.

Öğretim üyelerinin yanıtlarına göre üniversitenin topluma hizmet görevi üç farklı şekilde tanımlanmıştır ve bu tanımlamalar sırasıyla (1) *eğitim-öğretim ve araştırma faaliyetleri gerçekleştirerek topluma hizmet etmek*, (2) *kurumsal / üniversite düzeyinde sosyal yardım faaliyetleri düzenleyerek topluma hizmet etmek* ve (3) *toplumsal bilinci ve bilgi birikimini yükselterek topluma hizmet etmek* şeklindedir. Öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili ilk tanımlamalarında attettikleri ilk anlam üniversitenin eğitim-öğretim ve araştırma işlevlerini içermektedir. Bu bakış açısına göre üniversiteler topluma eğitim-öğretim ve araştırma faaliyetlerini yerine getirerek en iyi şekilde hizmet edebilir ve bu üniversitenin topluma hizmet görevi olarak tanımlanmıştır. İkinci tanımlamaya gelince topluma hizmet sadece üniversiteye özgü değil diğer tüm örgütlerin de yürütebileceği gönüllülük projeleri ve yardım kampanyaları olarak tanımlanmıştır. Bu tanıma göre topluma hizmet üniversite düzeyinde düzenlenen, toplumsal / kamu yararı güden ve bilinç / farkındalık seviyesi yüksek bir şekilde planlanan ve uygulanan bir görev olarak tanımlanmıştır. Üniversitenin topluma hizmet göreviyle ilgili son tanıma gelince topluma sosyal yardım ve destek projeleri yapmanın yanı sıra yurttaşlık ve vatandaşlık kültür ve bilincinin oluşturulması ve toplum tarafından içselleştirilmesi de vurgulanmıştır. Bu bakış açısına göre üniversitenin topluma hizmet görevi topluma sadece bilgi aktarmak değil, aynı zamanda topluma üniversitenin özgürlük, özgür düşünce, demokrasi, kritik düşünme gibi değerlerini göstermek, örnek olmak ve sosyal haklar konusunda rehber olmak şeklindedir.

Öğretim üyelerinin yanıtlarına göre *üniversitenin topluma hizmet görevini açıklayan, herkese uyacak ve genel geçer bir tanımlama yapmak zor gözükmiştir*. Benzer şekilde katılımcı öğretim üyelerinden bir tanesi *topluma hizmeti tanımlaması oldukça güç, muğlak ve belirsiz bir kavram* olarak nitelendirmiştir. Tüm bu muğlaklık ve fikir ayrılığına rağmen öğretim üyelerinin üç farklı topluma hizmet tanımlamalarında benzer ve ortak bazı özellikler de ortaya çıkmıştır. Bu nedenle bu araştırmada *herkese uyan ve kabul edilebilir bir topluma hizmet tanımı yapmak yerine bu kavramı açıklayan bazı ortak özellikler* vurgulanmıştır ve bu özellikler sırasıyla üniversitenin topluma hizmet görevi; (1) *adanmışlık ve fedakarlık istemektedir*, (2) *gönüllülük esasına dayanmaktadır*, (3) *diğerkamlık anlayışıyla gerçekleştirilmektedir*, (4) *ölçme ve değerlendirilmesi güç bir kavramdır*, (5) *ücret beklemeden, opsiyonel ve fayda amaçlı yürütülmektedir*, (6) *bireylerin kültürel, sosyal ve siyasi düşünce yapılarına göre değişiklik göstermektedir*, (7) *genel ve zayıf tanımlanmış bir şemsiye / çatı tabirdir* ve (8) *faydalı ve saygıdeğer bir davranıştır* şeklindedir.

Bu araştırmanın bir diğer önemli bulgusu ise öğretim üyelerinin topluma hizmet algı düzeyleriyle ilgilidir. Bu noktada öğretim üyelerinin topluma hizmetle ilgili görüşleri iki seviyeye ayrılmıştır ve bunlar *bireysel anlamda topluma hizmet* ve *örgütsel / kurumsal anlamda topluma hizmet* şeklindedir. Bazı öğretim üyeleri topluma hizmeti *bireysel ve kişisel bir tercih* olarak görürken bazıları bunu daha çok *kurumlar tarafından düzenlenen organize bir davranış* olarak değerlendirmiştir. Bu iki bakış açısına bağlı olarak topluma hizmet kavramı iki farklı şekilde algılanmıştır.

4.3. Öğretim Üyelerinin Algılanan Topluma Hizmet Uygulamaları

Bu araştırmanın bir diğer önemli bulgusu ise öğretim üyelerinin algılan topluma hizmet faaliyetleriyle ilgilidir. Bu tema ile ilgili üç alt tema ortaya çıkmıştır ve ilgili alt temalar sırasıyla (1) *öğretim üyelerinin mesleki / profesyonel hayatlarında gerçekleştirdikleri topluma hizmet uygulamaları*, (2) *bireysel / özel hayatlarında gerçekleştirdikleri topluma hizmet uygulamaları* ve (3) *üniversite düzeyinde topluma hizmet uygulamaları ve politikalarını etkileyen bazı faktörler* şeklindedir. Öğretim üyelerinin mesleki / profesyonel hayatlarında gerçekleştirdikleri topluma hizmet faaliyetleri iki gruba ayrılmaktadır ve bunlar *üniversite içinde gerçekleştirilen hizmet*

uygulamaları ve üniversite dışında gerçekleştirilen hizmet uygulamaları şeklindedir. Üniversite içi hizmet uygulamaları üniversitenin başlıca öğrencileri, idari personelleri vs. olmak üzere çeşitli üniversite içi paydaşlara yönelik olarak yapılan faaliyetleri ifade etmektedir. Üniversite dışı hizmet uygulamaları ise sivil toplum kuruluşları, kamu kurumları, dernekler vb. üniversite dışı paydaşlarla birlikte yürütülen faaliyetlerdir.

Öğretim üyelerinin topluma hizmet aktiviteleriyle ilgili bir diğer ayrım ise yürütülen faaliyetlerin *etkisi* ve *faydalanıcısı* bakımından yapılmıştır. Hizmet uygulamasının etkisi yapılan topluma hizmet aktivitesinin etkisinin hedeflenen grubun üzerinde *doğrudan* ve *dolaylı* olmasına göre değişiklik göstermektedir. Faydalanıcı bakımından hizmet uygulaması ise *yararlanıcıların üniversite içinden ve üniversite dışından* olmasına göre farklılık göstermektedir. Örneğin öğretim üyelerinin *üniversite öğrencilerine burs, öğrenim harcı muafiyeti vb. yardım kampanyaları* bir *doğrudan ve üniversite içi hizmet örneği* olarak değerlendirilmiştir. Öte yandan öğretim üyelerinin *kamu kurumlarına ve diğer STK'lara ücretsiz danışmanlık yapması* ise *üniversite dışı ve dolaylı bir hizmet uygulaması* olarak görülmüştür.

Son olarak öğretim üyelerinin çoğu mesleki hayatlarında hizmet ederken karşılaştıkları bazı zorluklardan bahsetmişlerdir ve bunlar üç kategoride sıralanmıştır: (1) *üniversite / akademideki yaygın kültür*, (2) *akademisyenlerin kişisel görüş ve tutumları* ve (3) *bürokratik ve sistemsel zorluklar*. Öğretim üyeleri bahsedilen bütün zorlukların ve engellerin yüksek motivasyon ve kararlılığa sahip bireyler sayesinde çözülebilir ve halledebilir olduğunu vurgulamış ve topluma hizmetin üniversitede desteklenmesi ve teşvik edilmesi için üç temel öneride bulunmuştur. İlgili öneriler STK'lardan üniversite üst yönetimleri ve kamu kurumlarına kadar pek çok paydaşa yöneliktir ve sırasıyla (1) *topluma hizmet amacıyla daha kurumsallaşmış politikaların geliştirilmesi*, (2) *üniversite üst yönetiminin topluma hizmet faaliyetlerini destekleyici kararlar alması* ve (3) *genel toplum içerisinde topluma hizmete dair bilinç ve farkındalığının yükseltilmesi* şeklindedir. Sonuç olarak, bu bölümde öğretim üyelerinin üniversitenin topluma hizmet göreviyle ilgili görüş ve uygulamaları üç ana

tema altında özetlenmiş ve çalışmanın öne çıkan bulguları çeşitli temel başlıklar altında kısaca anlatılmıştır.

5. Tartışma ve Sonuç

Bu bölümde araştırmanın bulguları tartışılacak ve ayrıca araştırma sonucunda yükseköğretim yöneticileri ve gelecekteki çalışmalar / araştırmacılar bakımından elde edilen bazı öneriler de sunulacaktır.

5.1. Tartışma

Bu çalışmada üniversitenin temel görevleriyle ilgili elde edilen bulgular literatür taramasında sıklıkla belirtilen üç temel görev, eğitim-öğretim, araştırma ve topluma hizmet, açıklamasını desteklemektedir (Rouse, 2016). Üniversitenin temel görevlerine dair üç temel sacayağı benzetmesi alandaki diğer araştırmacılar tarafından, örneğin Rubens vd., 2017, Laredo (2007) ve Scott (2006), da sıklıkla vurgulanmıştır. Ayrıca Scott (2006) üniversitelerin temel görevlerini ilk kuruluş yıllarından beri değişen, gelişen ve farklılık gösteren dinamik durumlar olarak tanımlamıştır ve bu çalışma Scott (2006)'yı sonuçları bakımından desteklemektedir. Bu çalışmada üniversitenin görevleriyle ilgili belirtilen farklı açıklamalar alan yazında *misyon çatışması* (Rouse, 2016) ya da *değerler çatışması* (Reino & Jaakson, 2014) olarak ifade edilen tartışmaları desteklemektedir. Ayrıca bu çalışma öğretim üyelerinin üniversitenin temel görevlerine dair algılarının aynı zamanda kendi görev ve sorumluluk anlayışlarını da şekillendirdiğini ortaya koymuştur ve bu da Boyer (1991)'in dört *akademik sorumluluk* tanımına uymaktadır.

Bu çalışmanın bulguları alan yazında sıkça belirtilen üniversitenin topluma hizmet misyonunun net bir şekilde tanımlanmadığı ve açıklanmadığı yargısını (Ward, 2003) desteklemektedir. Bu sebeple bu çalışmanın bulguları üniversitenin topluma hizmet misyonundan ne kastedildiğinin yükseköğretim yöneticileri tarafından detaylıca araştırılması ve tanımlanması gerektiğini savunmaktadır. Bu çalışmada öğretim üyelerinin topluma hizmet görevini eğitim-öğretim ve araştırma misyonlarıyla birlikte açıklamaları ve ilişkilendirmeleri Benneworth (2013)'ün üniversite hizmet görevini eğitim ve araştırma faaliyetleriyle gerçekleştirir açıklamasıyla örtüşmektedir. Topluma hizmet her ne kadar eğitim-öğretim ve araştırma görevleriyle ilişkili olsa da

bu çalışma topluma hizmet kavramının farklı anlam ve tanımları da içerdiğini ortaya koymuştur. Bu bakımından bu çalışma Borkoski ve Prosser (2019)'un üniversitenin sosyal sorumluluk görevini bilimsel bilgi aktarmanın yanında eleştirel beceri kazandırma, sosyal meselelere karşı farkındalık geliştirme ve diğer toplumsal paydaşlarla kurumsal işbirlikleri kurma olarak tanımlamasını desteklemektedir ve topluma hizmet kavramına daha kapsayıcı bir çerçeveden bakmaktadır. Ayrıca bu çalışma topluma hizmetin üniversitenin diğer iki temel amacına kıyasla üniversitede yeterince ilgi, önem ve dikkat çekmediğini ortaya koymuştur ve Rubens vd., 2017 de topluma hizmetin tarihsel olarak daha az önem verilen ve üzerinde düşünülen bir kavram olduğunu vurgulamıştır.

Araştırmanın sonuçlarına göre bu çalışmada öğretim üyelerinin tamamının uzlaştığı ortak bir topluma hizmet misyon tanımına ulaşamamıştır; ancak üç farklı tanımlamada da ortak olan bazı ortak özellikler, örneğin gönüllülük kavramı gibi, ortaya çıkmıştır. Bu bakımdan bu çalışma üniversitenin topluma hizmet görevinde gönüllülük esasının önemini ortaya çıkarmıştır ve Harris (2008) de topluma hizmeti bireylerin / örgütlerin sorumluluk ve hizmet faaliyetlerine gönüllü katılımı olarak tanımlamıştır. Ayrıca bu çalışmada topluma hizmetin kâr elde etmek veya para kazanmak amacıyla yapılamayacağı önemle vurgulanmıştır ve bu yönden topluma hizmetin içsel motivasyon ve gönüllülük prensibine göre yapılabileceği ve üniversitenin sosyal sorumluluk ve yurttaşlık görevine (Sengupta vd., 2020) göre yapılması gerektiğinin de altı çizilmiştir. Benzer şekilde bu çalışmada topluma hizmet kavramının ifade ettiği bazı değerler vurgulanmıştır ve bunlar Sengupta vd., 2020'nin açıkladığı gönüllülük davranışı, ahlaki ve etik sorumluluk, yurttaşlık, vatandaşlık bilinci, proaktif davranış gibi değerlerle de örtüşmektedir. Bu çalışma üniversitenin günümüzdeki temel misyonlarının ve topluma hizmet görevinin toplumun karşılaştığı sosyal, finansal, politik, ahlaki ve etik sorunlarla ilgilenmeye yönelecek şekilde yeniden tanımlanması gerektiğini (Boyer, 1996) ortaya koymuştur ve benzer şekilde Albuлесcu ve Albuлесcu (2014) üniversitenin topluma hizmet görevini bir yandan eğitim-öğretim ve araştırmada mükemmelliği hedeflerken diğer yandan yurttaşlık, demokratik kültür, akademik özgürlük ve toplumun yaşam standartlarını ve refahını arttırma olarak tanımlamıştır.

Sonuçlara göre üniversitenin topluma hizmet görevi üniversite içi ve üniversite dışı hizmet olmak üzere iki şekilde gerçekleştirilebilir ve bu çalışmadaki öğretim üyelerinin topluma hizmete dair görüşleri Macfarlane (2007) ve Ward (2003)'ün topluma hizmet uygulamaları sınıflandırmasına uymaktadır. Her iki araştırmacıya göre akademisyenlerin / üniversitelerin üniversite içi ve üniversite dışı olmak üzere iki grupta hizmet aktiviteleri olabilir. Ayrıca bu çalışmada farklı kategorilerde topluma hizmet faaliyetleri öğretim üyeleri tarafından açıklanmıştır ve bu bakımdan Ward (2003)'ün çeşitli hizmet alanları sınıflandırmasına, örneğin akademik disipline hizmet, bölüm / üniversiteye hizmet, öğrencilere hizmet, üniversite içi / dışı hizmet, gibi, bir uyum söz konusudur. Öğretim üyelerinin topluma hizmeti algılama durumlarına gelince, bu çalışmada iki düzeyde topluma hizmet algısı ortaya çıkmıştır ve bunlar bireysel anlamda ve toplumsal / kurumsal anlamda topluma hizmettir. Bu da Benneworth (2013)'ün bireysel ve kurumsal hizmet sınıflandırmasını desteklemektedir. Son olarak bu araştırmanın sonuçları iki farklı düzeyde topluma hizmet anlayışını ortaya koymuştur ve topluma hizmet üniversitelerde desteklenmek ve hayata geçirilmek isteniyorsa topluma hizmetin kurumsal tanınırlığın bir zorunluluk olduğunu da öne sürmüştür. Bu yönden bu araştırma alanda yer alan diğer çalışmalarla *kurumsal bağlılık* (Benneworth, 2013), *topluma hizmet ya da üçüncü misyonun kurumsallaşması* (Pinheiro vd., 2015) ve *kurumsal destek* (Harris, 2008) uyum göstermektedir.

5.2. Yükseköğretim Yöneticileri ve Gelecek Çalışmalar için Öneriler

Bu araştırmanın sonuçlarından elde edilen bulgulara göre hem yükseköğretim yöneticileri hem de gelecek çalışmalar için aşağıdaki önerilerde bulunulmuştur:

- Gelecek çalışmalar bakımından çeşitli araştırma ortamları / üniversite bağlamları (devlet / özel / vakıf üniversitesi vb.), araştırma yöntem ve desenleri, farklı veri toplama araçları ve kaynakları, katılımcı profilleri ve kurumsal özellikler düşünülebilir. Bu araştırma köklü, kurumsal altyapısı sağlam, akademik personeli donanımlı ve alanında uzman, uluslararası işbirlikleri güçlü ve ulusal / uluslararası tanınırlığı yüksek bir kamu üniversitesinde yapıldığı için farklı bağlamlarda ve katılımcı profillerinde bu

araştırmanın sonuçlarıyla uyuşan / farklılık gösteren önemli bulgular elde edilebilir.

- Bu araştırmadan elde edilen bulgular üç temel topluma hizmet tanımını ortaya koymuştur ve tüm akademisyenlerin kabul ettiği ortak bir topluma hizmet tanımı yapmanın güç olduğunu belirtmiştir. Yükseköğretim yöneticileri bu araştırmanın söz konusu bulgusunu göz önünde bulundurarak öğretim üyeleri tarafından vurgulanan farklı topluma hizmet tanımlamalarını topluma hizmetle ilgili politika geliştirirken ve planlama yaparken dikkate alabilir. Topluma hizmet kavramı farklı kurumsal belgelerde ve akademisyenler arasında tanımlaması güç ya da zayıf tanımlanmış ve muğlak olarak ifade edildiği için bu araştırma yükseköğretimde daha kapsayıcı ve detaylı bir topluma hizmet tanımının gerekli olduğunu ortaya koymuştur
- Herkes tarafından kabul edilen bir topluma hizmet tanımı yapmak oldukça güç olduğu için bunun yerine yükseköğretim yöneticileri topluma hizmet kavramının ifade ettiği ve kapsadığı ortak özellikleri ortaya koyabilir ve bu önemli özellikleri kurumsal belgelerde vurgulayabilir.
- Topluma hizmet hem bireysel hem de kurumsal düzeylerde algılanabilen (Ross, 2018) bir çatı kavram olduğu için yükseköğretim yöneticileri yönetsel mekanizmalarda ve politika yapıcı kararlarında topluma hizmetin bu yönünü de dikkatle değerlendirebilirler. Örgütlerinde bu kavramın algılanma düzeyine bağlı olarak geliştirdikleri ve takip ettikleri politikalar farklılık gösterebilir.
- Yükseköğretim yöneticileri üniversitelerinin topluma hizmet görevi olduğunu düşünüyorlarsa ve bu sorumluluğa karşı bir hassasiyet hissediyorlarsa topluma hizmeti kurumsallaştırmalıdır (Pinheiro vd., 2015). Dolayısıyla yükseköğretim yöneticileri için topluma hizmetin kurumsal ve örgütsel yapılara entegre edilmesi ve insan ve finansal kaynakların aktarılması önerilebilir ve üniversitelerin kurumsal misyon ve stratejik planlama belgelerinde topluma hizmetin önemi ve gerekliliği açıkça vurgulanabilir (Harris, 2008).

- Hem üniversitelerin üst yönetimi ve hem de Türkiye’de yükseköğretimin yönetici / karar alıcı organları, kurum ve kurulları topluma hizmet politikaları ve faaliyetlerinin tanınırlığını arttırmak adına bazı politikalar geliştirebilir. Bu araştırma topluma hizmetin değerlendirilmesi ve tanınmasının önemli olduğunu vurgulamıştır ve Ward (2003) de bu faaliyetlerin ödüllendirilmesi gerektiğini belirtmiştir. Dolayısıyla topluma hizmet her ne kadar değerlendirmesi ve ölçmesi oldukça güç bir kavram olsa da üniversiteler ve genel anlamda yükseköğretim sistemi düzeyinde (örneğin atanma ve yükseltme kriterleri) bazı iyileştirmeler yapılabilir ve tanınırlık sistemi geliştirilebilir.
- Son öneri olarak Türkiye’de yükseköğretim sistemi bağlamında, demokratik, çoğulcu, katılımcı ve açık platform ve iletişim kanallarının kurulması ve üniversitelerde üniversitenin topluma hizmet görevine dair özgür, bağımsız, bilimsel ve veriye dayalı tartışmaların ve görüşmelerin yürütülmesi gerektiği vurgulanabilir.

H. TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ☒

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname : ALTUN

Adı / Name : Yasin

Bölümü / Department : Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması / Educational Sciences, Educational Administration and Planning

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): THE THIRD MISSION OF UNIVERSITY: PERCEPTIONS AND PRACTICES OF FACULTY MEMBERS ON COMMUNITY SERVICE.

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master ☒ Doktora / PhD ☐

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide. ☒
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. * ☐
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. * ☐

* Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. /

A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.

Yazarın imzası / Signature

Tarih / Date

doldurulacaktır.)

(Kütüphaneye teslim ettiğiniz tarih. Elle

(Library submission date. Please fill out by

hand.)

Tezin son sayfasıdır. / This is the last page of the thesis/dissertation.