

# Strategies of third-generation higher education institutions: The example of a foundation university in Turkey\*

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## Abstract

As societies evolve, individuals' expectations from higher education institutions change in line with the demands of the job markets and competitive entrepreneurial settings, which require universities to adapt their strategies accordingly. Emerging around 1950s, the "third-generation university" is a concept that aims to offer a solution to this challenge by providing an alternative to traditional universities and broaden the higher education perspective to include university-industry cooperation, entrepreneurship, multiculturalism and diversity. This study offers a stakeholder approach, albeit from a revised perspective, to strategy development in third-generation higher education institutions with examples from a foundation university in Turkey.

*Key words:* Third-generation university, strategic management, stakeholder approach

## 1. Introduction

The issues of strategic awareness and strategy formulation in higher education institutions have generated a vast amount of discussion and research within various

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fields, including efforts to produce strategies for managing complexity and uncertainty for competitive advantage (Pucciarelli and Kaplan, 2016), ensuring sustainability (Ramísio *et al.*, 2019), fostering student mobility and attraction (Sithole *et al.*, 2017), and facilitating e-learning (Tucker and Gentry, 2009) and digital transformation (Hashim *et al.*, 2022). While strategic management is often discussed in terms of profit-oriented companies and particularly in the context of large corporations, it offers many advantages for all types of organizations including public and private higher education institutions (Bryson, 2018). For example, the stakeholder approach to strategic management, as developed by Freeman (1984), provides a particular perspective that may light the way for new understandings of strategic management in higher education institutions. This approach is significant as it engages various stakeholders in the processes of strategic management. By this way, this approach genuinely essential in strategic management in the third-generation model of higher education which includes students and faculty members as major stakeholders together with entrepreneurs, businesses, and industries. The number of stakeholders differs between first- and second-generation universities and third-generation universities, but more importantly, the extent of the main stakeholders of the latter, namely students and faculty members, also expands significantly to encompass all nations, regions, and disciplines.

Wissema (2009) argues that there have been three phases of university development. These include the medieval or first-generation university (ca. 1100-1800), the Humboldt or second-generation university (ca. 1800-1950), and the third-generation university (ca. 1950-onwards). While first-generation universities particularly aimed to preserve the religious teachings of the past and second-generation universities were based on the scientific method of research and teaching, the universities of the future, or the third generation, focus on improving knowledge in all areas including economics, politics, society, and culture with the participation of stakeholders from around the world (Hakkak *et al.*, 2018; Wissema, 2022). By focusing on internationality, university-industry cooperation, and entrepreneurship, this contemporary type of higher education institution aims to fill the gap between university life and “real life,” which second-generation universities have arguably failed to achieve with their traditional ways of teaching.

This study explores the strategic management processes of third-generation higher education institutions by examining a foundation university in Turkey. In this case, strategic management is based on a stakeholder approach where the strategies of the university correspond to the needs of its stakeholders to create mutualistic relationships within an ecosystem designed to maximize each stakeholder’s interests. Supporting and expanding the literature on third-generation teaching and learning, together with the stakeholder approach to strategic

management, this study also aims to contribute to the field by drawing a roadmap for the universities of the future by providing practical examples of specific strategies already being implemented in a higher education institution in Turkey.

## 2. Concept and characteristics of third-generation universities

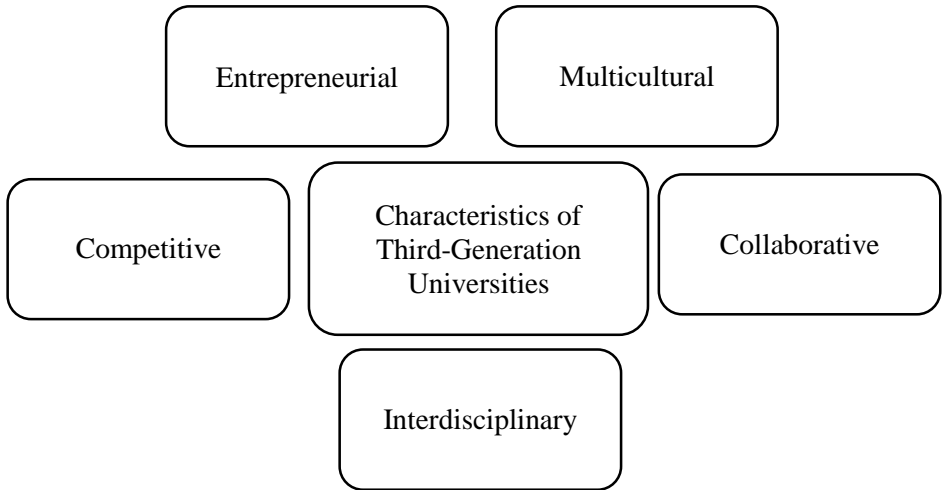
Although a quick internet search would suggest that the first university in the world was the University of Bologna, founded in 1088, it is in fact only the oldest university of the Western world. There is great debate on which university could be considered the “first university in the world” as the definition of “university” differs greatly among different researchers. Some of the earliest university-like academic institutions are known to have developed in the Islamic world, such as Bayt al-Hikmah or the “House of Wisdom” in Baghdad, founded in the eighth century (Yülek, 2022). While the University of Al-Qarawiyyin, founded in Morocco in 859 AD, is considered by many to be the oldest higher education institution in the world, some researchers go back considerably further into the past to the learning institution founded in Takshila (or Taxila) in India (now Pakistan) in ca. 700 BC, which attracted students and scholars of various disciplines (Lowe and Yasuhara, 2016). However, there is much more consensus in the recognition that these first-generation universities largely focused on religious teachings, be it those of Islam, Christianity, or Buddhism, and preserving and passing them on to new generations. These institutions, known as medieval or first-generation universities, prevailed throughout the world until the changes and transitions that took place between the fifteenth and seventeenth centuries and laid the foundations for higher education as we know it today.

The first major transition period from first- to second-generation universities began with major world-changing developments such as the fall of Constantinople, the Renaissance, and the Enlightenment. These events and movements planted the seeds for the growth of the scientific method driven by scientists including Copernicus, Galileo, Newton, and many more. This transition period led to the growth of second-generation universities, also known as “Humboldt” universities (Wissema, 2009). Founded in 1810, Humboldt University in Berlin (originally the University of Berlin) has become a symbol of modern universities with the so-called Humboldtian model where education and research are integrated, students have more educational opportunities and interaction with academics, and research is conducted for the sake of science, not for employability or the economic development of society (Amiresmaili *et al.*, 2019). This transition dramatically altered the underlying institutional logic (Friedland and Alford, 1991) of the higher education sector and led to the creation of the traditional universities of today,

where the main objective is to conduct research through scientific methods and students are taught the knowledge they acquire via the application of those methods.

Although second-generation universities created an unprecedented impact on science and research, a gap started to grow in the 1950s between what was being taught in university halls and what the outside world expected from their graduates. This was mainly caused by the drastic increase in the number of university students, globalization, and increased mobility, increased interest in interdisciplinary research, governmental demands for an improved role of universities in economic development, and the rise of entrepreneurship within academia (Wissema, 2009). Third-generation universities, also known as “entrepreneurial universities” (Hakkak *et al.*, 2018), emerged as a result of these developments within the framework of a novel model that prioritizes entrepreneurship, university-industry collaboration, and contributions to economic development. Figure 1 illustrates the main characteristics of third-generation universities.

**Figure 1**  
Characteristics of Third-Generation Universities



*Source:* Wissema (2009)

Compared to second-generation universities, where the main focus is on academics and theory often prevails over practice, third-generation universities aim to broaden their perspectives to achieve more peripheral views and include all actors

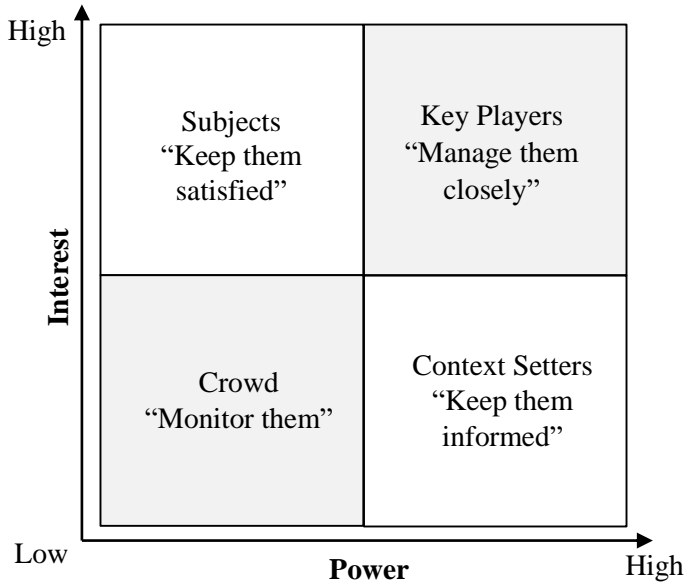
in their environments, including diverse types of institutions, cultures, and disciplines.

### 3. Stakeholder approach to strategy formulation in third-generation universities

The stakeholder approach to strategic management as developed by R. Edward Freeman in 1984 suggests that, while engaging in strategic management, organizations should broaden their perspectives and consider all stakeholders affected by the actions of the organization (Freeman, 1984). In other words, instead of focusing only on the two sides of suppliers and customers in a production firm setting, or the owners, suppliers, customers, and employees from the managerial perspective of a firm, organizations should consider the interests and demands of the government, local communities, competitors, investors, and all other affected internal and external actors. Although the first definition of this “stakeholder” concept in the management literature largely focused on the organization’s dependency on actors, such as suppliers and customers for survival (Freeman, 1984), the concept later evolved to include interdependency on resources in which bilateral relationships are formed between an organization and its environment (Pfeffer and Salancik, 2003). It is also argued that in terms of identifying the stakeholders of an organization, it is best to analyze the unique conditions of the organization rather than accepting a generic list of stakeholders (Ackermann and Eden, 2011b). Even when two organizations are similar in terms of their organizational structures, their fields of activity, or even their environmental settings, they may still have their own unique stakeholders that greatly affect or are affected by the achievement of the organization’s objectives.

The first step of the stakeholder approach to strategic management is to identify the stakeholders and whether they create opportunities or threats for the organization (Chapleo and Simms, 2010). While stakeholders are mostly considered as supporters of an organization, they are also capable of causing threats to the survival of the organization when they are ignored or not managed effectively. As suggested by Ackerman and Eden (2011a) and Bryson (2018), stakeholders can be classified based on their interests in the organization as well as the power they have over it, where “interest” is defined in a political sense instead of referring to inquisitiveness and “power” signifies the capability of a stakeholder to affect the future of the organization. This classification is depicted as a grid in Figure 2.

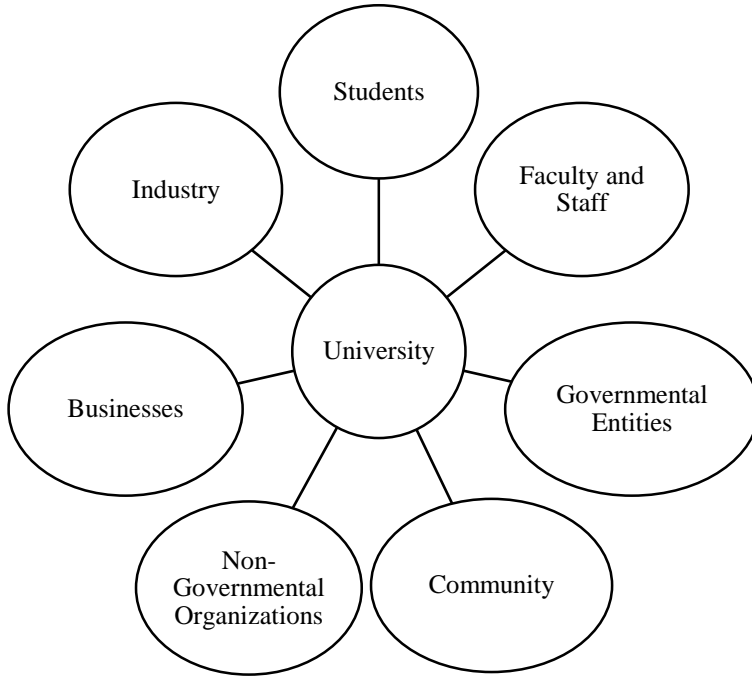
**Figure 2**  
Grid of Power vs. Interest for Stakeholder Classification



*Source:* Ackermann and Eden (2011a) and Bryson (2018)

In the context of higher education, universities have numerous stakeholders ranging from their students to various private and public institutions. Although it is argued that universities can have up to thirty different types of stakeholders (Chapleo and Simms, 2010), as an overview, Figure 3 illustrates the most agreed-upon stakeholders in higher education (Avcı *et al.*, 2015; Chapleo and Simms, 2010; Matkovic *et al.*, 2014).

**Figure 3**  
Main Stakeholders of Universities



Source: Avcı *et al.* (2015), Chapleo and Simms (2010), and Matkovic *et al.* (2014).

Identifying the stakeholders of universities raises the question of whether the universities of today are capable of or even trying to target the satisfaction of the needs of these stakeholders. Second-generation universities, which constitute the vast majority of universities around the world today, primarily focus on their students and faculty members as their main stakeholders and have only indirect impacts on other stakeholders such as businesses and communities. One of the main differences of third-generation universities in terms of how they develop strategies is their goal of directly satisfying such stakeholders. Table 1 outlines stakeholders' expectations of universities.

**Table 1**  
Stakeholders' Expectations of Universities

| <b>Stakeholder</b>             | <b>Expectations</b>                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------|
| Governmental entities          | Contributions to economic development; partnerships and projects with public entities |
| Students                       | Quality in education; better opportunities for employment; successful careers         |
| Faculty and staff              | Opportunities for better academic research                                            |
| Community                      | Contributions to the development and well-being of the community                      |
| Businesses                     | Well-educated graduates; partnerships in projects                                     |
| Industry                       | Collaborations and contributions in industrial development                            |
| Non-governmental organizations | Partnerships and projects                                                             |

*Source:* Prepared by the authors.

As demonstrated in Table 1, each stakeholder has expectations and demands for universities and they accordingly engage with universities to satisfy those demands. While it is relatively more difficult for a second-generation university to satisfy diverse expectations, it may be easier for third-generation universities to formulate strategies that will address the demands of multiple stakeholders.

#### 4. Example of a foundation university in Turkey

The transition from second-generation to third-generation universities requires a considerable effort from all actors involved in the process. However, the increasing demands of our changing world are challenging universities to keep pace with new developments and listen to what the world expects from their graduates. This section of the paper presents an example of a foundation university in Turkey that defines itself as a third-generation university, aiming to identify the strategies developed by this university from a stakeholder perspective.



The university, described as a “university of industry” in its vision statement, is located in Ankara, the capital city of Turkey. It was established by a foundation in 2017 and has been accepting students since September 2019. Located in one of the oldest organizational industrial zones of Turkey, the university reveals imprints from both its geographical positioning and its founding organization. The organized industrial zone provides a unique ecosystem for each of its members and for the university itself with its hybrid form of working style, where international action is combined with local values according to the documentation of the founding organization. Taking advantage of that ecosystem, the university defines itself as a third-generation university with close networking among various business organizations in different industries. It offers bachelor’s and master’s degree courses within three faculties, two institutes, and one vocational school of higher education. The university aims to be a global educational institution, providing education in English in 13 departments within the Faculty of Economics and Administrative Sciences and the Faculty of Engineering. Recently the university was included in the Top 800 of the Times Higher Education (THE) rankings in the categories of Industry, Innovation and Infrastructure, Decent Work and Economic Growth, and Partnerships for Goals. The Business Administration Department of the university has also recently become a member of the Association to Advance Collegiate Schools of Business (AACSB) and has initiated its accreditation process.

## 5. Data sources and analysis

In this study we aim to identify specific stakeholder strategies applied by the university. Therefore, we have used the abstract definition of “strategy” as a way to achieve objectives (Khalifa, 2021). As data sources, we have referred to some publicly available documents of the university and some documents shared with us by our colleagues at the same university. Some of these documents used as data sources were the strategic plan of the university, promotional documents produced by the university, regulatory documents, instructions, policies and guides, and press releases issued via the social media accounts of the university. In our analysis, we used selective coding, which is also referred to by some authors as theoretical coding. Selective coding is a coding process in which all categories and subcategories become systematically linked with a central or core category, namely the one “that appears to have the greatest explanatory relevance” for the phenomenon being studied (Corbin and Strauss, 2008: 104). In this study, the central categories that we coded the data around were as follows: (1) some attributes listed by the university as differentiating this school from other universities in domestic and global contexts, taking into consideration the relevant stakeholders; (2) long- and short-term goals, aims, and targets listed by the university that have

been reached or are expected to be reached in the future; and (3) actions, plans, tools, and other behavioral aspects of the university that have been defined as ways to achieve the aforementioned goals within the framework of the school's differentiating attributes.

## 6. Findings

As a result of the analysis described in the previous section, we identified specific attributes, goals, and actions of the university that can be understood as strategies used by the university to achieve its overall aim of being a third-generation university (Khalifa, 2021; Wissema, 2009). Within this framework, the main strategies being implemented by the university are as follows:

- Multicultural learning environment
- Work experience before graduation
- Entrepreneurship courses and entrepreneurship scorecard<sup>1</sup>
- Project orientation
- Collaboration with the community
  - Collaboration with private organizations
  - Collaboration with public institutions
  - Collaboration with the ecosystem
- Diversity in academic and administrative staff
- Consideration of individuals with specific needs

Each of the strategies listed above have practical applications currently being implemented at the university. The following subsections provide details on these strategies.

### 6.1. *Multicultural learning environment*

Bachelor's and master's degree courses being offered in English have attracted international students and 2582 international students out of 5720 in total were enrolled in the university as of February 2023. These international students arrive from a wide variety of countries, including Somalia, Djibouti, Mali, Nigeria, Morocco, Egypt, Niger, Kenya, and Algeria in Africa, Palestine, Yemen, Iran, Iraq, Syria, Jordan, Saudi Arabia, and Lebanon in the Middle East, Pakistan,

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<sup>1</sup> Entrepreneurship scorecard is defined as 'a follow-up procedure that allows each student within the university to evaluate his/her performance according to some predetermined or subsequently accepted entrepreneurial actions and to be rewarded if a certain stage is passed' on the website of the University.

Afghanistan, Bangladesh, Kyrgyzstan, Turkmenistan, and Kazakhstan in Asia, and Bosnia and Herzegovina in Europe. This multicultural environment provides both Turkish and international students direct exposure to multiple languages, interactions among different cultural backgrounds, and the ability of communicating in diverse conflict situations. From the perspective of the university, such an environment provides the power of extensive interactions with individuals from different countries as many students bring their families to Turkey as well. University staff members also visit many of these countries for student fairs and other events. Every year, the university organizes the International Culture Day, an event in which students set up country stands where they present elements from their home cultures such as clothes, songs, musical instruments, and food. Erasmus agreements also provide opportunities for the university's students to experience learning mobility in other countries.

### *6.2. Work experience before graduation*

Among the most important differences of this university are the close and strong relations it has built through its applied industry education model, which is supported by business simulation programs and other field studies. Students gain working experience before graduation and this provides a flow of knowledge between the university and business organizations. The university aims to support the academic background of its students with strong industrial knowledge. This aim is reflected in the curricula of its faculties and that of the vocational school of higher education. The designs of these curricula take into consideration the ideas of industry experts and it is also compulsory for all students to complete certain amounts of practical time in real-world workplaces. With this approach, in each faculty and in the vocational school, from the beginning of the second semester of the first year, students spend one day of each week of the academic semester with a business organization. For the faculties, the last semester of students' academic education is also spent in full in a real-world workplace. This course is referred to as the Workplace Education Program instead of an "internship" as the academic staff of the departments have active roles in organizing, mentoring, and measuring students' performances throughout the semester. Through this model, the university makes mutual agreements with business organizations in different industries, which are referred to as "mentor organizations." Each semester, students are matched with those mentor organizations via the coordination of academic staff and the university's career center. Unlike traditional internship programs, with the Workplace Education Program students are assigned to the supervision of a specific mentor in the mentor organization who is responsible for that student's learning process. An academic staff member assigned as the advisor for the course also

monitors the process throughout the semester with strong coordination among mentors and students.

### *6.3. Entrepreneurship courses and entrepreneurship scorecard*

The university defines itself as a supporter of entrepreneurship efforts of any kind. In this regard, entrepreneurship is defined as finding solutions to any daily problem, not only in the business realm but also in efforts to support social life. To encourage inspiring ideas and support entrepreneurship efforts, the university has established a dedicated center. The Entrepreneurship and Leadership Center has made it its mission to create, disseminate, and transform entrepreneurial thinking and awareness into innovative ideas. Furthermore, to transform those ideas into values that will contribute to the creation of sustainable wealth in society, thus create a common, innovative, and creative space that facilitates value creation and professional development. Within this framework, it continues its efforts to develop a culture of entrepreneurship in all institutions and in society as a whole. The university's website describes the purpose of this center as follows:

- To create and spread a culture of entrepreneurship at the university;
- To encourage all entrepreneurs and university students and academics to develop initiatives based on innovation, creativity, and technology while developing their skills and competencies and to provide the necessary connections for the transformation of their ventures into commercial activities with high added value;
- To develop and carry out activities that contribute to the strengthening of the entrepreneurship, innovation, and leadership skills of entrepreneurs and entrepreneur candidates, especially university lecturers and students; and
- To bring business ideas to life and commercialize these ideas.

Another center related to entrepreneurship is the Center for Anatolian Entrepreneurship Studies, where workshops and seminars are organized with an emphasis on imprints from the founding organization and the cultural background of the idea of entrepreneurship in Anatolia.

### *6.4. Project orientation*

The university established its Technology Transfer Office in 2019 to support all technology transfers, university-industry cooperation projects, contracted R&D projects, and consultancy projects carried out within the university. The

Technology Transfer Office's main activities are categorized within the modules of Intellectual and Industrial Property Rights, University-Industry Collaboration, the Entrepreneurship and Incubation Center, and Commercialization and Business Development. The university's faculty members offer consultancy services to industrial companies both individually and in teams together with consultancy for technology transfer activities. The licensing of intellectual and industrial rights, commercialization of all kinds of know-how, consultancy for the establishment of R&D centers, and the creation of opportunities for industrial companies to benefit from industrial R&D funds such as those of the EU, KOSGEB<sup>2</sup>, TÜBİTAK<sup>3</sup>, or TEYDEB<sup>4</sup> constitutes the scope of activities offered by the office. Investing in technology-based startups with venture capital funds is also among the services of the office.

There is another center in the university known as the Project Development and Management Office. This office is responsible for assisting in the development of the grant projects of the university's academics and researchers by developing and implementing value-added project management processes that allow researchers to focus on their projects in the most effective way possible. The office aims to carry out processes that might support the academic endeavors of the university's faculty and to ensure that projects are carried out in accordance with the terms of the contract and the provisions of financing institutions within the framework of the project management principles of the university itself. Some activities carried out by this office have included investigating funding sources for national and international projects, informing project stakeholders, making announcements and presentations, identifying and guiding suitable partners for projects, preparing applications in a timely and complete manner, executing the contract processes of applications or processes related to the audits that projects are subject to, and managing research projects funded by external funding sources that attract not only students and faculty members but administrative staff and external stakeholders as well.

### *6.5. Collaboration with the community*

The university, by utilizing the advantages of its location (having been established in the capital city of the country and located in an industrial zone), builds strong collaborative relationships with stakeholders of any kind and at all levels, as explained in the following subsections.

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<sup>2</sup> KOSGEB: Small and Medium Enterprises Development Organization

<sup>3</sup> TÜBİTAK: Scientific and Technological Research Council of Turkey

<sup>4</sup> TEYDEB: Technology and Innovation Funding Programs Directorate

### *6.5.1. Collaboration with private organizations*

The university has been pairing its students with mentor organizations every semester. At the beginning of each semester, professionals from organizations, students, and faculty members conduct meetings to address the needs of the specific organizations. As a result of these meetings, organizations propose specific problems to be solved under the mentorship of university faculty members, or faculty members offer possibilities to them. This process results in the designing of a joint project to be handled together by the organization and the university. For example, the Department of International Trade and Finance has enabled some organizations to establish export departments with the help of international students and faculty members of the department.

### *6.5.2. Collaboration with public institutions*

Faculty members of the university also meet with professionals from state ministries and public organizations to design joint projects. These projects may be in the form of training programs or sustainability projects. There are mutual relationships in terms of the roles that are being shared. For example, students may participate in a training program with the Ankara Development Agency and receive certificates. Faculty members also offer training programs to similar organizations and the university provides certificates after their completion.

### *6.5.3. Collaboration with the ecosystem*

The university is engaged in strong interactions with the founding organization and the ecosystem in which it is located. The employment office of the founding organization enables faculty members to meet with appropriate organizations for mutual projects or student-mentor organization matching processes. Similarly, students are tasked with preparing themselves to meet the needs of industry with the help of these meetings. For example, organizations in the industrial zone in which the university is located that wish to expand their potential customer bases in African markets may request collaboration from the university's faculty members. In a joint project of market research, faculty members, professionals from the organization, and students from the region of interest create a detailed approach to the potential opportunities of the target market for that organization.

## *6.6. Diversity in academic and administrative staff*

The university provides opportunities for academic and administrative staff from different geographical and educational backgrounds. There are faculty

members who possess social sciences degrees in fields such as economics, management and organization, marketing, and information systems, similar to prior-generation universities. However, there are also faculty members with military backgrounds, public administration experience, blockchain systems experience, or digital marketing backgrounds. Moreover, there are faculty members and administrative staff who have studied topics such as orienteering, drone pilots, the weapons industry, or hybrid vehicles. Finally, there are staff members, both academic and administrative, from different countries including the Netherlands, Afghanistan, Italy, India, and Azerbaijan. All staff members have the opportunity to participate in Erasmus mobility programs and other joint projects overseen by the university.

### *6.7. Consideration of individuals with specific needs*

The university has established an independent unit to coordinate the specific needs of students, staff, and visitors. For example, the university organized a seminar in which amputee athletes were invited to campus. For this specific organization, a special stage was constructed. Moreover, students with special needs are provided a specific elevator as well as individualized support during their exams with the coordination of this unit. With the efforts of this unit, the university has received the “Non-Disabled University Flag” every year since 2020 from Turkey’s Council of Higher Education (YÖK). This award has been given to the university in three dimensions, which are accessibility in space, accessibility in education, and accessibility in sociocultural activities.

## 7. Discussion and conclusion

The university has been implementing the strategies detailed above and it identifies stakeholders similar to those described in previous studies. Combining the strategies being implemented by the university and the stakeholders’ expectations of the university, we produced Table 2, which demonstrates how the university uses these strategies in alignment with the demands of its stakeholders. In creating this matching process, we conducted another round of coding analysis that took into consideration expressions regarding the related stakeholders from the documents that we analyzed. Therefore, we can define the results provided in Table 2 as constituting the framework of the main findings of our study.

**Table 2**  
A Stakeholder Approach to Strategy Formulation at the University

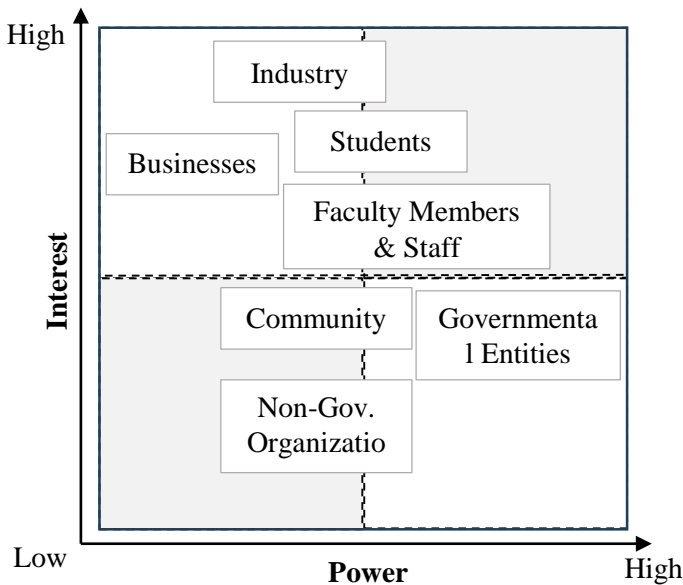
| <b>Stakeholder</b>                    | <b>Expectations of the University</b>                                                 | <b>Corresponding Strategies</b>                                                                                                                                                                                                                                                                                              |
|---------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governmental entities</b>          | Contributions to economic development; partnerships and projects with public entities | <ul style="list-style-type: none"> <li>• Collaboration with the community</li> <li>• Project orientation</li> </ul>                                                                                                                                                                                                          |
| <b>Students</b>                       | Quality in education; better opportunities for employment; successful careers         | <ul style="list-style-type: none"> <li>• Multicultural learning environment</li> <li>• Work experience before graduation</li> <li>• Entrepreneurship courses and entrepreneurship scorecard</li> <li>• Diversity in academic and administrative staff</li> <li>• Consideration of individuals with specific needs</li> </ul> |
| <b>Faculty and staff</b>              | Opportunities for better academic research                                            | <ul style="list-style-type: none"> <li>• Multicultural learning environment</li> <li>• Diversity in academic and administrative staff</li> <li>• Consideration of individuals with specific needs</li> </ul>                                                                                                                 |
| <b>Community</b>                      | Contributions to the development and well-being of the community                      | <ul style="list-style-type: none"> <li>• Collaboration with the community</li> <li>• Project orientation</li> <li>• Diversity in academic and administrative staff</li> <li>• Consideration of individuals with specific needs</li> </ul>                                                                                    |
| <b>Businesses</b>                     | Well-educated graduates; partnerships in projects                                     | <ul style="list-style-type: none"> <li>• Collaboration with the community</li> <li>• Work experience before graduation</li> <li>• Entrepreneurship courses and entrepreneurship scorecard</li> <li>• Project orientation</li> <li>• Consideration of individuals with specific needs</li> </ul>                              |
| <b>Industry</b>                       | Collaborations and contributions in industrial development                            | <ul style="list-style-type: none"> <li>• Collaboration with the community</li> <li>• Work experience before graduation</li> <li>• Entrepreneurship courses and entrepreneurship scorecard</li> <li>• Project orientation</li> </ul>                                                                                          |
| <b>Non-governmental organizations</b> | Partnerships and projects                                                             | <ul style="list-style-type: none"> <li>• Collaboration with the community</li> <li>• Project orientation</li> <li>• Diversity in academic and administrative staff</li> <li>• Consideration of individuals with specific needs</li> </ul>                                                                                    |

*Source:* Prepared by the authors.



Based on the findings of this study, we suggest an adjustment to the “Power vs. Interest Grid” adapted from Ackermann and Eden (2011a) and Bryson (2018). Applying this stakeholder classification to the examples of universities may result in challenges in the sense that it may be difficult to classify certain stakeholders within such rigid groupings. Therefore, we suggest that this approach be expanded in such a way as to remove the hard lines between the four groups and create a more flexible and permeable structure. This would allow stakeholders to be positioned within more than one area of the grid. Using such an approach would result in the grid shown in Figure 4 for classifying the stakeholders of universities.

**Figure 2**  
Stakeholder Classification for Universities



Source: Prepared by the authors.

As shown in Figure 4, the stakeholders of universities have varying levels of interest in and power over them, which makes it difficult to classify them into single groups. For instance, students of universities are included in both the “Subjects” and “Key Players” groups in Figure 4 as they need to be kept satisfied but also managed closely. Communities and non-governmental organizations, on the other

hand, may not have much interest but may be able to exert a certain degree of power that may affect the future of a university.

The framework that has been derived here from the example of a foundation university demonstrates how, as a third-generation higher education institution, the university responds to the expectations of its main stakeholders by being multicultural, entrepreneurial, collaborative, and interdisciplinary. However, the university lacks the characteristic of being competitive from these perspectives. Among its stakeholders, the university primarily deals with industry and business organizations through its application of workplace education, projects, and mentorships with different organizations. In this regard, the university can be described as using a stratified stakeholder approach as a strategic approach that makes it unique compared to other higher education institutions. In this study, we have identified this stratified stakeholder approach as an approach in which the strategy creator or organization (in this case, the university) differentiates among its stakeholders according to the feasibility of the application of its strategy. In this particular case, the location of the university makes it easier to access professional organizations.

This study is limited to the specific example of a foundation university in Turkey. Thus, it has only illuminated the entrepreneurial and multicultural aspects of a specific third-generation university. On the other hand, there are some other strategies that can be generally implemented, such as enforcing sustainable development goals, investing in new technologies such as blockchain applications, or acting as a green university in accordance with the climate sensitivity of the global community. These potential strategies for third-generation universities may create new types of stakeholders, such as cryptocurrency investors, that have not been studied in the related literature before. Therefore, higher education institutions as an empirical realm may continue to support the theoretical expansion of strategic management and specifically the stakeholder approach in the near future.

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## Özet

### Üçüncü kuşak yükseköğretim kurumlarının stratejileri: Türkiye'deki bir vakıf üniversitesi örneği

Toplumlar geliştikçe, bireylerin yükseköğretim kurumlarından beklentileri iş piyasalarının ve rekabetçi girişimcilik ortamlarının talepleri doğrultusunda değişmekte ve üniversitelerin stratejilerini buna göre uyarlaması gerekmektedir. 1950'li yıllarda ortaya çıkan “üçüncü nesil üniversite” kavramı, geleneksel üniversitelere bir alternatif sunarak bu soruna çözüm getirmeyi ve yükseköğretim perspektifini, üniversite-sanayi iş birliği, girişimcilik, çok kültürlülük ve çeşitlilik unsurlarını içerecek şekilde genişletmeyi amaçlayan bir kavramdır. Bu çalışma, Türkiye'deki bir vakıf üniversitesinden örneklerle üçüncü nesil yükseköğretim kurumlarında paydaş yaklaşımıyla strateji geliştirme konusunu ele almaktadır.

*Anahtar kelimeler:* Üçüncü nesil üniversite, stratejik yönetim, paydaş yaklaşımı.