

PRIVATE UNIVERSITIES  
AS A WORKING PLACE THROUGH THE EYES OF ACADEMICS

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## Thesis Abstract

Gülşah Kısabacak, “Private Universities as a Working Place Through the Eyes of Academics”

This qualitative study, which is based on interviews, describes the effects of globalization on academic profession in private universities in Turkey. The issues of academic freedom, university-private sector partnership, massification and the very impacts of them on academic profession are evaluated via semi-structured interviews. Initially, this thesis draws the picture of the rise of private higher education in the world and in the developing countries by focusing on the relation between globalization and universities. In the second place, academics that are the cogwheel of universities are discussed in relation to the changes they experience in their working place. Then, the attitudes of academics towards these changes in private higher education system are categorized under two main sides.

The first side of the changes experienced by academics working in private universities is positive. Thus, in relation to their comments on the questions, their perception about working in a private university is evaluated. The second side of the changes that they undergo is adverse. Hence, the challenges working in a private university are discussed. As mentioned before, the data was collected with interviews. Research participants are the academics working in private universities in Istanbul. Based on the findings it is possible to conclude that as a result of massification, private higher education is in increase around the world, both in developed and developing countries. Its effects are felt in different ways by academics in private universities. Mainly, academics have difficulty in dealing with the student profile in private universities and they harshly criticize certain private universities, which are lack of high quality education. They conclude that private universities which are opened only to make money out of education is stigmatizing the private universities which are there to enhance the quality of higher education. Moreover, academics conclude that academic freedom and research opportunities are two main advantages of working in a private university. Private sector-university partnership-even though criticized because of its certain drawbacks, it is supported strongly as it is seen a means of creating your own resources within the university.

## Tez Özeti

### Gülşah Kısabacak, Akademisyenlerin Gözünden Bir Çalışma Alanı Olarak Özel Üniversiteler

Mülakat yöntemine dayanılarak yapılan bu nitel çalışma, küreselleşmenin Türkiye'deki özel üniversitelerde çalışan akademisyenlerin mesleği üzerindeki etkilerini tanımlamaktadır. Akademik özgürlük, üniversite-özel sektör işbirliği, kitlelerin üniversite eğitime olan talebindeki hızlı artış ve bu unsurların akademisyenler üzerindeki etkileri yarı yapılandırılmış mülakatlar yolu ile değerlendirilmektedir. İlk olarak, bu tez, küreselleşme ve üniversiteler arasındaki ilişkiye odaklanarak, dünyada ve gelişmekte olan ülkelerde artış göstermekte olan özel yüksek öğretim kavramının yükselişinin bir resmini çizmektedir. İkinci olarak ise, üniversite çarkının önemli dişlilerinden olan akademisyenlerin durumu, son zamanlarda çalışma alanlarında meydana gelen değişiklikler açısından tartışılmaktadır. Akademisyenlerin bu değişimler karşısındaki tutumları iki ana kısımda toplanmaktadır. İlk olarak, sorulara verdikleri cevaplar doğrultusunda söylenebilir ki akademisyenlerin özel üniversitelerde deneyimledikleri değişimler olumlu yöndedir. İkinci olarak ise, özel üniversitede çalışan bir akademisyen olmak belirli güçlüklerle onları karşı karşıya getirmektedir. Belirtildiği gibi, veriler mülakatlar aracılığıyla toplanmıştır. Araştırmaya katılanlar, İstanbul'daki özel üniversitelerde çalışan akademisyenlerdir. Araştırmanın bulguları doğrultusunda şu sonuçlara varılmıştır. Kitlelerin üniversite eğitime olan talebindeki hızlı artışın da etkisiyle, özel yüksek öğretim hem gelişmiş hem de gelişmekte olan ülkelerde popülerleşmeye başlamıştır. Bu durumun etkilerini, özel üniversitelerde çalışan akademisyenler farklı şekillerde hissetmektedirler. Akademisyenler, özellikle, özel üniversite öğrencisi profili ile ilgili zorluklar yaşamaktadırlar ve iyi eğitim vermeyen belirli üniversiteleri sert bir dille eleştirmektedirler. Vardıkları sonuç şudur: Yalnızca para kazanmak için açılan özel üniversiteler, eğitimin kalitesini artırmayı hedefleyen özel üniversitelerin adını lekelemektedir. Ayrıca, akademisyenlere göre, özel üniversitede çalışmanın iki önemli avantajı akademik özgürlük ve araştırmaya ayrılan kaynaklardır. Özel sektör-üniversite işbirliği bazı engellerinden dolayı eleştirilse de, akademisyenlerce çok desteklenmektedir. Çünkü, bu işbirliği, üniversitelerin kendi yağında kavrulabilecekleri bir kaynak yaratmanın aracı olarak görülmektedir.

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## CHAPTER 1

### INTRODUCTION

#### Globalization and Universities

Since Robertson first used it in 1985 in a sociological article, the term globalization has gotten many different meanings. For some, it is a concept, which “refers to the compression of the world and intensification of consciousness of the world as a whole”; for others “it is a means of instantaneous global communication and mass transportation” (Lingard&Rizvi, 1998, p.259). However they define the term or no matter how different way of thinking people has, what they agree on is that globalization has changed the world drastically.

One of the areas where the impact of globalization is evidently felt is education because in a globalized world, education at all levels is more important than ever. Globalization refers to the integration of economies through movements of capital, goods, ideas and labour. The accelerated flow of knowledge and ideas as a result of improvements in communication has heightened cultural and social interdependence. Also, globalization has increased the economic importance of knowledge and thus education has become the key of success for the countries, which want to benefit from globalization. In a context of global production, when countries are educating all of their citizens, those limiting the economic contributions made by their workers in services and industry will lose out (Bloom, 2007). If countries do not educate their workers in higher education system, they have no option but to lose in the world where knowledge is the path to success. In short, as the author

implies, “education plays a crucial role in determining the winners and losers of globalization”(ibid).

Such a link between education and globalization has undoubtedly changed the perception of education. More and more changes are taking place in all levels of education from primary to post secondary education. Higher education which once regarded as luxury rather than necessity gained importance thanks to globalization. For a long time, national governments have considered higher education as elitist for their people most of whom have not gotten even primary or secondary education. However, “globalization has accentuated their flaws” because “it has been proven that globalization places a premium on the skills and knowledge gained in universities” (Bloom, 2007, pp.72-73). Thus, knowledge has become a key source of comparative advantage among nations. As Bloom supports, effective post secondary schooling enables countries to have a corps of people with a higher level of capabilities than can be attained in primary and secondary school. Thus, in the light of these ideas, it can be said that one of the areas, which is gravely influenced by globalization, is higher education.

However, one cannot help but to ask: Is globalization all beneficial or does it create any concerns for higher education? It is seen that there are two sides of the coin especially for developing countries. And the side effects of the term affect the higher education adversely.

Interest groups now control universities which once regarded as arena for critical thinking and where based knowledge is developed. There is a shift towards business values and market agenda in universities. Thus universities are seen as engines for economic productivity and competitiveness (Currie,

1998). Rather than curiosity-driven research, more applied research agendas, which are more beneficial for, industry is gaining popularity (Ginkel, 2003). What is more; universities do rely on their own performance in order to secure adequate funding for high quality teaching and research. Increasingly, they have found themselves unprotected and insecure in a highly competitive world. They are forced to compete for sufficient funding for their research and their students. They have to strengthen and diversify their external relations with stakeholders to find sources of financing (Ginkel, 2003).

#### The Changing Universities and Academic Profession

In parallel with the changes in higher education, it can be deduced that “globalization has resulted in higher education being regarded as a commercial product, governed essentially by market forces and has brought in the concept of competitiveness” (Mohamedbhai, 2003, p.152). Thus, as privatization of higher education moves to the centre of higher education system, key issues such as financing of higher education, quality in higher education, pressures from corporate world, changing demand of students require discussion and all these aspects of private higher education are positioned in such a way that they all affect academics.

The very changing face of higher education has created concerns among academics. Their daily lives have become so distorted and twisted by the demands of ever-increasing workloads that this has led to greater stress and in conclusion, intensification of their work has caused a general sense of demoralization (Currie, 1998).

In reality, both private and public all universities are undergoing drastic changes in their systems. However, private universities, which are the

fastest growing segments of higher education in developing countries, are more sensitive to changes. In order to take a big share in the arena, they are more adjustable to changing conditions unlike the state universities, which tend to be more conservative and slow(Altbach, 2007). Therefore, academics working for private universities are more subjected to the changes experienced in the higher education system.

Within the scope of this study, changing working conditions and main challenges of academics are analyzed under main categories. These are massification, privatization, and academic freedom. These four categories are evaluated in line with their effect on academics. In the light of the literature review and interviews conducted with academics, academics' working conditions, their problems and / or positive sides of working conditions in private universities are revealed.

#### Main Challenges around Private Universities

Turkey like other developing countries has a similar pattern in the process of privatization in higher education. Not only the national, regional and local realities but also international trends like globalization have affected higher education system in Turkey. In the new world order, the historical missions of universities are put aside and universities are re-defined. The way governments see universities have changed; universities have been regarded not as groups of students and academics but as institutions where knowledge is produced for business life. Academics, in addition to their roles of researcher and instructor, now are regarded counselors and marketing people.

As Guven states (as cited in Okcabol, 2007) universities are experiencing a dilemma. On the one hand, they are forced to meet the

demands of new world order; on the other, they need to maintain their historical mission. It is really difficult for them to find the balance between these two because as Slaughter and Leslie (1997) put it, universities started to be governed as if they are big corporations and they have started to see knowledge as a commodity which can be sold in the market. Which courses are to be given or which studies are to be supported, all such things are determined by the market itself. Universities have become the headquarters of corporations.

Re-definition of universities has actually affected the relation between government and higher education. Governments have stopped allocating money for higher education for several reasons. First and foremost, governments globally undergo hard times and have less money to allocate for education. Secondly, their priorities have shifted from education to other sides such as infrastructure, health care, prisons etc. (Levine, 1997). Finally, the idea that higher education is both a 'private' and 'public' good has changed. The perception of higher education has transformed into this reality: Thanks to higher education, an individual gains knowledge and credentials which in turn gets high income and more prestigious career (Altbach, 2007). And these benefits are private rather than public.

For one reason or another, such a fall in government support in spite of the growing demand in higher education has resulted in large and complex academic systems and Turkey, like other developing countries, has experienced privatization of higher education in the last two decades. These universities are expanding in scope and number and the world-wide

expansion of such institutions make it necessary to consider the status of private higher education and its specific problems.

The tremendous increase in the number of private universities, which is considered to be the result of globalization and new world order, has inevitably affected higher education system all around the world in many ways. During this transformation process, academics who are one of the basic cogs in the wheel have also been influenced to a greater degree. Academic profession, which is an umbrella term for working conditions for academics, has changed a lot.

#### Statement of the Problem

Globalization, as Giddens puts it, “is a shift in our very life circumstances; it is the way we now live” (1990, p.1). At first sight, it seems to be such a quiet artsy explanation, yet, after thinking for a while; no one can deny the very impacts of globalization on each and every aspect in our lives (Eggins, 2003). Although it has been regarded mostly to be an economic phenomenon during its first coming to the scene of the world, the effects of globalization can be experienced in other fields such as politics, culture and education.

Higher education, which is perceived as an indispensable part of educational life to succeed in life by students and parents, is also subjected to the impacts of globalization. Accelerating demand for access to higher education by the students forces higher education to be one of the growth industries. However, lack of adequate funding, significant overcrowding and low quality of academic programs set barriers and such a demand does nothing but to overwhelm ‘the subjects’ of higher education. That is, academics.

As well put by Peterson, “demand and societal expectations create a blend of forces that produce extraordinary pressure for the ‘performance’ of higher education in the 21st century” (Altbach, 2007, preface). Academics who are seen as the ‘performers’ of higher education are exposed to many challenges in certain ways. “Not only is there a deterioration in the working conditions of academics, there is also a sense that the market is creeping into universities and determining the lives of academics to a much greater extent than it did a decade ago or two ago” (Currie, 1998, p.4). The influence of the philosophy that market knows the best has brought ideas from accountants and auditors. Business practices have introduced harsh and unrelenting competition for funds. Performance indicators, by the practice of benchmarking, are used to assess and measure individuals, departments and universities against each other. These business practices have caused insularity among academics. Greater closed individualism and a loss of a sense of community are the inevitable consequences of such practices (Currie, 1998). One of these challenges, dissatisfaction of academics in terms of working conditions are studied in many studies in Turkey and these studies revolve around low salary levels, lack of necessary technological equipment, unsuccessful student profile<sup>1</sup>.

Turkey has been undergoing radical changes in terms of globalization especially for the past two decades. Therefore, universities and academic staff are coming across new challenges, which have not been analyzed thoroughly.

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<sup>1</sup>“Examining the burnouts of academics in relation to job satisfaction and other factors” by Filiz Bilge; “A comparison of job satisfaction between public and private university academicians in Turkey” by Türker Baş and Kadir Andıç

<sup>2</sup>Madrasah, (Arabic: “school: )Turkish Medrese, in Muslim countries, an institution of higher education <https://safe.britannica.com/registration/freeTrial.do?partnerCode=UKBUNBOLEART>.

<sup>3</sup>Established on the 23rd of July, 1846, Darülfunun is thought to be the initiator of secular higher education in Turkey, <http://www.istanbul.edu.tr/tarihce.php>

<sup>4</sup>After Atatürk’s death, Hasan-Âli YÜCEL was the ministry of education between the years 1938-1946 and he is

Instead of focusing on the studied issue dissatisfaction of academics in terms of working conditions, this study aims at broadening the research area and it relates challenges of academics to globalization and the concepts brought by it. Thus, this study aims at focusing on massification, privatization, and academic freedom. By doing so, it tries to find out the impacts of these challenges on academic profession in private universities. Thus, its purpose is to highlight the problems in a wider perspective.

Massification is an important concept in globalized education and it has implications for working conditions of academics. Actually, massification which is accepted a natural result of globalization in academic literature, has created a much differentiated student profile. Also, working conditions of academics have been subjected to radical changes because of massification. However, this issue, which globally affects higher education, is not studied in Turkey in terms of its effects on academic profession. This study, by questioning the challenges caused by massification aims at finding out the problems in working conditions of academics.

In addition to massification, privatization of higher education is one of the other issues. It causes concern as it has implications on academic freedom and autonomy. Some argue that the increased involvement of corporations in academe and the increase in privately sponsored research have changed research funding (Slaughter & Leslie, 1997). It is argued that academe has become 'corporatized', and the interests of companies have become more dominant on campuses. Basic research is being deemphasized in favor of applied work because it is thought that the latter will yield quick results for corporate sponsors. Thus, it is clearly seen, as private universities are

becoming common, its implications on the academic profession needs attention. However, there is not much literature focusing on the relation between academic freedom and privatization in Turkey. It is seen that academic freedom is generally analyzed in a more political perspective (Altbach, 2001). However, this study, by questioning the relation between the academic freedom and privatization, aims at finding out the problems in working conditions of academics.

The core research issues of this study are massification, internationalization, privatization, academic freedom and their effects on academic profession. These issues affect academic profession in private universities. However, in what way or to what degree is an academic is affected is a question in mind. Hence, the purpose of this study is to highlight the problems in a wider perspective.

#### Statement of the Purpose

The purpose of this study is to reveal the working conditions of academics and to determine the main challenges that affect academic profession in private universities in Turkey, to learn about the positive sides of working in private universities and to find out the effects of massification and privatization, academic freedom on academics in Private Universities.

#### Research questions

- What are the key features of the working conditions of academics in a Private University?
- How do academics working in Private Universities perceive their working conditions in terms of
  - a- academic freedom

b- massification, and

c- privatization?

### Significance of the Study

First of all, this study enables to learn more about working conditions of academics. There is actually a large amount of research on job satisfaction of academics in public universities and private ones. Most of these studies are quantitative and focus on issues such as salary satisfaction, physical working conditions and institutional relations between administrators and academics. However, there is not much data which focuses on academics' working conditions in a wider perspective.

Secondly, problems in private universities, which are commonly encountered by the academics, are revealed. Academics become more aware of the challenges of their colleagues and have a chance to foresee the possible challenges that they are to encounter and they have a chance to form their career path by taking these challenges into account.

Thirdly, this study also aims at finding out the positive sides of working in private universities. That is to say, what keeps academics to work in private universities?

Fourthly, this study guides policy makers and administrators in a way that they can learn more about the challenges of academic staff.

Administrators and policy makers can allocate their resources for the purpose of developing working conditions of academics in private universities.

All in all, the study enriches the literature related to academic profession in private higher education in Turkey and the way the study is conducted makes it an in-depth one.

## Definitions of the Terms

### State Universities

The term “public universities ” and “state universities” are used interchangeably in Turkey. A state university can be described as an institution that was established by the state. When students graduate from high school, students go on higher education to get a diploma in a variety of fields. A student who wants to go on higher education in a university has to take the university entrance exam with adequate scores.

Generally, the scores demanded by a state university are higher than those demanded by a private university. A state university provides education free and a student has to pay only a very low fee per semester.

### Private Universities

In Turkey, the term “private universities” and “foundation universities” are used interchangeably because they are founded by the foundation of private enterprise. Students, who would like to study at these universities, are to pass the university entrance examination, as well. Nevertheless, in most cases, but not in all, the score private universities demand is not as high as what state universities require and students have to pay really high tuition fees. On the other hand, if a student gets a scholarship from the private university, he does not have to pay high tuition fees in contrast to the other students who pay for their education.

## CHAPTER 2

### LITERATURE REVIEW

#### Private Higher Education in the World

Mass higher education has become the international norm by the end of the 20th century. Today, many countries have got large academic systems, which educate a growing number of young people and require substantial resources. China and India, for instance, have large academic systems. China now enrolls the world's largest student population, at 23 million; the United States is second with 17 million and India follows with 10 million. Worldwide, there are more than 70 million students in postsecondary education. The Vancouver-based Commonwealth of Learning estimates that 150 million students will be in need of postsecondary education by 2020 (Altbach, 2007).

Academic systems have expanded for several reasons. A degree from a postsecondary study is increasingly seen as a prerequisite for economic success. The skills gained through university or other post secondary studies are in demand for the increasingly complex and technology based economies of the 21st century. University degrees are also seen as essential for social mobility (Altbach, 2007).

As higher education expands, traditional institutions such as universities grow. In addition, new types of institutions are inevitably added so as to serve large numbers and also to provide more diverse education and training for a more different clientele. Private institutions' ability to respond more rapidly to new demands has quickly expanded private institutions (Altbach,2007).

In Altbach's words, private universities are expanding at a more rapid rate than public institutions and they are serving even larger segments of the

population. In countries such as South Korea, Japan, Taiwan and the Philippines, private universities educate the large majority of those going to post secondary education -80 percent overall-. More than half of the enrolments in Brazil, Chile, and Colombia are in private universities. Half of the total post secondary enrolments in Argentina, Columbia, Mexico, Peru and Venezuela were in private institutions in 1997. Central and Eastern Europe are also experiencing privatization in post secondary education (Altbach, 2005).

In Brazil, the diverse higher education system is dominated by profit-seeking private institutions, which have accounted for the recent expansion in the supply of higher education. There are 1859 institutions of which 1652 are private and 207 are public. In Brazil, private institutions specialize in low-cost provision in management and humanities, which does not improve the skill imbalance in terms of science and engineering (OECD, 2007).

Latin America has traditionally had a private higher education sector-one dominated by the Catholic Church. The oldest institutions are church-related and typically among the most prestigious. In the past several decades, an entirely new group of institutions have been established and in most countries these now outnumber church-related universities. These new institutions are diverse secular postsecondary institutions-some are multipurpose universities offering degrees in fields with strong market demand and some are specialized schools offering instruction in single fields from management to tourism studies. A few have achieved high standing and respect but most clustered at the lower levels of the academic hierarchy. This

explosive growth has created a private sector, which now educates a majority of students in Brazil, Mexico, Colombia and other countries (Altbach, 2007).

**Latin America's Private and Public Higher Education Shares (2002-2007) \*, \*\*, \*\*\***  
Last Update: July 2010

Country	Private % of Total HE Enrollment****	Year	Private % of Total HEIs	Year	Private % of Total Univ. Enrollment	Year	Private % of Total Univ.*****	Year
Argentina <sup>1</sup>	23.9 (489,039/2,048,876)	2005	53.5 (1,327/2480)	2003	16.5 (254,117/1,539,742)	2005	54.6 (3499)	2003
Bolivia <sup>2</sup>	27.8	2004	73.9 (1,530/2,015)	2004	18.2 (56,764/312,769)	2003	70.2 (4057)	2005
Brazil <sup>3</sup>	74.6 (3,639,413/4,880,381)	2007	89.1 (2,032/2,281)	2007	66.9 (2,224,824/3,325,125)	2007	67.0 (2037303)	2007
Chile <sup>4</sup>	77.6 (384,722/733,543)	2007	92.8 (205/221)	2005	66.9 (340,702/509,323)	2007	73.8 (4361)	2007
Colombia <sup>5</sup>	49.6 (600,731/1,212,035)	2005	70.6 (197/279)	2007	56.2 (506,137/900,435)	2005	67.8 (116/171)	2007
Costa Rica <sup>6</sup>	54.58 (93,730/171,792)	2004	47.1 (37/121)	2004	33.4 (86,951/162,925)	2004	92.8 (5054)	2004
Cuba <sup>7</sup>	0.00 (0/908,588)	2007	-	-	-	2007	-	-
Dominican Republic <sup>8</sup>	49.7 (160,603/323,439)	2005	88.4 (38/43)	2005	50.1 (159,867/319,263)	2005	93.9 (31/33)	2005
Ecuador <sup>9</sup>	28.7 (90,278/314,496)	2004	58.7 (236/402)	2004	-	-	56.9 (37/65)	2004
El Salvador <sup>10</sup>	66.3 (82,812/124,956)	2006	83.3 (35/42)	-	68.5 (79,299/115,715)	2006	96.2 (25/26)	-
Guatemala <sup>11</sup>	48.1 (105,082/218,466)	2003	91.7 (11/12)	2009	-	-	91.7 (11/12)	2009
Honduras <sup>12</sup>	19.7 (22,018/111,766)	2002	60.0 (9/15)	2002	-	-	70.0 (7/10)	2002
Mexico <sup>13</sup>	33.4 (745,018/2,232,189)	2007	72.7 (1,175/1,617)	2007	41.8	2003	72.7	2002
Nicaragua <sup>14</sup>	47.5 (65,000/136,960)	2005	58.5 (69/118)	2003	-	-	90.9 (40/44)	2003
Panama <sup>15</sup>	18.3 (24,187/132,167)	2003	83.1 (39/71)	2004	-	2003	87.5 (28/32)	2004
Paraguay <sup>16</sup>	41.1 (44,722/108,812)	2003	-	-	-	-	-	-
Peru <sup>17</sup>	51.1 (463,801/908,315)	2005	-	-	50.3 (263,354/523,359)	2005	59.8 (49/82)	2005
Uruguay <sup>18</sup>	11.7 (14,426/123,139)	2007	22.2 (14/63)	2003	15.0 (14,273/95,396)	2007	73.3 (11/15)	2003
Venezuela <sup>19</sup>	41.6 (447,045/1,074,350)	2004	56.8 (96/169)	2005	21.7 (135,957/626,837)	2004	55.1 (27/49)	2005

\* If we sum all the enrolment data for Latin America, we get a private share of 48.6 %, but caution is required as national data range from 2002 to 2007 and we lack Bolivian enrolments. The private regional LA enrolment share was 46.6% in 2003 according to IESALC-UNESCO (2006), Informe sobre la Educación Superior en América Latina y El Caribe 2000-2005: La metamorfosis de la educación superior, Caracas

Figure 1 The Private and Public Higher Education Shares in Latin America  
In comparative terms, private higher education is most powerful in Asia. In a number of Asian nations- including Japan, South Korea, the Philippines and Indonesia- private postsecondary institutions dominate the higher education systems in terms of numbers. In all of these countries, almost 80 percent of students attend private institutions. While public universities are at the most prestigious in each of these countries, several private schools also rank at the

top of the hierarchy. Substantial private sectors exist in Thailand and Taiwan among other countries. In Asian nations traditionally dominated by Malaysia, the fastest growing segment of higher education is private. Even in China and Vietnam, with communist system, private higher education is growing rapidly.

In general, private universities are found at the lower end of the prestige hierarchy in Asia. There are a few exceptions-high quality private universities such as Waseda, Keio and a few others in Japan; de La Salle and the Ateneo de Manila in the Philippines; Yonsei in Korea and Atma Jaya in Indonesia. Generally, private institutions rely on tuition payments, receive little funding from public sources and have no tradition of private philanthropy and as a result, they are unable to compete for the best students. However, the private sector plays a central role by providing access to students who would otherwise be unable to obtain academic degrees (Altbach, 2007).

Asia's Private and Public Higher Education Shares (2001-2008) \*, \*\*, \*\*\*, \*\*\*\*, \*\*\*\*\*

Last Update: July 2010

Country	Private % of Total HE Enrolment	Year	Private % of Total HEIs	Year	Private % of Total Univ. Enrolment	Year	Private % of Total Univ.	Year
Afghanistan <sup>1****</sup>	-	-	-	-	-	-	-	-
Australia <sup>2</sup>	3.5 (40,000/N/A)	2008	-	-	-	-	-	-
Bangladesh <sup>3</sup>	14.4 (61,108/423,236)	2003/04	48.6 (54/111)	2005/06	44.2 (91,648/207,577)	2005	71.6 (53/74)	2005
Bhutan <sup>4</sup>	0	-	0	-	0	-	0	-
Cambodia <sup>5</sup>	38.0 (56,563/97,524)	2006	64.5 (40/62)	2006	-	-	69.2 (18/26)	2004
China <sup>6</sup>	19.9 (4,013,010/20,210,249)	2008	28.3 (640/2,263)	2008	0	2008	0	2008
Hong Kong, China <sup>7</sup>	59.0 (127,256/213,637)	2007/08	54.5 (12/22)	2007/08	59.4 (95,238/160,295)	2007/08	22.2 (2/9)	2007/08
India <sup>8</sup>	30.7 (3,219,000/10,481,000)	2005/06	42.9 (7720/17,973)	2005/06	-	-	-	-
Indonesia <sup>9</sup>	71.0 (2,392,417/3,371,156)	2007	95.5 (2,766/2,897)	2007	-	-	89.0 (372/418)	2007
Japan <sup>10</sup>	77.4 (2,924,022/3,776,623)	2007	89.6 (4,199/4,689)	2007	73.2 (2,071,642/2,828,635)	2007	76.7 (580/756)	2007
Kazakhstan <sup>11</sup>	46.5 (347,100/747,100)	2004	71.8 (130/181)	2004	-	-	-	-
Kyrgyzstan <sup>12</sup>	7.2 (15,800/218,300)	2004	32.7 (16/49)	2004	-	-	-	-

Program for Research on Private Higher Education (PROPHE)

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Figure 2 The Private and Public Higher Education Shares in Asia

The region relying most on public higher education is sub-Saharan Africa and even in this area private higher education is the fastest growing segment of postsecondary education. The public-oriented traditions of the main colonial powers, the British and the French, and the limited financial resources available in the private sector in most African countries have meant that, traditionally, little private sector has existed. In the past decade, however, the private sector has grown dramatically as it became clear that government could not finance access.

Catholic religious organizations have been active throughout the region, as have Protestant groups, in Zimbabwe, Kenya, Ghana and several other countries. Other private initiatives are emerging as well. Shortages of capital and student inability to pay for the cost of tuition will make the expansion of private education in Africa a more difficult and probably slower process than it has been in most other regions, although there is evidence of a growing middle class able to pay for private higher education (Kruss&Kraak, 2003).

In many African countries, the provision of higher education by private institutions is a growing phenomenon. When compared to the other parts of the world, however, most African countries have been slow to expand the private sector in higher education (Altbach, 1999). The trend toward private higher education has been enhanced by a number of factors: burgeoning demand from students for access, declining capacity of public universities, retrenchment of public services, and pressure by external agencies to cut public services, growing emphasis on and need for a highly skilled labour force which target local market and interest by providers. In

terms of numbers, there are now more private than public institutions in some countries, although the private schools are smaller and tend to specialize in specific fields, such as business administration. A number of examples showcase the development of private higher education in Africa.

Kenya has 19 universities of which 13 are private. In Sudan, it is observed that the number of private higher education institutions increased from 1 to 16 in 1996 and to 22 in 2001. The number of students enrolled at private higher education institutions increased nearly nine fold within four years- from under 3000 in 1990/91 to close to 24 000 in 1994/95(Ngome, 2003 as cited in “The Quest for Inclusive Higher Education in Kenya: A Vivisection of Concerns, Policies and Reform Initiatives”).

Daniel Levy lists the other countries which have adopted private education in his article “Private-Public interfaces in higher education development: two sectors in sync?” and he states that the newest regional sites of sudden private development from near zero to noteworthiness are the Middle East and North Africa. Also, there is much room to grow, as economies develop and the demand for higher education is suddenly strong. Morocco, Egypt, Syria, Jordan, and Oman (indeed much of the Gulf) are among the noteworthy examples and they are generally initiated and supported by government.

**Sub-Saharan Africa's Private and Public Higher Education Shares  
(2002-2009) \*, \*\*, \*\*\*, \*\*\*\***

Country	Private % of Total HE Enrollment	Year	Private % of Total HEIs	Year	Private % of Total Univ. Enrollment	Year	Private % of Total Univ.	Year
Benin <sup>1</sup>	20.0	2009	96.4 (27/28)	1999	-	-	-	-
Botswana <sup>2</sup>	28.6 (6,000/21,000)	2007	86.0 (6/7)	2007	-	-	(1/N/A)	2007
Burundi <sup>3</sup>	-	-	(4/N/A)	2002	-	-	-	-
Chad <sup>4</sup>	(400/N/A)	2003	(2/N/A)	2003	-	-	-	-
Democratic Republic of Congo <sup>5</sup>	81.6 (82,173/100,724)	1997/98	(39/N/A)	-	-	-	-	-
[Egypt <sup>6</sup>	19.2 (447,000/2,325,000)	2003	62.6 (109/174)	2005	2.2 (39,000/1,766,000)	2003	46.4 (13/28)	2005
Ethiopia <sup>7</sup>	24.0	2003	60.0	2003	-	-	-	-
Gabon <sup>8</sup>	47.0 (25,000/54,000)	2003	(3/N/A)	-	-	-	-	-
Ghana <sup>9</sup>	11.2 (8,000/71,600)	2004	90.3 (28/31)	2004	-	-	-	-
Kenya <sup>10</sup>	17.9 (21,132/118,239)	2008	13.1 (17/130)	2004	52.9 (91,541/173,032)	2004/05	70.9 (17/23)	2004
Ivory Coast <sup>11</sup>	31.0	-	(1/N/A)	-	-	-	-	-
Lesotho <sup>12</sup>	-	-	72.7 (16/22)	2000	-	-	0.0 (0/1)	2000
Mozambique <sup>13</sup>	32.1 (7,143/22,256)	2004	50.0 (6/12)	2004	-	-	-	-

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Figure 3 Private and Public Higher Education Shares in Sub-Saharan Africa

In other countries like Spain, we see the effects of private higher education. Spain has about 1.5 million students in a unitary higher education system. It comprises 48 state-funded universities including one distance learning university (UNED) and 23 private universities, one of which is a distance learning institution based in Catalonia. Although more than a third of the universities are private, they produce only 8% of graduates in a system that has grown rapidly since the 1970s, with growth flattening in the last decade (OECD, 2007).

It is regarded that private university has its roots in the United States because the continent is the cradle of the private sector for much of its history. Also, the earliest academic institutions, including Harvard and Yale were established there and they were both private. As it is seen, since the

origin of the Western universities in the 13th century, private higher education has been a part of the education system in the West. However, in line with the invasion of privatization into other nations, private higher education has become a central feature of academe in the developing countries, too. “Today, the private sector of higher education holds roughly 25-30 percent of total global enrolment” and this implies that private post secondary education is a worldwide issue and now it is already beyond the borders of developed countries (World Bank, 2008). Actually as it is mentioned by Levy (2000), higher education's global share is larger than that in the United States and it continues to grow.

Although private higher education is expanding globally, the area, which is least affected by such trend is Western Europe. That is to say, approximately 90 % of the students attend public universities. Traditionally, higher education is supported by the state and low tuition for students still exists. However, state support is not able to catch up with the expanding demand for free higher education; as a result educational standards get poorer in certain countries. Thus, these countries see that increase in tuition fees is a way out. For instance, Germany is a good example for free higher education but it also tries to increase tuition fees. On the other hand, the German government is aware of the fact that it is politically difficult to implement fees (Kinser& Levy, 2006).

As for the countries which were governed by communism –Russia, Ukraine, Georgia, Poland, Romania, Eastern Europe and Czech Republic- they are also exposed to rapid demand in higher education. Higher education, which was supported by the state once, is now getting privatized. The very

reason why they are eager to adopt private higher education is that the standards of public universities deteriorate and public institutions are not capable of meeting the increasing demand of the students. All in all, this condition led to the establishment of numerous private universities and other post secondary institutions, which are specialized in their area (Levy, 2005; Giesecke, 2005).

This global summary of private higher education development shows national and regional variations and indicates explosive expansion. Private post secondary education is a significant force almost everywhere and it is a growing phenomenon even where it has not previously been in the mainstream. There is a considerable diversity among private institutions, but most of the expansion is taking place at the low end of the higher education system. The role played by private higher education- that is able to adapt quickly to changing market conditions, student interests and the needs of the economy- is inevitable to grow (Altbach, 2007).

### Private Higher Education in Turkey

#### Private Universities in Turkish Higher Education

In order to understand private higher education thoroughly in Turkey, it is necessary to see the development phase of university in Turkish society. We see that the first university was established in 1863 in order to educate both madrasah<sup>2</sup> students and the public. However, this university structure, which

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<sup>2</sup>Madrasah, (Arabic: “school: )Turkish Medrese, in Muslimcountries, an institution of highereducation<https://safe.britannica.com/registration/freeTrial.do?partnerCode=UKBUNBOLEART>.

is called “Darülfünün”,<sup>3</sup> was closed down because “Darülfünün” was not able to adapt itself to the needs and demands of the modern age. It was criticized that Darülfunun did not support the process of switching from Arabic to Latin alphabet. It did not advocate the republican reforms (Dülen, 2010).

After “Darülfünün”, İstanbul University was opened in 1933. In 1930 when Germany was suffering from the fascist regime because of Hitler, approximately 150 academics escaped and started to live in Turkey for a while. During this time, Turkey has had the chance of doing studies in higher education and the research and such activities done by these academics have developed Turkish higher education to a great deal.

Another important turning point for Turkish higher education was Hasan Ali Yucel<sup>4</sup> who was the minister of education. In line with his effort, Ankara University was established and universities gained autonomy and legal entity. In the course of time, several crucial events have affected higher education system in Turkey. For example, during 1950s, under the governance of AdaletPartisi (Justice Party-1961-1980), local universities (Ege University, Karadeniz Technical University and The East Anatolia University) were set to meet the local demands of the areas where they were established.

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<sup>3</sup>Established on the 23rd of July, 1846, Darülfunun is thought to be the initiator of secular higher education in Turkey, <http://www.istanbul.edu.tr/tarihce.php>

<sup>4</sup>After Atatürk's death, Hasan-Âli YÜCEL was the ministry of education between the years 1938-1946 and he is accepted to be a prominent education, culture and politics figure of the Republican Period, <http://www.meb.gov.tr/meb/hasanali/yazilardansecmeler/anaindex.html>

What is more, coup d'états<sup>5</sup> has affected the higher education in several ways. Conflicts between right and left sides were common at universities. Students and academics were hurt or killed as a result of aggressive actions at campuses. Political and social conditions after coup d'états, especially the one in 1980 changed higher education a lot in Turkey. Actually, military takeover of 1980 completed the process of changing the higher education system because within the framework of the new law, a new higher education system was set up and universities were deprived of their autonomy (Timur, 2000). Also, for instance, academics were forbidden to participate in politics. Higher Education Council (YOK), which is the most influential higher education institution currently, was established during that period. What is more, foundations gained the right to open private higher education institutions in those years with the additional article 2 and 3 in law numbered 2547. With the additional articles in the Law numbered 2547 in 1983, private foundations gained the right of opening private universities in Turkey (Okçabol, 2007).

The first private university was opened under the governance of İhsan Doğramacı<sup>6</sup> who was the administrator of Higher Education Council at that time. Okçabol(2007) sees this event as the first step towards the privatization of higher education in Turkey and states that “a new door opens for the privatization of education and destruction of public universities”

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<sup>5</sup>The first one was on Mayıs 27, 1960. 1402 university lecturers were dismissed and certain universities were closed down. The second one was on September 12, 1980. 3854 teachers and 120 university lecturers were fired. Students from different political views were in dispute.

<sup>6</sup>İhsan Doğramacı (1915-2010) was an effective figure in Turkish higher education system. However, he was especially criticized as he was thought to have put pressure on academic staff at universities via the rules applied by YOK.

(p.131). In 1992 Koc family established the second private university<sup>7</sup>. And private universities were free in that they could choose their own rector and they could get financial support from the state's budget.

Another important figure in Turkish higher education system is Kemal Guruz<sup>8</sup>. He had positive ideas about private higher education. He thought that laws which put a barrier to the establishment of private higher institutions should be removed. Also, popular foreign universities should be encouraged to open up branches in Turkey and Turkish universities should conduct mutual partnerships with these foreign universities. In line with his politics, the number of private universities increased. Six universities were opened in 1996. These are Atılım, Işık, Fatih, Sabancı, İstanbul Bilgi, Yeditepe Universities. Eight universities opened in 1997. These are Kadir Has, Atılım, İstanbul Kültür, Doğuş, Çankaya, Maltepe, Beykent, Çağ Universities. And in the following years, private universities continued to be opened. In 1998 Bahçeşehir and Haliç; in 1999 Okan and Ufuk Universities; in 2001 İstanbul Commerce and İzmir Ekonomi and Yaşar Universities; in 2003 İstanbul Aydın, TOBB EkonomiveTeknoloji, 2003 and AnadoluBil Vocational High School were opened (Okçabol, 2007). In 2006 İstanbul Bilim, in 2007 AcıbademÜniversitesi, İstanbul Arel, İzmir Üniversitesi, Özyeğin; in 2008 Gediz, Melikşah, Piri Reis; in 2009 Zirve Üniversitesi and in 2010 İstanbul Şehir Üniversitesi were established (www.yok.gov.tr).

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<sup>7</sup>Koç family, the founder of Koç Holding which is one of the largest companies of Turkey, also took part in establishing schools for Turkish education.

<sup>8</sup>Kemal Gürüz (1947-...) was elected as the president of YOK on December 6, 1995 and he got the same duty again on December 5, 2003.

In addition to the ones above, on the YOK official website<sup>9</sup>, it is seen that the new private universities are going to be opened: Gazikent Üniversitesi, Gediz Üniversitesi, Yeni Yüzyıl Üniversitesi, Zirve Üniversitesi.

Table 1: Private Universities and the establishment years

1. Bilkent	1984
2. İstanbul Commerce	1992
3. Kadir Has	1992
4. Koç	1993
5. Koç	1993
6. Başkent	1996
7. Fatih	1996
8. Işık	1996
9. İstanbul Bilgi	1996
10. Sabancı	1996
11. Yeditepe	1997
12. Atılım	1997
13. Çankaya	1997
14. Beykent	1997
15. Doğuş	1997
16. İstanbul Kültür	1997
17. Maltepe	1997
18. Çağ	1998

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<sup>9</sup> [www.yok.gov.tr](http://www.yok.gov.tr)

19. Bahçeşehir	1998
20. Haliç	1999
21. Ufuk	1999
22. Okan	2001
23. İzmir Economy	2001
24. Yaşar	2001
25. TOBB ETU	2003
26. İstanbul Bilim	2006
27. Acıbadem	2007
28. İstanbul Arel	2007
29. İstanbul Aydın	2007
30. Özyeğin	2007
31. İzmir	2007
32. Piri Reis	2008
33. İstanbul Kemerburgaz	2008
34. İstanbul Şehir	2008
35. Gediz	2008
36. Gazikent	2008
37. Melikşah	2008
38. Zirve	2009
39. YeniYüzyıl	2009
40. Toros	2009
41. İstanbul Medipol	2009
42. Karatay	2009
43. Mevlana	2009

44. Nuh Naci Yazgan	2009
45. TurgutÖzal	2009
46. Ted	2009

Note: This table has been adapted from YOK (Higher Education Council) 2009

As it can be understood, the number of private universities in Turkey is increasing day by day. There are several reasons for this. The proportion of young people who would like to attend university is high because parents and students see university degree as a solution for social mobility and setting up a safe career. As Balkan quotes in his book, British Prime Minister Tony Blair in one of his speeches emphasized the importance of education by saying “the more you learn the more you earn,” New- middle class families especially in globalizing cities around the world from London to Bombay, from New York to Istanbul, have awakened to the belief that the latest round of world capitalist accumulation constitutes a fundamental shift in their ability to provide their children with what they refer to as ‘comfortable life’ (Balkan, 2009,p.12).

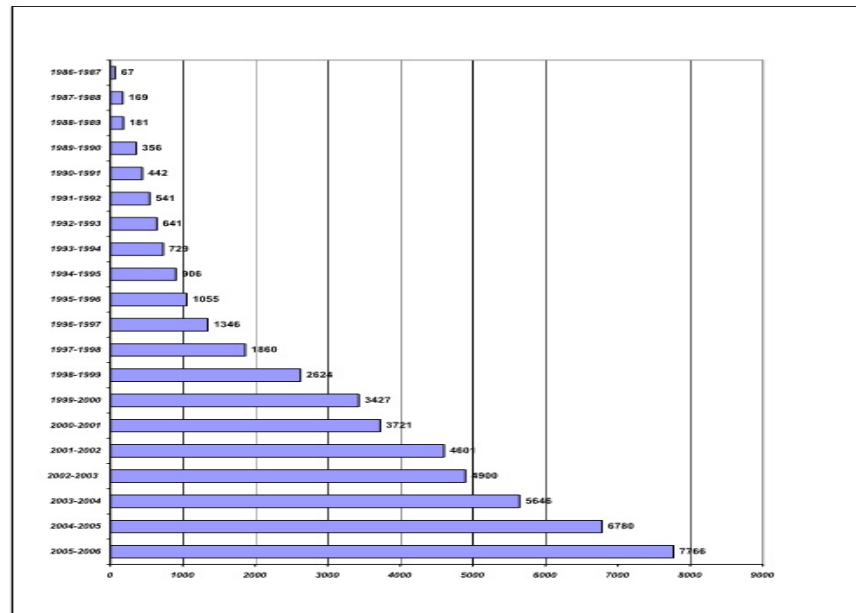
Public universities are not that capable of absorbing the increasing demand for higher education. Also, there is LYS exam, a kind of university entrance examination, to eliminate, select and place students. According to the figures in OSYM<sup>10</sup> official page, this year 1 million 511 thousand 980 students applied for LYS. This figure was under 1 million 5 hundred thousand last year and this year the number of students applying for LYS

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<sup>10</sup> OSYM (Student Selection and Placement Center) is the body responsible for organizing the national level university entrance examination and several other large scale examinations in Turkey

increased by 161 thousand 856. Such a sharp increase in demand each and every year leads students and parents to look for other ways to have an access to higher education. As a result, students who are not able to get enough scores to study at public universities prefer to attend private universities. This is one of the very reasons for the increase in the number of private universities in Turkey. Such an increase in the number of private universities inevitably causes a sharp increase in the number of academics working in private universities.

Table 2: The Number of Academics Working in Private universities between 1986-2006



Note: The table has been adapted from YOK (Higher Education Council) 2009

Another important reason for the increase in the number of private universities is the support by the government. We can see this positive

attitude in Prof. Yusuf Ziya Özcan's words. He is the President of Higher Education Council.

Özcan states that the ongoing developments in Turkey create questions about the hardships the universities encounter, their new roles and the financial management of them. How an institution that is exposed to such a high expectancy from people will be managed financially? Will the universities be run by the state only? Or do we need to look for other solutions? The recent developments have shown that universities cannot be managed only by the budget allocated by the government

<http://arsiv.ntvmsnbc.com/news/431890.asp#storyContinues>.

In his another speech in GAZİANTEP, Prof. Yusuf Ziya Özcan mentions that students need to pay money in order that universities become independent. The government should pay the money not to the universities but to the students.

If we want independent universities, we should give them financial independence. The state gives the money to universities and the budget of the universities is getting richer. The money, which is allocated to universities, can be given to students as scholarship and the ones who have money can pay their education expenses. This is a more efficient solution. Hence, the universities think and plan more carefully. While opening a department or a faculty, they decide more carefully. If a department cannot get enough students, it is closed down. For these reasons, it seems to me practical, <http://arsiv.ntvmsnbc.com/news/431890.asp#storyContinues>.

The way the states defines education is not a new phenomenon actually. In Ercan's words, this process-“marchandisation of education- started in 1970s and gained a momentum in 1980s. The agent, which started this process, is the state itself. Although there is a high demand from public, limitations on public expenditures is a very important factor, which affects education negatively (1999).

Another crucial issue is that although there is an ongoing discussion, which focuses on the inadequate resources for education, private sector is

getting state support and there are so many changes, which will enable private sector to get more government support. Incentive credits, discount for investment and exemption from tax are among the examples, which give way to establishment of private universities.

To give a specific example, between 1983-1984, the state provided investment incentives for private schools. The state gave private sector credits with low interest for a period 5-6 years. While 50-60 % was equity capital, 40 or 45 % was granted as credits. Also, with the amendment (number 3708) in Higher Education Law (number 2547), the state accepted to donate building land and more importantly, to meet the private 45 % of university's budget (Ercan, 1999).

Gürüz, as an author and a figure in higher education system of Turkey, has parallel attitude towards higher education. In his book, *Dünyada ve Türkiye'de Yükseköğretim (Higher Education in the World and Turkey)*, he says "I am in favor of determining the salaries of academics in accordance with their performance, and contract-based academics. Also, professorship vacancy that is aimed at working with the help of donations should be supported. He also states that to reach an ultimate decision in such issues not an easy thing (Gürüz, 2003).

He states that the primary money resource of private higher education institutions is the tuitions of students. Higher education is a semi-public and semi-private service. Thus, the students getting the service can have a chance to earn money thanks to his diploma, and public and state take advantage from his education. In accordance with finance theory, private higher education institutions have the right to benefit from equal chances, social

justice and governmental support. As a result of this, public resources support private post secondary education in different ways (Gürüz, 2003, p. 155).

#### Private Universities and Academic Profession in the Last Decades

##### Working Conditions of Academics in the World

What is known about the conditions of academic profession and academic work in the developing world is not positive. The condition of work and level of remuneration are inadequate, involvement in institutional governance is often very limited, and the autonomy to build both an academic career and academic programs is often constrained (Altbach, 2007, p.137).

Many of the conditions affecting the academic profession in developing countries are central realities worldwide. For example, Evans (2002) points out that the British academic profession has been drawn away from its traditional values and that in many ways this has weakened the country's universities. As she states, these trends are observable worldwide. The central realities of higher education in the 21st century -massification, accountability, privatization, and marketization- affect universities everywhere and academics to differing degrees.

Massification has led, among other things, to an expanded academic profession and academic community that are increasingly fragmented. Accountability has limited the traditional autonomy of the profession, more tightly regulating academic work and eroding one of the major attractions of the academic profession. Privatization has in some contexts placed pressure on academics to generate income for themselves and for the university through consulting and other non-teaching activities. Marketization has forced academics to become more aware of students' curricular interests.

Professors have been encouraged to engage in entrepreneurial activities. The fact is that in the era of mass education, conditions of academic work have, for most academics, deteriorated everywhere (Altbach, 2007, p.p.138-139).

Other academics who work on this issue do agree with Altbach in certain ways. To Enders and Fulton, academic profession has undergone many changes in all regions of the world. Enders & Fulton (2002) in his study states that past twenty years has seen broad changes for higher education and academic staff in Europe. The increases in student enrolments in higher education, financial constraints, accountability and performance evaluations and technological advances have had a deep impact on academic staff, according to Enders.

Enders classifies the problems academic staff face under four major topics. First, erosion in academic status is happening faster than ever. This erosion is reflected in relatively reduced salaries, lower salaries for new academic staff, and flexible employment with less job security. Second is the gradual reduction in public funds available for higher education. As a result of this, in the name of efficiency, the student/academic staff ratios have increased as funds for research have gone down. Third, there has been a weakening in academic unions or professional organizations as a result of increasing control over academic performance in parallel with a shift of power from elected bodies of universities to the administrative hierarchy. Fourth, academic staff has increasingly been criticized for not fulfilling the expectations of society.

Austin (2002) also studied factors that affect academics in developing countries. He emphasized five factors that have influenced academics. First,

university education has become more responsive to the demands of labour market in line with the requirements of the market economy. Second, the ratio of students to academic staff has gradually increased. Third, adverse effects of fierce competition among universities have resulted from privatization policies targeting higher education institutions. Fourth, the development of institutional autonomy with the help of the above-mentioned factors, has forced new roles on academic staff, such as leadership, consultation and involvement in the duties of the executive branch. Fifth, higher education institutions, lured into income generating activities, are increasingly encouraging academic staff to work on profitable popular projects.

As Enders and Austin analytically evaluated, academics are experiencing more and more challenges in their profession and certain issues such as privatization and marketization, information technology are creating new working conditions for academics to overcome.

These problems undoubtedly cannot be associated only with private universities in developing countries. Public or private all academics one way or another are subjected to the challenges in their working condition. However, private universities are relatively new academic institutions for academic world and they are more sensitive to changes and challenges. Also, as they want to catch up with state universities, they are adopting a dynamic pattern, which is eager to new trends.

#### Main Challenges of Academics in the Developing World

As Peter Scott puts it well, “all universities are subject to the same processes of globalization—partly as objects, victims even, of these processes, but partly as subjects and key agents of globalization (1998, p.122). Universities, both

the subject and the object of globalization, are experiencing fundamental changes. These changes are creating not only positive but also negative impacts on the academic environment. A considerable increase in the demand for higher education, the on-going process of mobility of academics, competitive international market of researchers, easy access to knowledge thanks to information technology, all such issues may give academics opportunities to create new ideas and to work in a more professional environment. However, the impact of globalization is also inevitable to generate a number of crucial challenges on working conditions of academics.

The changes in higher education all over the globe are complex and varied, even contradictory. Nevertheless, the concept of globalization indicates that the various changes are somehow interrelated and creating new interdependencies between actors, institutions and states (Damme, 2002, p.21). The actors of academic stage -academics- are especially exposed to certain challenges. Privatization, academic freedom and accountability, massification has all resulted in basic challenges in professional lives of academics.

What are the new working conditions of academics as a result of these challenges? What kind of challenges has these changing working conditions caused? These are very important questions, which call for an answer. By discovering the new working conditions of academics, we can gain a broader perspective so as to understand goings-on in private higher education on global scale.

## Privatization and its Impact on Academic Profession

The definition of privatization is rather muddled although there are numerous definitions. In countries with many state-owned enterprises, privatization is a shift from the state to private hands in part or whole. Also, there is a general agreement that the sale of government enterprises represents privatization. Privatization is defined broadly as an arrangement in which a government and a private entity jointly perform a traditionally public activity. Fundamentally, privatization is much more than a financial or managerial action; it is a philosophical position concerning the roles and the relationships of society's private institutions and government (Savas, 2000, p.211).

Within the scope of this study, privatization refers to efforts within the university to make a profit from teaching, research and other campus activities. Privatization in the strict sense is the efforts to sell the work of universities for a profit.

Derek Bok, in his book *PiyasaOrtamındaUniversiteler* (2007)[*Universities in the Market: Marketization of Higher Education*], focuses on the relation between universities and private sector and he states that nobody can deny the impact of private sector on universities. It is crystal clear that thanks to the large amount of funding, private sector members have changed the structure of universities a lot. By comparing business and management departments with the faculties, which provide educational and social sciences, people can see this effect. He claims that trade and industry sectors are deeply affecting the curriculum by providing job opportunities and well-paid salaries. He says that if a person realizes the current popularity of computer sciences departments and if he compares salaries of academics who

teach at philosophy and literature with the ones who work in business and management department, he can see the effect of private sector on university life (Bok, 2007, p. 8).

The effects of privatization at universities may lead to many problems. For instance, inclusion of private sector may cause erosion in academic standards. Bok believes that selection criterion of students and academics should be in accordance with the purposes of the university about education, research and other benefits. Therefore, academics should not be hired just because they are conducting a project, which may bring great interests. The project's scientific value is of utmost importance. Moreover, to him, opening easy courses for fear that the students may not achieve other courses will inevitably result in erosion in the academic standards. More or less, the purpose of the universities is to grow up a student who improves himself and contributes to the development of the others. Also, he is expected to have the capability of serving for the needs of the society. Thus, students, after being a member of academic society, should be evaluated objectively. In an academic environment where students' grades are changed for several reasons or even sold for money, the universities are on the verge of losing the trust of public (Bok, 2007, p.107).

Moreover, relations among the academics can be badly destroyed. Privatization in an academic context is undermining colleague friendship and trust. Unfortunately, this brings along tension and separation among academics. The ones who make great effort for traditional workloads will get hot under the collar and criticize the ones who spend most of his professional time for counseling for the companies. Academics whose expertise area is

humanities will tend to think they are not valued enough. There may be arguments about patents right share between the academics and the administration.

Such attitudes among academics as a result of privatization in the academic world, will remove the differences between companies and universities. As Ami Zusman (1999) underlines, academics are more reluctant to work for school boards and to protect the school from political interventions. However, they are more eager to use the schools' facilities and title for economic reasons (cited in Zusman, Herr, 1995).

#### Academic Freedom and its Impact on Academic Profession

Some brief definitions are required to set parameters for subsequent discussions about academic freedom and accountability. Accountability- in Berdahl and McConnell(1999) words- is to be able to answer to different “constituencies” for a responsible performance. Within this study, these two terms refer to the sense of freedom of an academic while conducting research, designing his curriculum and his perception of himself towards students and the institution. Moreover, definition of the terms by Slaughter has inspired determining the parameters of the terms. Slaughter defines academic freedom and accountability “as a collective right to self governance” and he suggests a “confluence” of individual and institutional autonomy.

In essence, academic freedom is a simple concept. From medieval times, academic freedom has meant the freedom of the professor to teach without external control in his or her area of expertise. The concept, however, was further defined with the rise of the research-oriented Humboldtian

University<sup>11</sup> in early 19th century in Germany. The Humboldtian concept enshrined the ideas of teaching and learning. Thus, the academics have gained more freedom. The concept of academic freedom was expanded and research became part of the academic mission. Hence, the professor was given almost absolute freedom of research and expression in classroom and laboratory (Altbach, 2001).

Restrictions on academic freedom are especially common in the social sciences and other related fields that are considered politically or ideologically sensitive. Some examples around the world are: a prominent Egyptian sociologist who was arrested for “defaming” Egypt, a Hong Kong academic pollster who was warned by his university’s vice chancellor not to publish polls critical of the region’s chief executive, and academics in Serbia who have been routinely arrested for opposing the regime (Landler 2000; Sachs 2000; Agovino 2000). Indonesian academics that took part in the political movement were occasionally jailed or fired by the Suharto government (Human Rights Watch, 1998). In Malaysia and Singapore, some topics are simply taboo for research and publication due to government pressure. As it is seen, academic freedom is by no means secure worldwide (Altbach, 2001).

No matter how easy to define the term, it is not that easy for academics to maintain their academic freedom. Academic freedom, which

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<sup>11</sup>The German university — the Humboldtian model — established by [Wilhelm von Humboldt](#) was based upon [Friedrich Schleiermacher](#)’s liberal ideas about the importance of [freedom](#), [seminars](#), and [laboratories](#), which, like the French university model, involved strict discipline and control of every aspect of the university.

gives absolute authority to an academic to do research and teach in the class, “is under attack in many parts of the world” (Altbach, 2001, p. 205).

The first arena where their academic freedom is threatened is politics. The involvement of professors in activities viewed, as anti-regime is not tolerated. Penalties for transgressions can be severe, and include not only loss of academic jobs, but sometimes prosecution and imprisonment (Altbach, 2001).

These examples make us think that academics in natural sciences and related fields are freer. However, their degree of academic freedom is restricted by other factors. As Derek Bok highlights, some universities are signing contracts with corporations in order to meet all the research funding of a whole department. For instance, Novartis agreed to pay 25 million dollars to the Plants and Microbiological Department of California University for five years, which make up the 40 % of the total research expense of the department. The conditions of the agreement is gone over, it is seen that the company is entitled to check the results of the data driven by the research and also, it has the right to determine the two members of the committee who are responsible for the allocation of fund for the studies carried in the department (Bok, 2007, p.148).

With an optimistic point of view, it can be said that California University is a powerful one; and as the academics who work in that department are qualified enough, they can find other resources to conduct the research, which interest them, more. However, as Bok underlines, on the condition that such agreements are common, serious problems will arise. The department may become oversensitive to the demands of the companies,

which fund the department, as they want to re-new the agreement in the following years. Moreover, even if more powerful departments are resistant to such pressure, the ones which are relatively weak can give way to the priorities of the company which is funding. The relation between corporations and universities are becoming more intense in line with the increase in the number of private universities. Such kind of agreements or activities such as hiring business people as part time academics is considered to be usual. However, the very implications of this trend for academics need to be studied in private universities in Turkey. This way, the challenges, which affect academic profession in Turkey, can seem transparent.

#### Massification and its Impact on Academic Profession

Within the scope of this study, massification refers to the high increase in the number of students who are having higher education. The philosophy behind this process--- regardless of his or her socio-economic background, everyone in line with the talent he has, should have the opportunity to enter university-- - has gained importance as a result of the discourse going on globalization and easy access to higher education. However, no matter how ideal the idea is, the reality is far from this. That is to say, there are critical questions, which are waiting for answers: whether the system will have sufficient capacity or what quality levels should students have while entering universities etc. What about the burden on the shoulders of the academics that are exposed to such a high demand for higher education?

Massification leads to privatization of public post secondary institutions. High demand in enrolments and inability of the state to adequately fund means that new ways of funding is necessary. The growth of

private higher education worldwide is a proof that when state supported education cannot provide sufficient access, other kinds of institutions will be established. In addition to this trend, privatization of public universities is becoming common. There is a growing demand by governments that universities should finance themselves through higher tuition fees, generation of income through consultancies, university-industry partnerships.

Mass higher education is a reality of the latter half of the 20th century and expansion of higher education systems worldwide has been dramatic. Ranging from developed countries such as the United States whose post secondary enrolments doubled from 40 to 80 million to the developing ones, 'no countries are unaffected by pressures of massification' (Altbach, 2007, p.5) and academics, who engage in the knowledge production and transmission that constitute the *raison d'etre* of universities are deeply affected by massification (Altbach, 2007).

Differentiated higher education systems have contributed to creation of different kinds of academic institutions serving diverse populations with varying quality, purposes and resources. Diverse clientele that has different abilities, attitudes or interests creates a pressure on academics because highly diverse student profile who has varying competencies and career interests produce considerable variation in academics' professional life.

Massification also causes decline in overall academic standards. As higher education expands the overall quality of the systems declines. This is probably an inevitable result of an academically diverse student population, institutions with poorer facilities and less trained professors and less rigorous selection of students. Stromquist states that as a natural consequence of

massification, “casualization” of faculty is taking place in the context of a changing student body because massification has brought less conventional students in higher education. Less stringent admission standards have been applied for the student admission as a result of inclusion of private sector. Even in developed countries like Denmark, a study that measures the professors’ viewpoint about the new student profile indicates that students have difficulty in meeting course demands or managing information. Moreover, such students have problems of living in a different culture from their own (Stromquist, 2000).

As it is expected, the situation is similar in developing countries, too. According to a survey conducted in Peru, in today's world, from the professors' point of view, students are less inclined to follow lectures, less read in depth, less engage in more detailed analysis. Thus, the new emerging student profile is inevitably affecting the academics' ability to provide effective teaching (Altbach, 2007, p. 27).

#### Academic Profession in Private Universities in Turkey

Like in other developing countries, privatization of higher education has affected academic life in many ways in Turkey. Transformation from a “collegial university” into a “market model university” has brought about changes in the academic environment and academic content. Market-oriented policies to decrease the cost of higher education and curb the demand for higher education have had an influence on university autonomy and freedom. It has changed certain conditions in university culture. Market oriented functions have resulted in a number of important changes, including the loss of academic freedom for academic staff, more difficult working conditions,

increased workload, contract based employment, greater accountability, reduced participation in the decision making process, increased competition to fund research programs.

The most comprehensive research about universities in Turkey is the one conducted by Higher Education Institution. The issues such as institutionalization, judgmental condition, board of trustees, resource problem, low quality in education, the negative effect of private universities on public universities.

The survey “Akademisyenlerin Çalışma Yaşamı ve Kariyer Sorunları (Working Life of Academics and Career Problems)” conducted by Aytaç (2001) is actually an indicator in terms of the current issues that are relevant to academics within this period. In their survey, Aytaç and the others come to the conclusion that compared to the ones who are satisfied with their jobs, 50 percent of 3512 academics are partially satisfied and 13 percent are not satisfied with their jobs at all. Especially, salary and teaching loads are among the issues that academics are not happy with.

Another survey (Yiğitler, 2006) done among the research assistants at private universities indicate “as a result of success and performance oriented policies, research assistants at private universities are at the mercy of the market economy. Their jobs are threatened by changes in market conditions”.

Another study conducted as a part of TUBITAK project highlights professional problems of faculty members at state and private universities. The results show that the most significant problem seems to be related financial issues (66 %), and then follows negative interpersonal relationships between colleagues (48.7 %), unjust applications in positions of assignments

(35.9 %) and limitations in relation to studies abroad (30.1 %). Other problems stated by faculty members are related to issues such as the problems with the administration, educational problems related to graduated programs, lack of support for the research, the problems of research assistants and lecturers, inadequate physical conditions, problems related to staff hiring-assignments, scientific culture-justice and objectiveness problems and promotion - foreign language criteria problems.

Öztürk in the thesis called “Türkiye’de Üniversite Özerkliğinin Malî, Akademik ve Yönetmel Boyutlarıyla Devlet ve Vakıf Üniversiteleri İçin Betimlenmesi” (Academic, Administrative and Financial Description of State and Foundation Universities with Respect to University Autonomy in Turkey) describes the public and private universities in terms of financial, academic and managerial autonomy.

The conclusion of the thesis are as follows: Public and private universities are not autonomous in terms of managerial and financial issues. Both private and public universities suffer from managerial interventions. Board of trustees in private universities and state in public universities intervene in managerial issues. All in all, neither public nor private universities have academic and managerial autonomy. Also, except for the universities, which have been established earlier, most of those have not adopted autonomy culture yet.

In addition to these crucial issues underlined in such surveys and studies, Nejlâ Tural directs our attention to other factors that affect academic profession in Turkey. Private Universities have also been affected by other factors such as the influence of students (customers) who pay high tuition

fees, national and international companies that have engaged universities to carry out commercial research, as well as religious, ethnic and ideological groups that provide financial support to the foundations (2007).

The thesis “Vakıf üniversitelerinin Türkiye Yükseköğretim Sistemine Etkilerinin İncelenmesi” (Analysis of the Impacts of Foundation Universities on Turkish Higher Education System) by Dr. İ. Deniz Erguvan examines the effects of private universities on the higher education system of Turkey. She does this through a meticulous study, which is based on qualitative and quantitative methods. Thanks to the 328 surveys and 15 semi-structured interviews, she categorizes the factors under economic, instructional, research, social, and administrative.

A short summary of her findings are as follows: Academics tend to agree that private universities create employment opportunities; keep the successful students in the country; and they ease the financial burden of the state because they provide higher education for students who are not able to study at public universities. Despite the positive effects, academics criticize private universities. They believe that private universities offer only popular programs with high job prospects in order to attract students. They accept academically challenged but affluent students and this may lead to a differentiation in qualifications between public and private university graduates. Also, in private universities there is low job security and high turnover in some departments. Another striking result of the thesis is that the interventions of founders and board members are considered to hamper the process of institutionalization and autonomy.

Devrani and Tüzün (2008), in their study of student satisfaction about private universities, underline the fact that private universities are under pressure as they have been competitors because they try hard to get the enough amount of students. Thus, in order to attract the attention of the target students, they need to satisfy their needs and demands. Many aspects of private universities such as advanced facilities and the image of institution in the public are among the factors, which affect students' decisions in the process of choosing a private university. However, the qualities of academics, whom the students get the direct service in reality, will inevitably affect students' ideas about private universities. In their conclusion, two academics state that the more students are satisfied with the academics the more they are happy to be a student in a private university.

In the light of this insightful study, we can claim that academics are regarded to be the ones who need to satisfy students' demands in order to make the students stay in the institution for a long time. In their words, actually the importance of the relationship between academics and students should be noticed and the ways to develop this relationship should be found. Student satisfaction should be accepted as a university policy and the academics should adopt this policy. In line with this conclusion, one cannot help thinking about the potential pressure on the academics. Such a perspective in the society may affect the academics' certain rights. And actually, the Law No. 2547 is in parallel with this point of view. The Law stipulates that teaching, scholarly research; publishing academic work and consulting are the duties of academic staff. Article 33 of the law also states that academic staff "will also carry out other duties imposed on them by

relevant authorized bodies.” So, what if the other duties imposed on the academics are mostly related to student demands and cause academics to spend less time for research and development? It is a danger to academic freedom, isn't it?

## CHAPTER 3

### METHODOLOGY

This chapter is composed of introduction, research design, research questions, population and sample selection, research sites, demographics of the sample, interview protocol, data collecting instruments, pilot study, interview records, procedure of the study and the analyses of the data, ethical considerations, credibility of the data and summary.

#### Introduction

This study is designed to reveal the working conditions of academics and to determine the main challenges that affect academic profession in private universities in Turkey and to find out the effects of massification, privatization, and academic freedom on academics in Private Universities.

There are several studies in higher education literature on working conditions of academics working in state and / or private universities. Most of them are based on surveys and quantitative. They mainly focus on financial and administrative issues of the topic. However, this study aims at going beyond these factors determining the working conditions of academics. Academic freedom, massification, privatization and other crucial challenges that affect academics in recent years are also in the scope of the study.

#### Research Design

This is a qualitative study. The reasons why the researcher chose qualitative method is mostly related to the nature of the research issue, because qualitative research provides information about the ‘human’ side of an issue. It means that qualitative studies through in-depth interviews focus on contradictory behaviors, beliefs, opinions, feelings, and relationships of individuals. Moreover, qualitative methods

are effective in that they identify intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion (Mack, Woodsong, MacQueen, Guest and Namey, 2005, p.2). The research issue in this context “perceptions of academics about private universities” is a relatively fragile topic and academics may feel hesitant to reveal their opinions in surveys in an elaborate way. Thus, choosing the qualitative method is a deliberate decision.

Furthermore, making an interview with open-ended questions for approximately an hour has helped the interviewees to present their feedback and experience in a more free way. Sometimes informal talks or interviews that are based on one-on-one interactions do tell a lot more than the surveys, which have been filled in by individuals. That is to say, an effective interview method can go beyond the barriers of interviewees and let the interviewer to read between lines. Within this context, twelve academics were interviewed regarding the working conditions of academics in private universities. They were also asked about the key features of the working conditions of academics in a Private University. They were interviewed about main issues regarding academic freedom, private university-industry partnership, and their opinions about the role of private universities in the following years in Turkey, the main challenges they encounter and the positive sides of private universities on their academic profession.

#### Research Questions

1. Personal information about the interviewee, demographics (name, age, gender, experience in profession, title, working place, research / expertise area)

2. Why did you choose to work in a university? How do you see academic environment as a working place?
  - a- Why did you decide to work at this university?
  - b- How is the working environment of this university?
3. What are the positive sides of working at a private university?
4. What are the most serious concerns about private universities?
5. What do you think of the relation between private sector and private universities?
  - a- Do you feel free as an academic working in a private university?
  - b- Do you think private universities is a solution for the youth eager to be a university student?
  - c- What are your predictions about the future of private universities?

#### Population and Sample Selection

Target population of this study is the academics who work in different departments in private universities for a long time. Their titles also range from Dr to Assoc. Prof. As the titles and their departments differ in variety, the target population has given valuable insight about the working conditions of academics in private universities. The first reason why they were chosen as the population of the study is that they are exposed to all kinds of experience in their working areas and they will be able to think more analytically about their experience.

What is more, the academics who worked in public universities and now a member of private universities are included in the target population of this study as they are more inclined to make comparison between their former and latter working places. Moreover, in the process of getting contact with academics, their gender has been taken into consideration and six male and six female academics were interviewed to eliminate the gender issue in the study.

## Research Sites

Five private universities in Istanbul were selected to conduct this study. For the credibility and objectiveness of the study, the interviewer did not give the names of the universities and she gave a letter for each one during categorization. She got the information regarding the mission, vision, history and other related issues from the official websites of the universities.

Table 3: Coding letters for the research sites

1	Private University A (PU-A)
2	Private University B (PU-B)
3	Private University C (PU-C)
4	Private University D (PU-D)
5	Private University E (PU-E)

### Private University A

PU- A is one of the oldest private universities founded in Istanbul. It was established in the early 1990s. The approximate number of the students is 4.500. PU-A offers almost 30 undergraduate, 20 graduate and 20 PhD programs with Colleges of Social Sciences and Humanities, Administrative Sciences and Economics, Science, Engineering, Law, Nursing and Medicine. As a research university, academic staff consists of many scientists in Turkey and around the world. PU-A has approximately 100 laboratories, which include laboratories for Archaeology, Psychology, Nano Optics, Micro-Nano Production, and Next Generation Wireless Communications. More than 200 research projects are currently being conducted at PU-A. The mission of PU-A is to educate Turkey's most competent graduates that are internationally qualified; that can think creatively, independently and objectively. PU-A' aim is to

advance knowledge through its efforts and to serve Turkey and humanity as a model of institutional model.

#### Private University B

PU-B was founded in the second part of 1990s. With part time academics, the number of faculty members is around 320. With undergraduate ones, the number of students is approximately 3000. PU-B has three faculties with 12 undergraduates and 22 graduates programs. The undergraduate programs include Biological Sciences and Bioengineering, Computer Science and Engineering, Cultural studies, Economics, International Studies, Management, Manufacturing Systems Engineering, Materials Science and Engineering, Mechatronics, Social and Political Sciences, Visual Arts and Visual Communications Design. The graduate schools are Graduate School of Engineering and Natural Sciences, Graduate School of Social Sciences and Graduate School of Social Sciences and Management Graduate Programs. PU-B aims at being a participatory institution that is financially and administratively self-sufficient and sustainable. It is sensitive to the needs of its students, their families, employees, administrators and the entire society. It is mentioned on the official website that PU-B strives to define and make visible all issues that concern the university at large, and focus on applied techniques to meet the social and technological needs of the future.

#### Private University C

PU-C was founded in the second part of 1990s. The university consists of six faculties. These are Faculty of Arts and Science, Faculty of Law, Faculty of Economics and Administrative Sciences, Faculty of Communication, Faculty of Architecture and Design, and Faculty of Engineering. Currently, at around 10.000

students are attending at PU-C. The approximate number of academics working at PU-C is 600. PU-C' mission is stated this way in their webpage: This university is dedicated to teaching, research, and service to Turkish society and their aim is to educate the leading work force of future who have an inquiring mind and a critical thinking ability; who are sensitive to local and global issues; achieve international standards; contribute to scientific, technological, and cultural knowledge; who are strong supporters of universal ideas and values. PU-C' goal is also to be the leading force regionally and nationally in the enhancement of knowledge.

#### Private University D

PU-D that is one of the newest universities founded in Istanbul and now, at this university nearly 100 academics are working. PU\_D defines its mission and vision on its official website. PU-D states its vision as being a university, which is worldly known in research and education. Also, on its official website, it is stated that PU-D wants to be one of the well-respected universities in Turkey and around. PU-D defines its mission this way: our mission is to (re)search, understand and share. It is mentioned that they want to search for the good, the true and the beautiful.

There are five faculties at PU-D and these are College of Social Sciences and Humanities, College of Communications, Schools of Business and Management, College of Engineering and Natural Sciences, College of Law. The graduate programs are Cultural Studies, History, Modern Turkish studies, Sociology, Industrial and Systems Engineering, Electrical and Computer Engineering.

#### Private University E

PU-E was founded in the second period of 2000. The number of students is around 430 and nearly 160 academics are currently working there. It has three undergraduate programs and these are School of Law, School of Engineering, School of Economics

and Administrative Sciences. PU-E has also Graduate School of Business, Graduate School of Science and Engineering, School of Applied Sciences, School of Aviation, School of Arts and Sciences for graduate students. PU-E mentions its vision on its official website, as financially accessible and entrepreneurial research university. In all of their programs, they try to be recognized nationally and internationally as one of the top ten in Turkey, Eastern Europe and the Middle East, and one of the world's 200 best. Also, they define their mission this way: PU-E's mission is to create, share, and apply knowledge in the service of society.

As for the accessible population of the study, although there are several universities in other big cities in Turkey, most of them are in İstanbul. Thus, the academics that work in private universities in İstanbul are the accessible population of this study.

#### Demographics of the Sample

Table 4: Data on Academics' Title, Faculty and Gender

Interviewee	Title	Faculty	Gender
1	Associate Professor	College of Humanities and Social Sciences / Sociology	M
2	Associate Professor	Faculty of Law	F
3	Assistant Professor	School of Economics and Administrative Sciences	F
4	Assistant Professor	College of Humanities and Social Sciences / History	M
	DR	Faculty of Architecture and Design	F

5			
Interviewee 6	DR	School of Languages	F
Interviewee 7	Instructor	School of Languages	F
Interviewee 8	DR	Faculty of Arts and Social Sciences / History	F
Interviewee 9	Associate Professor	School of Engineering	M
Interviewee 10	DR	Faculty of Communication	M
Interviewee 11	Assistant Professor	School of Law	M
Interviewee 12	Associate Professor	School of Management	M

Note: More details about the sample profile can be seen in Appendix B.

#### Interview Protocol

The purpose of probes in interviews is to enable the person who is being interviewed to be as informative as possible in his responses. Probes are neutral and they encourage additional information, but do not suggest specific answers. For probes, some examples are “How is that?” or “In what ways?”

<http://www.spu.edu/orgs/research/visitprotoco.pdf>.

The open-ended questions in this study are as follows. For the first question (*Personal information about the interviewee, demographics*), academics needed

specific probes as they might forget to mention certain details about their profile so the interviewer used these key words after asking the first question: *name, age, gender, experience in profession, title, working place, research / expertise area*. To generate as many details as possible about the specific working place of the academics, the second question (*Why did you choose to work in a university? How do you see academic environment as a working place?*) was asked. Students and relations with administration and other colleagues are also affecting the working conditions of academics. However, academics tended to give more details about physical conditions and facilities of the universities they are working. Therefore, the interviewer encouraged them to talk about their relations and feelings about other colleagues and students by giving this probe: *What about your students? Let's talk now about your relations with the other academics working here*.

The third question (*What are the positive sides of working at a private university?*), academics focused on various issues ranging from salary to academic freedom. The interviewer – when / if she thought that the participant should be encouraged to be more informative- used this probe (*Could you give me a solid example on this issue?*). The fourth question was related to the problems that participants encountered in their working place (*What are the most serious concerns about private universities?*). The interviewer used the same probe used for question three. The last question of the interview (What do you think of the relation between private sector and private universities?) was about private university- university partnership. As participants had different comments on the issue, the interviewer used these probes (*you say, you are for this partnership... can you give me some reasons for that? You say, you are against this partnership... can you give me some*

*reasons for that?*). Thus, the interviewer aimed at revealing as much information as possible to get academics' perspective on this partnership.

#### Data Collecting Instruments

While preparing the questions of the interviews, literature review and experience of the interviewer were taken into consideration. During the interviews, open-ended questions were asked to interviewees and they were guided with relevant alternative questions. If the answer is not thought to be clear enough or to have missing points, the interviewer demanded the interviewee to clarify his answer with an example or such. These semi-structured interviews varied in terms of time allocated. They were from 25 minutes to 65 minutes.

#### Pilot study

The questions of the semi-structured interview were prepared by the interviewer based literature review, her experience in the field and on-going discussions with the thesis advisor and colleagues.

To foresee the possible problematic parts in the questions in terms of vagueness, two pilot interviews were conducted with two academics. The first participant was a female and the first interview took 35 minutes and it was seen that question five needed more prompts. Because of this, probe C (*Do you think private universities is a solution for the youth eager to be a university student?*) was added to generate more information from academics that would participate in this study. The second participant of the pilot study was a male academic. The interview took 45 minutes and it was carried out in his office. After the second pilot interview, it was recognized that in order to have more specific details about the universities that the sample of this study work, question 2 needs one more prompt and so, probe B (*How is the working environment of this university?*) was added to the question.

## Interview Records

An average interview lasted for about one hour. The site of the interview is the office of the academics and their answers were recorded with a tape recorder. Voice recording was transformed into written form. Thus, it was aimed that not single information is ignored.

The interviewer did not reveal the names of the institutions or academics' titles. Instead, she used coding so that academics could answer the questions without any hesitation or bias. While quoting an interviewee, a coding number was given. After deciding whom to interview, they were phoned at their office phone or were sent an e-mail, which informed them about the objective of the interview to be conducted.

## Procedure of the Study and the Analyses of the Data

After the answers of the interviewees were recorded, they were analyzed and evaluated. In the process of evaluating the data, categorizational analysis have been used. The message is divided into meaningful units and these units are grouped into categories. This method actually is used a lot in qualitative studies. Through categorizational analysis, the meaning hidden in interviews is objectively and systematically categorized. While doing this, the researcher can scientifically draw conclusions by taking certain measures into account. By producing categories from data, the data can be conceptualized and next, it is arranged in a meaningful way and the theme is determined accordingly (Yıldırım and Şimşek, 2005:227).

There are several types of content analysis but in this research, as it is mentioned before, categorization analysis has been exploited. In Tavşançıl and Aslan's words, the message in the data is divided into categories in line with the

measures determined before. In the process of categorization, through specific data, general conclusions are drawn (2001).

First of all, the data is coded. This coding process is carried out with the categories defined before and with the ones that have been revealed during the coding process itself.

To Robson, the codes are the ones, which define the similar answers of the questions and the ones that help to order and analyze the data (2001:252). Later on, categories, which explain the codes, are determined and the findings are evaluated.

#### Ethical Considerations

The researcher has an ethical obligation to protect the privacy of the participants. To this end, the ethical issues and considerations for this study are as described below:

Since confidentiality is important in any research project (McNiff, Lomax, & Whitehead, 1996), the researcher took every precaution to secure and maintain the anonymity of the faculty members. This was achieved through by giving coding numbers for each interviewee. Thus, their names were anonymous. Also, the interviewer did the process of transcription on her own so that nobody but she had the possession of raw data.

#### Credibility of the data

In the process of contacting with the academics that are the participants of the study, an e-mail, which explains the purpose and the details of the study, was sent with the questions and the consent form, which requires academics' signature. After the interviews, the answers, which had been recorded, were turned into written form by the interviewer and sent to the academics to get their confirmation about their answers. In line with the comments coming from the academics, certain parts were

not used in the analysis process of the study. Thus, the interviewer tried to make academics informed about the whole process of data collection and analysis.

### Summary

The methodology was described for an investigation of working conditions of academics in private universities. Included in the description of the methodology were introduction, research design, population and sample selection, data collecting instruments, research questions, interview records, procedure of the study and the analyses of the data, ethical considerations and summary.

## CHAPTER 4

### FINDINGS and DISCUSSIONS

In this section, first of all, basic details about the participants of the study were given and to increase confidentiality, instead of the real names of the participants and the schools they work, coding symbols were used for both. Secondly, five major themes, which were revealed based on research questions were identified and discussed.

#### Participants

Within the scope of the research, 4 Associate Professors, 3 Assistant Professors, 4 Dr. Instructors and 1 instructor have been interviewed in five private universities. Six of the academics are male and the rest is female. When titles and faculties of the academics have been evaluated, it is clearly seen that there is a range of variety. It has been thought that academics having different titles and working in different faculties will have different experience and perception on the issue. Academics that have been interviewed have also stated university experience in terms of studying and / or working. Moreover, their interest areas differ a lot. This fact has enabled the interviewer to have a broader profile and enlightened the research a lot.

#### Themes

In line with the analysis of the interviews based on open-ended questions with the participants, five major themes which were working atmosphere of academia, positive perception of working at a private university, negative perception of working at a private university, industry-university partnership and now and future of private universities were identified and discussed. In order to justify the analysis, quotation data was also highlighted.

Under the light of research questions, the discussion themes were grouped under five main items. These are working atmosphere of academia, positive perception of working at a private university, negative perception of working at a private university, industry-university partnership and now and future of private universities. Under the theme of *working atmosphere of academia*, the category generated is ‘academia as a working place’. The second theme *positive perception of working at a private university* includes two categories that are ‘opportunities for academics’ and ‘opportunities for students’. The first category includes sub-categories, which are financing, physical and social conditions of the facilities, better communication with students, a title or a position, academic freedom, better staff and administrative profile. The second category, which is ‘opportunities for students’ consists of two sub-categories, which are establishing a good communication with students and integration into working life. The third theme *negative perception of working at a private university* includes the categories of ‘questioning the quality’, ‘student profile’, ‘security’ and ‘success and scholarship’. The fourth theme *industry-university partnership* covers two categories that are ‘motivation to work together’ and ‘emerging difficulties’. The last theme *now and future of private universities* includes the categories, which are ‘taking the burden on the shoulders’, ‘popularity of private universities’, ‘the role of state as a supervisor’, ‘impacts of private universities on the state universities’ and ‘massification and vocational schools’. The category ‘taking the burden on the shoulders’ covers two sub-categories and these are scholarship and flexibility in alternatives.

## Working Atmosphere of Academia

### Academia as a Working Place

Under this theme, and the category ‘academia as a working place’ was generated based on the research question “Why did you choose to work in a university? How do you see academic environment as a working place?” Thus, how academics see academic environment as a working place was identified. Also, this category enabled the researcher to understand whether being an academic was a preference in academics’ life or not. Accounts of the participants have revealed certain aspects of this category.

The point, which is frequently identified by the participants of this study, is research. For most academics, university is a working place, which provides them with an opportunity to do research in their field. Moreover, in academics’ view, university creates a free environment, which allows them to be flexible on their working schedule and working hours. Thus, they do have chance to express their ideas without having to hide their personal opinions or personalities.

The most significant feature of academia is freedom. When I was an employee at a software company, I was tired of doing business in front of the computer. I was looking forward to 5 pm. Well, there was no motivation. I did not want to work at all. But here, I can work very effectively, because I work when I am motivated. Here is more flexible. You are not an employee who has to stay at work from 9 am to 5 pm like a civil servant (I-9).

Interviewee 11 emphasizes the same feature of university as an academic environment:

I am really content with what I have. Compared to working as a lawyer, here is more relaxing. Well, it seems easy. You don’t have to work from 9-5. You can decide when to come and leave. To clarify, you have the control over your working schedule even if it is busy and you have to take care of lots of things like having meetings or helping students, but it is a relief to know that you have flexibility (I-11).

As it can be understood, participants of the study see academic environment as a flexible and free atmosphere. This enables them to work more motivated and disciplined. Furthermore, different from other working areas, university is regarded as a place that gives you a chance to express your ideas and reveal your personality.

Under the main question 2, there are two sub-questions:

a-Why did you decide to work at this university?

b- How is the working environment of this university?

These questions were asked to have an insight about specific working conditions of academics about the universities where they are working. Most of the academics declare that their decision about which university to work is a conscious decision.

It is all about my sociology background. My observations, this society... It is not having a job offer and starting to work at any place. There is a background, which led me to accept this job here. What I believe is that whatever the ones governing us say, the ones who build life are the ones down. What I mean is it is public (I-1).

When we look at the answer of interviewee 3, we see that it is not a coincidence for her to work in that specific university, too.

Before starting to work here, I had interviews with the other universities. Their focus was on being available all the time. As an academic, you need to be there in your office. Your research or articles was not a measure of your performance. But here, nobody asks you "what time did you come? At 08.00 or 10.00"? "Did you leave at 05.00"? Here, they ask you "which conferences did you attend or which papers did you present"? This is what I like here (I-3).

It is seen that flexibility and control over working schedule of her own led her to be an academic in that specific university.

According to interviewee 2, in addition to a good working atmosphere, the student profile has an effect on her decision to work at that university. Having a good profile of students makes the working atmosphere more comfortable to work.

There are many reasons why I work at this university. Before this, I worked at two different private universities. In addition to its location, I have a

perfect working atmosphere here. Moreover, our students are well educated. I don't know the profile at other departments but at my department, having classes with such students is very enjoyable. You don't have to simplify data to cover a class (I-2).

As it can be inferred, academics in this study are cognizant of their preferences of working place. They see their working place as a door, which they can reveal their personality and perspective.

Participants of the study underline that when a working place is free from pressures which are related to working schedules or hours; when people do not have to worry about expressing their opinions or personalities, that working place becomes an efficient one where people are content with what they have. Moreover, the fact that university life is more refined makes some of the interviewers in this study more satisfied with their working place. They tend to believe that university keeps them away from the hectic life outside. On the other hand, for some of the academics in this study, university is a place, which is intertwined with life. That is to say, university is the arena which gives them an insight about the social structures and realities of the society and thus, they have a chance to observe this aspect of the universities on the spot.

#### Positive Perception of Working at a Private University

Under this theme, and two categories 'opportunities for academics' and 'opportunities for students' were generated based on the research question "What are the positive sides of working at a private university?". Thus, the aspects, which are perceived positively about working at a private university, were identified. Findings of the research have highlighted certain aspects of positive sides of working at a private university.

## Opportunities for Academics

### Financing

Under the first category ‘opportunities for academics’, the first sub-category emerged in the interviews is financing. Participants of the study have perceived this financial issue in two ways. The first one is the support or allocation they got for their studies or academic work. The latter is the salary they get while doing their profession.

### Resource and Research Support

Participants of this study have come up with various issues, which underline the positive sides of working at a private university. Under the sub-category, which is financing, participants of this study mainly, focus on resource and research support. Academics in this study seem to believe that private universities are encouraging academics to conduct research or publish academic work. For this reason, participants of this study are inclined to feel safe and free in the process of carrying out an academic work.

Resource is the most important aspect. Financial sources, abroad relations... You can establish contact overseas in private universities; I can say this for my university. When I was working at a state university, we had to deal with many things to have connection with universities abroad. There is a huge gap. I remember paying my expenses; I spent so much money to have certain books from abroad when I was in a state university (I-11).

Interviewee 12 also is satisfied with the financial help that private universities provide and believes that resources allocated by private universities help academics to get involved in academic issues on a regular basis.

We have got Personal Research Funding. Even if it is not a big money, we can use it for our research projects. Also, the amount of money can increase depending on the work you did last year. At least I can go to two international conferences every year (I-12).

## Better Salary

The participants of this study also discuss the first sub-category, financing in line with better salary conditions. Most of the academics in this study tend to feel comfortable, as they believe that they earn better in private universities. They state that one of the most important reasons why academics work in private universities is better salary conditions. Below is a quotation from interviewer 7 and this quote is actually not very different from what the other participants perceive monetary issues. Interviewee 7 thinks that since you have a better salary and better working conditions in terms of facilities, you can work more enthusiastically. Effective working conditions bring about motivation.

Also as you earn more, you are more motivated and you feel free. Well, I don't know the other academics working in different departments but as an instructor working at a prep school, I feel free. We have fewer students with enough equipment and tech. Moreover, funding is allocated for your research and you can go to conferences abroad (I-7).

## Physical and Social Conditions of the Facilities

The second sub-category emerged during the interviews is physical and social conditions of the facilities. Participants in this study point out that physical and social conditions of your working place also impact your perception of where you work.

As private universities have financial funding, your demand is realized more easily. Your classes have smart boards, and all required equipment. On the other hand, there is huge gap between private and public university in terms of facilities (I-7).

Interviewee 7 emphasizes that state universities are unable to create a suitable atmosphere neither for students nor academics. Moreover, Interviewee 4 agrees with interviewee 7 on the fact that state universities are not that successful to form a good working atmosphere for academics.

Another issue is physical facilities. When I think of a state university, what I visualize is a grey-brown and dull atmosphere. We have high tech here and they ask for our opinions for the physical conditions all the time (I-4).

#### *Better Communication with Students*

The third sub-category appeared is better communication with students. The fact that there are fewer students in private universities compared to state universities where academics have to deal with too many students enable academics to establish a good rapport with their students.

In addition, academics feel that they do have a more intimate relation with students at private universities that enable them to deal with students more effectively.

You can establish a contact with each and every student. This is something very positive. Well, it depends also on the number of the students but in private universities, you handle fewer students in any case (I-8).

Interviewee 10 has got a similar opinion with interviewee 8. At private universities, an academic has a chance to know his students better.

Also, we have fewer students; you can get to know your students better. You can have the big picture on the level and expectations of your students. But in state, student population is too high and you cannot have a control over your lessons (I-10).

#### *A title or a Position*

The fourth sub-category is getting a title or a position. It seems that in private universities academics are less exposed to problems about getting their deserved title or positions. Academics imply that getting a position in state universities takes a lot of time. Compared to state, an academic is able to have his title or position in a private university in a relatively shorter time.

Also, there is not a big problem for position. After you have been officially accepted as an associate prof, you can be an associate professor. But in a state university, even if you are an associate prof., you may be still a research assistant. There are many people who are waiting for a title at state universities. Even if you meet the criteria, getting a title can be a trouble (I-10).

Interviewee 9 focuses on the same issue but adds more what interviewee 10 emphasizes. He stresses the salary issue by making comparison between state and private universities.

With your title as assistant prof., you get “ridiculous” money at state universities. Since I started to work at a private university as an assistant prof., I earn more. Also, we have a research fund, which is 5000 dollars. I can buy my plane ticket, pay for the hotel and the other expenses with this fund. This money is enough I think for a year; you can buy software or books (19).

### Academic Freedom

The fifth sub-category arisen in the process of analyzing the data driven from the interviews is academic freedom. This category includes sub-categories, which are freedom in terms of field, financial freedom, and freedom depending on where you work.

### Freedom in Terms of Field

The first one is freedom in terms of field. The issue about academic freedom affects certain academics positively and they seem to believe that they are able to work on sensitive or political issues more freely.

I was offered positions at state universities in different cities in Anatolia. But I did not accept them because state universities are kind of political. You may have problems as to your life style; I hear such experience from others. They are conservative. My research area is about Armenian issue; it is kind of political and a problematic area. You cannot conduct such research in state universities. I got a prize for my study about this issue. But if I worked in a state university, maybe I would not apply for such a thing. Maybe I would come across some trouble. So I feel free when I work here (I-4).

Interviewee 4 thinks that even if his interest areas is sensitive issues which may cause an academic to be more careful, he is comfortable and free in designing his curriculum or source choice.

I feel free here. I am sure that I will not face a problem here. Certain issues are sensitive in my field. When I cover a class called historiography, we discuss movements such as feminism, Marxism, postmodernism. In a state university, while arguing such issues, you may need to be more careful. Or I am really

free while preparing the content of a lesson and I can recommend all the sources that I want. They can be about gender, sex, sexuality or Armenian issues. I don't think that I will have a problem about such issues here (I-4).

Interviewee 12 and some others think that as a result of their field, they do not much encounter problems about academic freedom. They feel free when choosing their research issue.

If you are an academic, you are the one who determines the issue to study. If you are unable to apply this in your studies, it is called "funded research". Assume that you are working in an IBM lab; you are inevitable to earn money for the company. And I have no restriction on my studies here in this university (I-12).

Well, my field is not about social or sensitive issues, which may create hesitation. I am interested in mathematics and I face no barriers. Also, the university supports me financially (I-9).

Interviewee 8 draws our attention to different aspects of academic freedom.

Academic freedom is not only about whether you can decide what to study but also related to amount of work you do.

Sure, definitely, I do feel free. I am never manipulated which issues I am to conduct research. However, the amount of the articles or books that I publish is open to discussion with administration during the evaluation period. You know, your production is seen as a part of your performance (I-8).

### Financial Freedom

The second sub-category is financial freedom. Almost all academics in this study state that they do feel free in their working place. They think that private universities support academics financially more. According to them, research is encouraged in private universities more.

I am entitled to work what field I would like to. My field is photography and I can publish my studies. There is no problem with that and I do believe that private universities support you financially more on research (I-10).

Private universities provide academics with better facilities. For instance, libraries are running effectively. Or there are certain types of funding which encourage academics to conduct research.

When you need to go to a conference, the university pays you the money on condition that you deliver them the receipts. When you publish an academic work, they may help you financially under the title of “encouraging academic work”. The library is trying its best to grow. They make an effort to establish infrastructure for the library. We can have an access to data engines. Well, you have similar opportunities in state universities but it seems to me that your research area is not restricted in private universities (I-10).

### Freedom Depending on Where You Work

The third sub-category emerged through the interviews is freedom depending on where you work. Participants of this study seem to believe that academic freedom does not exist one hundred percent in every private or state university. Some of the academics make clear distinctions among private universities. The interviewee 3 says that in private universities, which are managed by bosses who regard education as a means to earn money, academic freedom is neglected.

Well, there are certain universities like commercial ones, they are open only to make money by bosses and students are only regarded “inputs”. When you look at their board of trustees, you realize that they are all soldiers and are a part of status quo. They think that academics are to work as if they are civil servants; they need to use pas-cards, which cause them to stay in the office from 08.00 to 06.00. Philosophically, an individual is social and has to be in connection with people around, but in such systems they get isolated (I-1).

Interviewee 1 does think that academic freedom can also be threatened in state universities, as well. This is a problem not only in private universities.

Such an attitude can also be felt in state universities. Once I got a “secret” official paper from a state institution. They put that on the board in that state university. It is announced that you will do research on Kurdish issue and will find out that in reality, Kurdish people come from Turkish origin (I-1).

He goes on giving examples in which academic freedom is ignored in state schools.

Or another example from another state university is this. A state university that is located in a conservative city and culture prohibited Female students from entering university as they were wearing scarf. Why did they do it?

Because they have the mentality of a civil servant, not an academic. That academic working in a state university is exposed to a higher authority; in our case it is the state. But there are also “freed” departments in other state universities. They tend to be free in certain ways. However, you can come across certain events, which restrict your freedom both in, state and private (I-1).

He concludes his remarks by saying that he is still freer in a private university.

But still, private universities are more flexible and an academic has a potential to be free. In this university, for the time being, I do definitely feel free to express my ideas (I-1).

Interviewee 7 states that 100% academic freedom is impossible in Turkey. Certain aspects such as neighborhood pressure affect academics negatively.

In Turkey, whether private or state, it seems to me that nobody can feel free 100 %. Maybe, in private universities academics feel freer compared to state universities. But you cannot feel free completely. This is all about the country that we live in. It is never possible not to experience “neighborhood pressure” (I-7).

Such a pressure, according to her, can only be overcome by academics that have struggled during his professional career against their pressure and manipulation.

But there are some academics that can go beyond these barriers. But this is not because he works in private or state. It is because he has become a well-known and strong figure in his professional career (I-7).

She also maintains that private universities can adopt a political idea and they may be biased against another political view. In such cases, it is really difficult for an academic to feel 100% free.

Private universities also do have political affiliations and if you do conduct a study, which is against this, you are to run the risk of facing certain problems (I-7).

Interviewee 1 is hesitant to make generalizations but compared to state ones, he thinks that an academic can feel more comfortable in a private university.

Well, I cannot make generalizations but to my point of thinking, there is a potential at private universities about scientific freedom (I-1).

Interviewee 2 feels free in her working place but she underlines that there are some private universities where academics are stressed out because of over workload.

Of course. I have never that free in my 20 years of academic profession. I cannot generalize this freedom to all private universities, though. Some of them suffer from workload, I am aware of that; they have difficulty in conducting their research because of this workload. Also they may have to do certain administrative things or they need to attend boards, meetings or orientation programs and all these steal your time and you cannot do research because of lack of time (I-2).

In her working place, academics need to spend half of their working hours on research, which is why she finds enough time to carry out studies.

In the university that I work, our motto is “spend 50 % of your time for research”. The other 50% is for classes and administrative duties. Administration is loyal to this motto. You can see this in our schedules (I-2).

Academics interviewed in this study seem to feel that many issues affect academic freedom and it can be threatened both in private and state universities. Or depending the point of view of the university that you work for, as an academic, you may feel restricted. However, they tend to believe that academic freedom is attained in the universities where they work through financial support including funding for international conferences or libraries with numerous facilities. Moreover, participants of the study imply that they are free in terms of designing their courses or curriculum and they are not worried about the issues that they do conduct research.

#### Better Staff and Administrative Profile

The last sub-category appeared during the interviews is better staff and administrative profile. Participants of the study seem to believe that people working at private universities are used to efficiency concept and they take their duties more seriously.

Also, people who are working here are more dedicated to their work. For example, administration wanted me to publish an article. After I wrote that, I wanted it to be accessed by everyone and talked to the librarian and it was online in just ten minutes. I don't think that at a state university things happen

so fast. What I mean is that administration thinks we should help our academic staff to do their business with ease (I-9).

For some academics, working with an administration in a private university is easier compared to a state university. It is stated by academics that administration of private universities is more eager to listen to your proposals or suggestions.

I also worked in state schools so I can make a clear comparison. When I was working in a state school, I always had to face problems. Let's say you want to integrate technology into your classroom, you can never do it smoothly. The administration says "we cannot allocate money for that". You say our instructors need training; you need to wait a lot for an answer. At a private university, this is not the case, if they do believe that what you want is worth doing, you can convince the administration (I-6).

To sum up, participants of this study seem to find many advantages of working at a private university in terms of the rights and conditions they have. They tend to believe that financial and physical conditions that private universities provide and academic freedom that they have in their studies, a better and effective rapport with students and getting your title or position more easily make participants of this study feel that private university is a good working place to work.

### Opportunities for Students

Under the theme positive perception of private universities, the second category emerged is 'opportunities for students'. The subcategories that appear establishing a good communication with students and integration into working life.

#### Establishing a Good Communication with Students

The first subcategory is establishing a good communication with students. Based on the responds of the academics in the interviews, it could be said that there is an inclination to agree on the fact that private universities are more student-oriented and they lead their students to get ready for working conditions before graduation.

Moreover, for students, private universities present opportunities. During career days or fairs done at university, they can meet new people and they are introduced to the sector. It seems to me that our students have already found

where to work before graduation. Our department has agreements with certain Law Offices. The Career Office at the university is carrying out this project. This is great for students (I-11).

Interviewee 8 agrees with I-11 in that students feel more comfortable with academics. They don't have difficulty in communicating with academics because of the open door policy.

Students are really lucky. They can just knock at your door and contact with us. As an academic, you have a chance to be in relation with students one by one and you can take care of them individually (I-8).

### Integration into Working Life

The second sub category is Integration into working life. Academics of this study tend to believe that students are more integrated into working life and other opportunities in private universities for several reasons. One of the reasons is that private universities are in relation to working life more.

Well, I taught a course in which I invited people from different sectors. This course was very useful for students because by discussing with the people coming from the sectors that students are interested in, they could decide what they really want to do after school in a shorter time. Some of the students took advantages of this course and they did speak to these people, they got their e-mails, they got their cards after the course for networking (I-3).

Interviewee 5 thinks that relation between private sector and academic world is inevitable in her field. She states that students can benefit a lot from such a link in different ways.

In my field, the field of architecture, academics and students have to cooperate with private sector. You need to get to know lots of things about materials; there are producers in industry who can provide you the materials. I believe that a student has to learn such details from the first university years. If you create projects, which are not existent in the real world, your students get desperate after graduation. They think that everything is limitless, money-time-materials if they are isolated from the private *sector* (I5).

Moreover it looks like that private universities are seen more open to the new changing world. It is regarded as to be more up to date as they are eager to make

connections with universities abroad via exchange programs and international conferences.

Private universities try to keep up with globalization. Private universities encourage their students to be more international. There are exchange programs, which give us a chance to have foreign students. We have a more open relation with our students; parents of students can call you and they have a different relation with academics. This may have certain drawbacks but still, we can establish a good contact with our students (I-5).

Interviewee 11 also underlines what Interviewee 5 states. According to him, one of the positive sides of being an academic at a private university is to have a chance to have more relations with universities abroad.

When you work in a private university, you can go abroad many times but when you are working in a state university, you are lucky if you can go once a year (I-11).

Interviewee 11 agrees with interviewee 5. He underlines the fact that students can find their job before their graduation as this relation encourages internship system.

This is something positive, education is inclining towards that. Many companies are getting interns. Before their graduation, companies would like to educate these students for one or two summer terms. Actually, they choose their potential employees. Also, companies believe that the younger is the student, the better it is (I-11).

Participants of the study underline the fact that private universities also provide students with many benefits. Students studying at private universities are luckier in that they have a chance to contact with working life while studying and they are able to establish a more effective communication with the academics.

#### Negative Perception of Working at a Private University

In addition to the positive aspects of working in a private university, academics during the interview stress their concerns about the issues going on at private universities, as well.

Thus, theme negative perception of working at a private university has emerged as a result of the interviews conducted. The first category under this theme is questioning the quality of private universities.

### Questioning the Quality

One of the biggest concerns for academics is the quality of certain private universities. They emphasize the fact that a great deal of entrepreneurs open private universities to make money and quality of education comes second in such places.

We are aware of the fact that there are serious differences between state and private universities. There are some institutions, which run like private courses, and I don't think that they are "universities" at all. When you work at such a university, you cannot teach anything to the students. They graduate one-way or another even if they are not capable. Whether they are successful or not is a big question. Thus, all private universities cannot be described as a university (I-2).

Interviewee 7 agrees with interviewee 2 in that certain private universities are not established for education and their goal is to make money.

Not all private universities are the same. Officially, it can be described as a university as it fulfills the rules and procedures. But some of them are nothing but a building. In such universities, there is lack of research and high quality of education. I don't work in such an institution but I know that these universities receive unsuccessful students and the end product is a bunch of students who are lack of skills and capabilities (I-7).

The fact that private universities are managed as if they are companies also has a negative impact on the other students as they have to put up with the gap between the ones who can pay and the ones who have difficulty in paying for education.

Well, even if this is an academic atmosphere, some universities are managed as if they are a company. In fact, they have got financial concerns and they are paid for the education they give. It is like a drive wheel. For some students, this is really hard; they have to pay for equipment, their meals, and their dormitories. You can feel the difference between the ones who can pay and the others who cannot. This is one of the negative effects of private universities (I-5).

On the other hand, she says that some of the private universities are not educating but giving degrees to their students. And such an attitude cannot solve the problem of education.

But they can work more effectively. We hear some universities or our students come and talk to us “my friend went to X University, and it was very easy for him to graduate with a diploma. “They imply that studying in certain private universities is not challenging at all. But the difference will be seen in the process of getting a job in the sector. It will be understood that such universities have low quality of education and perception will change among the students and they will make more conscious decisions. This is a part of the process (I-3).

### Student Profile

The second category emerged is student profile. Findings of the study imply that a considerable amount of academics have trouble in their profession as a result of the student profile. Students in private universities differ from the ones in state universities in that they are reluctant to study. Moreover, academics imply that students expect the lessons easier as they study at a private university.

These are problems regarding education. Moreover, the difference how students perceive education, their life style, attitude towards responsibilities, all such issues also create different situations for academics. You also need to be interested in this aspect of your students. All academics are eager to have well done students; they are the ones who make you happy (I-8).

Interviewee 3 brings out important concerns about private university students in terms of their expectations from a university education and their attitude toward life.

She says that:

In terms of success, they believe that after you are accepted to a university, you will definitely be a university graduate, so they are surprised when they are stressed out or are forced. They don't want to do homework or assignment. They negotiate everything. “Let's not do this”. “Is it a problem if I don't deliver my assignment on time? These are the most frequent questions that they ask. I would never ask such questions when I was a student! But I don't know whether it is the same in state or not (I-3).

She goes on by saying that this is a general attitude in the new generation. When she compares her university years with this new period, she sees that the biggest problem

of this changing generation is boredom. Their negative attitude towards education has got serious impacts on academics.

I call this as the dissatisfaction of the new generation. What they are looking for is nothing but entertainment. They want to learn when they are entertained. They don't want to get bored. This is not kinder garden, you are here to draw conclusion, to analyze and to have philosophical ideas. But, they want everything readymade. They want you to present them a template and they will do every assignment accordingly (I-3).

Interviewee 3 has striking observations about the personality and attitude of private university students. She states that private university students are inclined to affect the procedures that an academic sets.

Students are like from American culture. This is irritating. They seem to be supporting equality, but there is something missing in their perspective. Ok, they do have viewpoint on different issues and they don't have to respect anyone just because of his age or title. They are right in this aspect. But they forget to be respectful. They have a motto in their mind: "Everybody is equal but we are superior". But I cannot generalize this, though (I-3).

Interviewee 7 points out certain challenges that she encounters while dealing with students in private universities. She says that they are lack of motivation as a result of the way they were brought up and their different family background.

The crucial problem is student profile. Some of the students have not acquired study skills. To motivate students and make them realize that they are a part of academic environment can be challenging. Compared to state universities, as a result of their background, what I mean here is their families, life style and lack of study skills, they are more challenging students. They are difficult to handle (I-7).

Interviewee 10 compares scholarship students with the others who are paying for education and states that the latter cannot develop an independent character and cannot make a real distinction between high school and university education.

Student profile is totally different; most of them are like high school students, who are dependent. They are not aware of the notion of being a university student who can take many responsibilities on his shoulder. But, with scholarship students, this is not the case. There are gorgeous ones who inspired me a lot (I-10).

In addition, student profile can create further implications for academics. To clarify, an academic may have to take student profile and their success into consideration while determining content and difficulty of the lessons.

The biggest problem is about content of the lessons. There are brilliant students who are open to creative thinking. On the other hand, there are also others who are not good enough to follow the lesson. As an academic, you need to find a way in between. You may have to simplify your course some how. If not, students may lose track of the lesson and get unhappy (I-8).

She also comments that student profile not only has an impact on the academic but also on the other students in the class. If there is a huge gap among students in terms of capabilities and motivation -and such cases can be encountered when scholarship student number is out of balance-, academics' performance can be influenced negatively.

The second is classroom dynamics. Students learn not only from you but also from each other. When unsuccessful ones outnumber the good ones, the good are affected negatively. Well, think of a class of which all students are motivated and prosperous, they all influence each other positively. This has an effect on the total performance (I8).

### Security

Under the theme negative perception of working at a private university, the next category is security. Some of the academics discuss the issue of job security. They underline the fact that rules and procedures regarding security are not set yet.

Rules and procedures in Turkey have not settled down. There is a kind of hybrid system. We are employees working for a contract, we have no guarantee. Especially academics that are involved in the system before getting known or a new graduate are usually worried about his contract (I-8).

*Although* interviewee finds certain advantages of contract system, she does not feel insecure in her working place. However, she underlines that contact system has the potential to create insecurity among academics.

What is the mentality behind contract system? It motivates you to work or to do your job better. Well, I don't think that private universities are firing academics that easily. In my university, for example, I don't feel such a tense

atmosphere. If you are not far below average in term of performance, nobody can fire you. This system is an import from foreign countries but while adopting this system, they prefer not to take the good parts of it, which enables academics to feel more secure (I-8).

She maintains that the contract system in Turkey is not that effective when compared to the US security system. This may result in an overload for the academics.

Academics may have to work or produce more for not only being an academic but also for feeling safer. However, in an atmosphere where an academic is obliged to work more- in this case, to cover more classes-, it is not easy to publish books or articles.

This system was effective in US but now they are also changing it, because there are many people who are done with PhD. in education sector. What private universities think now is “ I hire you now for three years and then it is time to go for you. As an academic, I have to cover two courses for a semester. This is not the same everywhere. They have a tendency to increase this. If an academic works a lot, he has no chance to make publications, if an academic cannot write enough amounts of articles or books, his contract is not renewed. This is a vicious circle (I-8).

Interviewee 11 also draws our attention to the evaluation system and appraisals. He seems to believe that in a private university, you may have to feel responsible to produce regularly as your performance is evaluated through appraisals and evaluation meetings.

I would like to mention an important point. In private universities, you are channeled to work more. You are preparing reports and stating the number of books and articles you write, you mention the TV programs, conference presentations that you attend. You prepare these reports regularly. Nobody says that you are to work more openly but it is a kind of reminding (I-11).

He also says that compared to state universities, academics are directed to do more research in private universities. But he does not see this as a threat to academic freedom. He states that an academic needs to conduct research regularly by definition of his profession.

I have stopped working at a state university two years ago but I never had such an experience there. You can work in a state university for 6 years

without doing any scientific or academic research. In private universities, you are directed to do international studies. Also, not the quantity but the quality of your work matters. Which journal published your article? This is an important question for the university (I-11).

### Success and Scholarship

The last category emerged under theme of negative perception of working at a private university is success and scholarship. Academics seem to believe that private universities should have more students with scholarship for a high quality education. Interviewee 4 is strongly in favor of scholarship system and he says that thanks to high scholarship proportion in their school, he is really content with student performance. But in future, if scholarship proportion declines, he will be hesitant to expect high performance from students.

Last year, I had brilliant students. 20 students were accepted. 15 had 100 %, 5 had 95 %. They did not have to pay for their education. That is to say, you get one hundred percent satisfaction. Students listen to you not with dull and blank eyes but with a high motivation. You won't feel as if you speak to the walls, you will get feedback and reaction from them (I-4).

Interviewee 4 says that even though he didn't work any other private university before, he has some colleagues in other universities and they say that quality of education in universities, which there is less rate of scholarship, student performance can be low.

However, if the scholarship proportions diminish, -this is what happens in private universities as the time goes by-, certain things will change. For instance, one of the most successful private universities decreased the amount of scholarship and I learned that quality has been low there now. If you think of a university not like a company, which makes you earn money or ATM (automated teller machine), you need to have more scholarship students so that an academic can cover lesson with outstanding students (I-4).

Interviewee 9 has also concerns about student profile and scholarship issue. He states that private universities are disadvantageous because of high tuition fees. Parents are reluctant to send their children to private universities, as they don't see such a big gap between education levels of universities.

Quality of students... Our rector says that you cannot compete with something free. That is why, many students prefer state universities, they just pay one twelfth of the tuition fee that we demand from our students. Our students are to pay like 25000 for a year. So it is really difficult to compete with state schools. Well, if a student has to pay that much money and hasn't got a very effective education, which will help him to be unique in the sector, why does he bother to come to a private school? If I were in his shoes, I would ask the same question, too (I-9).

Interviewee 9 points out interesting issues about student profile of the students. He says that if a student is able to pay that much money, it implies that he is coming from a very rich family and that student needs education not for getting a job but for getting a title.

If a student can pay that much money, it assures that he is coming from a very rich family. Therefore, his aim is not to get university education. He goes there because he needs a title, "I have got a university diploma". Or to have strong connection with people and socialize himself. Or he has nothing better to do. What can you teach such a student profile? He is there to get a title, you assign him homework, and he does not do it. He does not attend classes. He is there for the exams. As an academic, you need to push him every time (I-9).

The same interviewee shares his experience to clarify the student profile that they have in private universities. He says that:

Well, these days we are going to high schools to promote our university. The first three questions asked by the students are these:

- 1- How much money do you pay for a scholarship student?
- 2- What about the social facilities?
- 3- Can I get a job after graduation?

What they want to express is this actually: "Put some money into my pocket," give me a chance to socialize" and "when I finish university, find me a job". If a student has such a perspective, it is very difficult to overcome problems.

Based on the responds of academics in this study, it could be said that private universities need to have more students with scholarship not only for success but also for the academic atmosphere of private universities. A balance in terms of proportion of scholarship students to those who are paying for education will create a better atmosphere for academics in that they could work more effectively.

## Industry-university partnership

Another theme emerged through the analysis of data is Industry-university partnership. This theme covers two categories that are ‘motivation to work together’ and ‘emerging difficulties’.

### Motivation to Work Together

The research question “What do you think of the relation between private sector and private universities?” was asked to the interviewees to understand their perception of the relation between private sector and private universities. The first category driven from analysis of data is academics’ motivation to work with private sector in various areas.

It has been found that academics working in social sciences generally do not have connection with private sector. They do not conduct projects, studies etc. But even if they don’t have such links, they do support it as they think that both sides benefit from such a relation.

Well, I am a historian so I don’t come across such situations a lot. But in management or engineering faculties, this must be an issue (I-8).

You cannot see a tight connection between private sector and social sciences. But for engineers this is really important. They are applying projects with TUBITAK and industry such as independent companies or private units. This is a chance for the financial support of a university. Also, academic knowledge is not prisoned in the walls of university. It is shared which is good. But in my field, this is not easy. History is not appealing for the private sector (I-4).

Such connections are not common in my field. I mean, my field is law. If it were engineering or something similar, the case would be different. (I-2)

Interviewee 6 thinks that in her field -English teaching- private sector takes active participation in secondary or high school but she thinks that academia and private sector should work hand in hand for a better quality of education.

I have got very creative opinions about this issue. I don’t know who listens to me but...English teaching is one of the areas which private sector regards a

business. They make money out of it for many years. There are private courses, high schools, or kinder gardens... What we get as a student is their output actually. Our input is their output. That is to say, if quality is high there, our quality will be high, too. Academics at universities are not familiar with what is going on at high schools. The same is true for the ones who work at high schools. There are many parents who are knocking at my door saying "I have sent my child to an English medium high school for years, and now he is an elementary student (I-6).

Interviewee 8 sees relation as a benefit for the academic world. She believes that academic studies need to be shared with world outside and such a relation between academic world and private sector will lead to this.

But, I am in favor of cooperation between private sector and universities. An academic study should be shared outside world, it should be related to the world. In principle I support this (I-8).

Interviewee 9 states that there is a strong link between their university and private sector and he is in favor of such a link as it brings money in the university.

When I think of Research Center, what comes to my mind is working for companies or institutions. Last year their turnover is above million dollars, it must be the same this year, I guess. There is a center for energy and environment, it has been established by mechanical engineering academics. Their turnover was also high last year. They do research on alternative energy resources (I-9).

According to interviewee 9, the fact that governments do not provide enough financial support causes private universities to work for the business world. They make a great effort to manage their institutions by establishing contact with private sector.

From this perspective, private universities are in need of government financial help or they are to work for other sectors to run its own business. Now, for instance, our administration wants us to conduct projects for independent companies. The money earned belongs to school and school can allocate money to run itself (I-9).

## Emerging Difficulties

The second category is emerging difficulties. Although academics involved in this study seem to support the relation between private university and private sector, they are worried about certain aspects.

For example, interview 8 has certain hesitations about studies funded by private sector. She says that if money comes from private sector, private sector may tend to direct or affect studies to a certain extent.

But, can the needs of industry determine the course of academic world? If the money is coming from private sector...we call this funded research. Fund is allocated but private sector has a right to decide where to use this fund. For example, development in weapon industry... Who is funding it? In certain ways, this relation between university and private sector can create problems and threats (I-8).

Interviewee 8 also says that fields, which have the potential to receive funds, can develop more. But for the others, which are lack of private sector attention, this is not the case. They cannot find sources to conduct research. Also, funded research can lead to certain concerns.

For example, a company is willing to give scholarship; it states that we will give this scholarship to the one who conducts a research on this certain issue. Or one more example, there are serious issues which need attention in natural sciences like environment and climate. They are on the agenda. But you cannot find enough studies on these issues. Because studies which are thought to bring more money, are funded. Inevitably, universities become a part of private mechanism. Who can prevent this? These are all about educational policies of the governments (I-8).

The interviewee 9 is for private sector and university partnership. But he says that private sector is unwilling to pay enough amount of money for the studies or projects they want academics to carry out.

We work for companies. Once, we were going to start a research but the company found our price too high. Private sector wants us to work for them but they are reluctant to pay but as you can guess, an academic who has PhD demands higher amount of money (I-9).

He also points out that university gives permission for an academic to conduct consultancy service for companies for a few couple of hours every week. But if academics exceed the allocated time, university gets some amount of the money.

If you want to work with an academic, you need to pay for it. Some companies are doing it. They know that consultancy is an important service. But for most of them this is not the case. Also, if you work as a consultant working for a company, and if you are working more than one day, the university says that you are my full-time employee and you need to give a proportion of that you earn. And they are right. When you work for a company outside you are stealing time of out of university. This culture should be more common (I-9).

Interviewee 12 clarifies his ideas in this way and believes that there is bias both in private sector and universities towards each other.

Well, in Turkey, a close relationship between private sector and universities does not exist. Both parts are kind of biased towards the other. The demand of private may not match with what university does present. This causes mismatch (I-12).

He also agrees with the interviewee 9 in that private sector is not eager to pay the necessary amount of money for the projects. In addition, academics are exposed to other problems in terms of deadline. This comment shows that the interviewee thinks, although he sees such a relation necessary, this relation should be developed.

Private sector want the study finished quickly, deadline is strict for them but for an academic, this is not the case. He may need to do more research on the issue or the funding offered cannot be enough. Expectations of academics and private sector differ from each other. Also, this is about our culture. When I was in US, everything was easier. It was easy to be consultant but here; I am not that satisfied (I-9).

Also, from what he says, we understand that this private university has an office that makes contracts or deals with companies in private sector.

If they offer me small-scale projects, I am not interested anymore. I am more selective. But if there is a major and a long-term project, I can think of this. Private companies tend to pay not enough but we are an expensive school. We have a project office. They are determining all the contracts and the financial budget (I-9).

## Now and Future of Private Universities

The last theme appeared in the study is now and future of private universities. This theme consists of the categories, which are ‘taking the burden on the shoulders’, ‘popularity of private universities’, ‘the role of state as a supervisor’, ‘impacts of private universities on the state universities’ and ‘massification and vocational schools’. The category ‘taking the burden on the shoulders’ covers two sub-categories and these are scholarship and flexibility in alternatives.

### Taking the Burden on the Shoulders

The first category under this theme is taking the burden on the shoulders and the subcategories emerged scholarship and flexibility in alternatives.

#### *Scholarship*

Academics in this study seem to believe that private universities could reach students who have financial problems and thus students who are unable to study because lack of money could go on their education.

Interviewee 6 believes that private universities can function well if they go on giving scholarship to the students. To her, private universities creates suitable conditions for the students who are successful but have financial problems:

It is a perfect solution. I wish I could have studied at a private university, but I did not have such a chance. Well it may seem that student profile is kind of problematic but they are trying to handle this. They are doing this by giving more scholarship to more students. By giving students more scholarship, private universities have made a big progress. This is a very good opportunity for students. There are those students in our university. If they studied at a public university, they would never go on their education (I-6).

She says that some of the students cannot meet their daily expenses while studying at state universities. They may be out of the Turkish higher education system because of lack of money. At this point, private universities can propose a solution for the students.

I remember students who are coming from a family that has 11 children. He was gifted and a very intelligent student. Even if tuition fee is low in state universities, you need to pay tuition or pay for accommodation or you do have daily expenses for meal etc. That student could not survive in this system. He made an effort to get scholarship but could not succeed that anyway and had to quit the school (I-6).

According to her, state universities are incapable of reaching students due to inefficient scholarship system. On the other hand, in private universities students have a bigger chance to get help.

At this point, private universities open a door for the students. State universities cannot apply this scholarship system effectively. They are lack of sources. Where I work is not a crowded university so I can establish communication with most of the students. There is a student in our school coming form Konya. Our university called this student. They gave lots of information about the facilities of the school. It was said that meal and accommodation is free. State schools cannot be interested in the needs of the students but private universities are trying to attract the attention of the students (I-6).

In addition, she states that on condition that private universities persist giving more scholarship to the students, they will get popular in the eyes of the students and they will lift the burden on the shoulder of state universities.

What I mean is that private universities take the burden of students on its own shoulder. They are there when state universities are not there. Private universities are a solution to meet the demand among students. But instead of opening many private universities, the number of students who are taking scholarship should be increased. In future, private universities will be a stronger figure in education and act more actively than the state universities (I-9)

Interviewee 9 brings about another point about scholarship issue. He thinks that as students have to pay a lot more money for a private university education, private universities become disadvantaged and they cannot compete with the others, which have low tuition fees. Thus, he maintains that government should help private universities financially so that they can get more students with low tuition or more scholarship.

For private universities to survive they need help from government or they have to have an entrepreneur who is very successful in business world. For example, we get 26.000 from a student, but a university, which is supported by a businessman, demands 13.500 from a student. Also, in our university, scholarship is 20%, but in that university it is 37 %. This enabled them to have very good students with a successful profile (I-9).

The issue of accepting more scholarship students is one of the aspects that academics underline. They agree on the fact that the more scholarship students there are, the higher quality of education private universities can provide. In addition, if the government gives more financial support for private universities; this will help them to survive better in Turkish education system.

The process of opening private university should be taken seriously. I am not against private universities. This is the trend in the world. But they should accept more scholarship students. This means more successful students who are unable to pay for their education fees (I-5).

#### Flexibility in Alternatives

The second subcategory is flexibility in alternatives. Academics of this study tend to believe that private universities provide students with alternatives in terms of departments and courses. Or students who are not involved in higher education for several reasons could have chance to be a university student thanks to private universities.

Private universities is seen a good solution for the students who are eager to go on higher education. A considerable amount of students who are not included and don't want to get involved in higher education which is provided by the State prefer to go to private universities. For these, private universities are considered to be an alternative.

Well, it is a good solution for higher education system. But the percentage of private universities in Turkey is around 3%. Therefore, the number is really limited... This shows that the number will never be enough to solve education problem in Turkey (I-4).

Interviewee 3 states that the benefits of private universities cannot be underestimated. State universities cannot meet the demand from students with various goals and skills.

It has to be a solution. The state hasn't got the power to provide service and facilities to this growing number. It is unable to allocate sources. It is good for people to select an alternative way of education. In one way or another, students are learning about their jobs so the gap which private universities fill is big and important (I-3).

Interviewee 12 is for private universities because he thinks that it is an option for students. They can choose different departments at private universities. That is to say, system is more flexible with private universities. In addition, he says that if business people want to open a university, they should be supported. This enhances competition.

Private universities are an alternative to state ones. Students are able to study at more flexible departments. Let's assume that there are 100 Sabancı and 100 Doğramacı in Turkey, well, we would be like the USA in terms of education standards (I-12).

#### Popularity of Private Universities

The second category appeared is regarding the popularity of the private universities. Academics also have different predictions about the development or existence of private universities in the following years. For some, the increase in the number of private universities will go on to a certain extent depending on the various factors. However, it will slow down after reaching overload point.

I don't think that the number will increase; there is a saturation level. Some of them will close down. Well, the number of students who get scholarship is certain. The number of families who can spend 100.000 Turkish liras for a four-year of education is certain. Also, state universities are increasing the number of students who they accept. When I was in İstanbul University, they were accepting 800 students, but now the number is 2500 for Faculty of Law. (I-3).

Interviewee 4 realizes the growth in the number of private universities and he estimates that this will go on in line with economic prosperity in Turkey. He

underlines the fact that entrepreneurs are volunteer to take part in education in the following years and this trend will go on.

When I was in London last year, private universities were being closed down. They were trying to cut down the expenses. There is this crisis going on all over the world. But here in Turkey the number is increasing day by day. This is related to the economics and stability of Turkish economy in the recent years. The number is especially high between the years of 2000 and 2010. This is because of economic prosperity. I mean, we did not experience such a growth in 1990s. But if trend goes on this way, entrepreneurs will establish *more private universities* (I-4).

Interviewee 8 also has a tendency to believe that private universities will be opening in near future but she is not quite sure about the direction of this change in education system without seeing the impacts of the new-coming laws and regulations in education system.

This increasing trend will go on. But to what extent, I m not quite sure. There is a law, which makes a distention between private and foundation universities. This Law will affect lots of things. We will see the big picture clearly then (I-8).

However, although Interviewee 5 declares that state is in favor of privatization in education, this will not lead all private universities to success. She says that after a certain period of time, private universities will fail as a result of abundance in the number and they will take actions for this threat.

Also, the quality in private universities will diminish. To my prediction, small-scale state and private universities will cooperate. There will be a maturity level and in the long term, private universities will come together to survive (I-5).

On the other hand, certain academics believe that private universities, which are capable of giving high-quality education, will be among the leading ones, which affect Turkish higher education system. They support the idea that with certain amendments about scholarship procedure and educational approach, private universities can be one of the engines, which lead Turkish higher education system to success.

For the time being, we don't hear people graduating from private schools in business or politics. But this will change in the following years. But for this, scholarship system has to continue with a lot of effort. I am in favor of private universities in this case (I-6).

For some academics, private universities will get more and more popular in Turkish higher education system. However, in the long term, as the students are affected negatively by the problems of the system, private universities will fall out of grace.

Although it seems that private universities are getting popular, this will not go on in the long run. Students will study at any private university and realize that their degrees do not work at all. Well, maybe while they are doing their military service, it will be effective to some extent. Or he will say, "I am a university graduate" to get respect. However, when he comes across with a boss who says "I know what kind of a university you graduate from" or when he finds himself in a troublesome situation, he will be unhappy (I-1).

Interviewee 1 implies that in the following years, private universities will be categorized in terms of quality. Students and business world will realize the weaknesses of certain private universities and this will inevitably have an adverse impact on the popularity of private universities. Interviewee 6 has similar opinions on the issue.

University education as a concept is not a way to earn money. What I mean is that you cannot earn a lot out of education as a businessman if you are going to do a successful business. On the other hand, if you are content with average level of quality in education, you can earn a lot. We know such institutions. Such institutions exist but they will disappear (I-6).

Interviewee 6 has serious concerns about the quality of education in some private universities. She says that the ones where education is seen as a business will not take active role in the future and they are doom to fail.

Another interviewee focuses on another point of private universities and states that private universities open a path for students and their families. State universities cannot meet the demands of such a high young population.

The population young people in Turkey is too high and most of them would like to study at private universities. For families and society private universities is seen as a solution to the problem of higher education (I-10).

Interviewee 10 believes that private university is a concept, which is not relevant to education because education should be free in any case. Also, he says that Turkish education system is exposed to problems in a larger scale, which is beyond the capabilities of private universities.

Well, I don't think that private universities are a solution for the high demand among teenagers who are willing to study at a university. Before starting to work at a private university, I was totally against it. Now, I do contradict myself. I did not use to support this. Education cannot be sold or bought as commodity. A person deserves to get education in any case. Private universities are not a solution, there is something wrong here and it is all about the big picture of Turkish education system. You examine education systems in Europe, For Example in Germany. You cannot come across such a mentality. That is not possible. A student does not pay for the education he gets. It is against international human rights. (I-10)

According to interviewee 7, private universities like all the other educational institutions, is useful in that students benefit from them but he draws our attention to another side of the problem.

Turkish education system suffers from many problems. I would like to remind the university entrance scandal this year. All the subjects who are affecting the education system should be dealt with. We are struggling with problems, which is necrosis. But I do believe that every education institution is an asset and something positive. This means that even if it is not a solution, in such a negative and problematic atmosphere, it is useful to some extent (I-7).

All in all, based on the accounts of the participants regarding the popularity of private universities in near future, it could be said that academics do have different predictions about the issue. Some tend to believe that popularity will go on depending on various factors such as scholarship and flexibility at private universities. On the other hand, some others seem to think that private universities will lose its popularity after a saturation point as a result of the negative aspects such as low quality of education.

*The role of State as a Supervisor*

Another category appeared under this theme is ‘the role of state as a supervisor’.

Academics in this study tend to believe that private universities of which primary goal is to make money out of education create serious drawbacks in higher education system.

According to interviewee 5, private universities are not a threat to the education system on condition that they function well. When they run well, they help the system to work effectively but she also underlines that certain private universities are established to make money. These cannot be a solution and they need to be inspected by the government.

Well, it is a solution to a certain extent but they should be more qualified. There are some private universities, which can open a faculty with just a few academics. Here the goal is not education but to earn money. This should be prevented. The existence of private universities is not wrong because it is the trend going around the world. But scholarship students will be more and more. Thus, successful but poor students can have a right to study at a university. But this does not mean that each and every entrepreneur can found a university. The system needs inspection and governance (I-5).

Interviewee 8 thinks that state is to take an active role in education and after a meticulous evaluation, certain private universities should be closed down.

It is a bad solution. Ok, it does meet the demand but just among the ones who have the money. Turkish education system is full of mistakes and conflicts. The state should take a more active role. First of all, many universities should be closed down (I-8).

Moreover, certain academics emphasize that in certain private universities, quality of education is questionable and they need to be supervised by the government meticulously. Academics see the government as a supervisor. They strongly argue that incapable private universities need to be under control or even close down to prevent the negative effects of private universities on education.

A private university is emerging each and every day. We need to say, “stop”. If not, there will be many people with a diploma and their education level needs to be questioned (I-9).

But, all institutions should not be able to found a university. The government should have a control and audit system. This is a must (I-5).

Interviewee 5 criticizes the lack of control over private universities by giving an example about certain private universities, which are opened with a limited number of academics.

Private universities are a good solution but they should be higher quality. There are certain entrepreneurs establishing universities with a limited number of academics. The aim is not education, it is to earn money. This must be prohibited by the government (I-5).

In literature review, it is seen that many authors and experts name some of private universities as “diploma mills”. Interviewee 9 underlines this serious problem, as well.

I wont give any name here but there are universities which sell diploma. Well, to close down a university is not a good thing but supervision is needed. They have to create self-autonomy (I-9).

#### Impacts of Private Universities on the State Universities

Another category appeared under the theme now and future of private universities in this study is ‘impacts of private universities on the state universities’. Participants of this study seem to feel that the increase in the number of private universities do affect state universities in certain ways. By certain academics in the research, private university is seen as a driving force. That means that by creating a competitive atmosphere, private universities have led state universities to criticize their system and structure.

Private University is a concept, which emerged during 1980s. Basically, it feeds inequality in education. But it also has certain advantages. It has enriched the research and study literature in Turkey. This has also been a *role model for state universities in this aspect. State universities started to create better working conditions in order not to lose its academics. Old-fashioned programs have made amendments and become more liberal, creative, new (I-8).*

Interviewee 8 also puts an emphasis on the contribution done in study and research literature by private universities. Studies have gained acceleration thanks to private universities and state universities have become more sensitive to the needs of their academics.

To some academics, state universities will get smaller and smaller in the future and they won't play a big role in the Turkish education system. Also, certain academics state that the government is in favor of privatization of education.

Well, I guess higher education will be in the hand of private sector. State universities will be small scale. This has already started. Actually, if we think on this tuition system both in state and private universities, we can see that all of them are getting money from students. The amount is not that important. You may think that tuition at state universities is low. But, on the other hand, there are many students that are unable to pay such small amount. This is a political phase. As the time goes by, state universities are losing their power. The reason for this is the educational policies conducted in this country since 1980 (I-10).

Comments of interviewee 10 reveal that to him, no matter how low it is, getting tuition from students pose a burden for students. The government insists on receiving tuition from students and this causes state universities to lose power among the students who cannot pay money for education. Interviewee 5 conveys a similar message with interviewee 10.

The number of private universities will increase. The government is investing more money on certain private universities. And it will result in the fact that public universities will lack efficient academic staff. I am really concerned about this and I never want to experience such a process (I-5).

Interviewee 5 says that the state is supporting private universities and this support weakens state universities indirectly.

But on the other hand, privatization affects all sectors including education. I think that politics is investing money on education and trying to privatize universities (I-5).

To some academics, private universities can only contribute to Turkish higher education system but not be the only choice. Interviewee 6 thinks that no matter how

successful and competitive private universities are, they cannot take the place of traditionally well-known universities.

University is not a building with good academics. There is a culture fed by students in state school, ODTU, Boğaziçi, ITÜ, they have their own culture. This means that whatever private universities do, they cannot take place such state universities. They can get some good students thanks to scholarship system but they are not alternative to state universities (I-6).

For some academics, private universities are not a threat to state universities. They are in the higher education system to educate a small amount of students.

Thus, what I believe is that the system will be effective. Our mission is not to take the burden of state universities on our shoulder. What we aim at is to educate certain number of students and make them ready to international arena with the help of scholarship (I-11)

Interviewee 9 takes our attention to the same point. Without state universities, he believes that education system turns into chaos. He speculates that in an education system, which are state universities are non-existent, a tyrannical atmosphere is inevitable.

I am interested in optimization; it is a branch of mathematics. In functions, which are not linear, the solution is in-between. Just going to one direction is not a good method. If all universities become private, this creates an extremely competitive environment and academics become employees chosen by universities. For example, they recruit academics that give 8 hours of lesson instead of 5 (I-9).

He says that academics would suffer a lot in such a system controlled by private sector and they turn academics into workers who are obliged to work more and more. On the other hand, education system without private universities has also certain drawbacks in terms of efficiency in working. Thus, he finds the solution in the co-existence of private and state.

State universities are like a regulator in education. But there exists only state universities, this time academics turn into civil servants. They don't bother to work as they have the same amount of money with the others. Solution is in-between but in the last years things are going out of control (I-9).

Some of the academics do not see private education as an alternative. They do support the cooperation between private and state universities in certain ways.

Private universities are not an alternative to state universities. Private universities and state universities have to work together in coordination (I-3).

Interviewee 1 thinks that education given by state is not good enough. Neither private nor state universities can solve a problem alone. Alternative educational institutions need to exist because of this.

Instead of dividing into two, a solution in between is better. Well, Let's think that state is capable of giving higher education to all students. What is the point of getting such an education, which is based on memorization? State universities are inclined to educate students as if they are civil servants. There are many people who have got a diploma but have prejudices about many issues (I-1).

Voices of the participants highlight that state universities are affected by private universities both positively and negatively. Thus, state universities need to take action to overcome the drawbacks that they are exposed to by self-criticism and by getting help from the government.

#### Massification and Vocational Schools

The last category emerged is 'massification and vocational schools'. Academics of this study state that instead of opening many private universities, the government should establish vocational schools, which encourage students to be an expert in an area.

Interviewee 2 thinks that not private universities but vocational schools can be a solution. She has a tendency to believe that not every individual should go to a university if he is not suitable for his personality and skills.

Well, it is an illusion. The number of students and the demand on higher education system. Every student may not be able to have skill and intelligence to get university education. It is not a good way to provide higher education to any student that is willing to do it. Instead of that, students should be directed to vocational education (I-2).

A good solution, in her view, is to establish technical schools because today's students are the unemployed of the future owing to low quality level of education in universities.

Instead of universities, Turkey needs technical colleges. The state should avoid from creating an army of the unemployed. There are many unemployed students with their degrees around. But State seems to be reluctant to open technical schools. Thus, increasing the number of private universities is not the solution, it is just an illusion. The very same problem wears a different mask but it still does exist (I-8).

For some academics, the best way is to open universities or high schools, which give vocational education. They are inclined to think that Turkish education system does not need so many universities. Instead, students are to be encouraged to get vocational education, which will lead them to get a job after school.

Instead, universities can have expertise areas. Like vocational high schools... Once they were good, many people had jobs thanks to these schools. For example, there is a project going on. An entrepreneur is trying to open a Navy School, which aims at educating captains etc. (I-1).

One of the reasons why interviewee 2 is for vocational education is capability of students. She relates university education with intelligence and certain thinking skills, so she emphasizes that:

All teenagers may not have the capability of getting higher education. It is not true that every student who wants to get higher education should get it. This is also related to your skills and IQ. But vocational colleges can be opened (I-2).

Interviewee 2 gives information about a research she carried out. She finds out that the number of Law Schools in Turkey is too much high. She criticizes this growth and says that vocational colleges should take place some universities.

According to a research I have done recently, there are 30 Law schools in private and 35 in public universities. You cannot see such a high amount in Europe. This is extremely high. Instead, vocational colleges are to be established. The number of private universities, which open Faculty of Law, has doubled in the last seven years (I-2).

One of the reasons why she is in favor of vocational schools is the pressure on teenagers. The idea that “ a person has no chance but to enter a university” affects students adversely.

Let’s assume that a student cannot be placed to a department at university, parents insist on spending money on their children. Students are exposed to take private lesson, they go to private courses. Instead, they should be led to have a job which they can use their skills and capabilities. (I-2)

Furthermore, in parallel with this idea, one interviewee discusses the issue of establishing universities, which have specialized fields. He supports the idea that different regions of Anatolia are famous for different interest areas and he says that:

Well, we have Artuklu University that is a great example. Classes about Kurdish people or Syrian Orthodox are covered there. These are specific to that part of Turkey. For example, a university on farming can be established in Erzurum instead of Ankara because Erzurum is a better place for such a farming education (I-1).

Interviewee 8 agrees with her colleagues on that even if some students who are lack of critical thinking can be a university graduate because of private universities. But, she also thinks that Turkish education system is full of problems like university entrance exam.

Among university graduates, there will be those who are not capable of critical thinking and lack of skills. They will basically get their diploma by paying for it. But what will be the place of foundation universities in this picture? Well, also university entrance exam has certain drawbacks, and the changes in this exam will determine the quality of education (I-8).

As a result of globalization, education in all levels has gained importance. This has led people to get more and more education and thus, the number of students getting higher education is rising day by day. The massification resulted from the on going high demand among students for higher education is getting popular. However, as it could be seen, participants of this study do not support to open universities to solve the problem of massification. They tend to believe that vocational schools are a better option for those whop are willing to go on education.

## CHAPTER 5

### CONCLUSION

The main focus of this study is to reveal perceptions of academics working in private universities in Istanbul regarding their work place experiences. That is why, through the qualitative data collected based on interviews with 12 participants driven from 5 private universities, the researcher attained the conclusions below.

One of the implications of the study is that academia as a working place leads academics to work effectively as they have a chance to prepare their own working schedule and working hours. The fact that academics can have a control over such aspects of their working life makes them feel comfortable. As the academics do have a right to say about when to come and leave the office, they feel free and such flexibility may enable them to be more motivated towards their job. This seems to indicate that the five universities where interviewees have been chosen try to create a fruitful atmosphere for academics or at least do not pose problems about flexibility of working hours. Academics do mention some universities, which may force its academics to be strict about working hours, but they do not criticize the places where they work on this issue. This may show that working conditions differ in certain private universities and the ones, which are thought to be among the leading ones. The latter tend to make an effort to create a better atmosphere for academics to work. Private universities, which are founded by entrepreneurs who are financially powerful and private universities, which are well-known, are taking the working place of academics seriously and creating an effective atmosphere to enable academics to work.

The voices of the participants in this study indicate that academics are usually content with working conditions in private universities as they have better salary and

better facilities. Such qualities of private universities may enhance motivation and enthusiasm among academics. Another aspect of private universities, which is possible to enhance motivation, is “efficiency” concept. Findings highlight that academics think that employees in private universities are likely to take their duties more seriously. Moreover, administration in private universities is more inclined to create a better atmosphere for academics. Based on the perceptions of academics, it could be stated that administration of private universities is usually more eager to listen to your proposals or suggestions. In turn, academics feel more important and valuable.

Academics also reach a conclusion about getting a title or position. They state that getting their deserved title or positions may be easier in private universities compared to state universities. They say that getting a position in state might take a lot of time. Compared to state, possibly, an academic is able to have his title or position in a private university in a shorter period. This also affects academics positively and they tend to be more eager to work in such an atmosphere.

As perceived by academics in this study, academic freedom isn't likely in danger in private universities in contrast to literature claims. Literature reveals, it is seen that there are many cases, which may threaten academic freedom in academia in developing countries (Landler 2000; Sachs 2000; Agovino 2000). Moreover, academics that have been interviewed are aware of such cases in certain private universities and in state universities. They tend to believe that over the years, academic freedom is in under attack in state and private universities. However, they seem to believe that academic freedom is mainly hampered in private universities, which are low budget and which are mainly dependent on tuition fees from students or the ones founded by entrepreneurs whose main goal is to make money out of

higher education in Turkey. Thus, when they share their experience about the universities where they work, they give lots of solid examples, which show that they feel free in terms of academic studies. Especially, the sources allocated by private universities, physical facilities and services that libraries provide while reaching sources such as books and articles help academics feel free when they are conducting a study. It looks like that financial issues do not restrict their academic freedom.

Moreover, it has been concluded that there is a general perception about social sciences as to academic freedom. Literature states that “restrictions on academic freedom are especially common in the social sciences and other related fields that are considered politically or ideologically sensitive” (Bok, 2007, p.148) and academics in the interviews underline the same issue. They seem to believe that academics working in political sciences or social sciences may be negatively affected in their studies.

Another conclusion about academic freedom is academics think that research, which is the cornerstone of academic freedom, is encouraged in private universities compared to state universities. They mention that the universities that they work for support research by allocating research funds so that academics can go to conferences or they don't worry about the expenses they need to do during their studies.

One important conclusion is that academics tend to make a distinction between private universities. They believe that some of the private universities are high quality and in these universities, academics feel free on the research issue they choose or they are really supported by the administration. On the other hand, in certain private universities that provide low-quality education, academics may be treated as if they are civil servants who have to come to work on time. Based on the

literature, it is seen that as Altbach puts it, academic freedom, which gives absolute authority to an academic to do research and teach in the class, “is under attack in many parts of the world” (Altbach, 2001, p. 205). The freedom gained through years as a result of The Humboldtian concept has weakened (ibid). Hence, it is seen that certain private universities where aim is to earn money out of education in Turkey may suffer from such an attack and academics that work in private universities that are clustered at the lower levels of academi might feel as if they are not scientists or academics but civil servants.

Furthermore, it has been concluded that participants of this study tend to feel comfortable in the process of designing their curriculum or deciding source books for the courses. What they feel the least comfortable is evaluation system and appraisals. They have reached to a conclusion that they are inclined to feel responsible for the quantity and quality of the studies they did during a year. Although they see that doing research is an indispensable part of being an academic, they state that such a monitoring may have several impacts on their performance. There are two sides of the coin. That is to say, such a monitoring system and expectations from the administration might encourage them to be more productive. On the other hand, such an expectation from administration may result in pressure on the academic.

What is more, academics interviewed also point out that performance evaluation systems might be abused in certain private universities and academics are likely to feel excessive pressure, as they are afraid of losing their job as a result of insecure contract system. The findings of the study are supported by literature within this aspect. Enders (2002) stresses out that the problems academic staff encounter are classified under four major topics. The first one is the erosion in academic status. He says that this is happening faster than ever. This erosion is reflected in relatively

reduced salaries, lower salaries for new academic staff, and flexible employment with less job security.

The study has also implications about the relation between private sector and private universities under the concept of privatization. Within the scope of this study, privatization refers to efforts within the university to make a profit from teaching, research and other campus activities. Privatization in the strict sense is the effort to sell the work of universities for a profit. One implication is that academics working in social sciences tend to have less connection with private sector when compared to the ones who are working in engineering or architecture. This is a striking conclusion within the scope of the study, because it is stated that academics working in social sciences may have more difficulty in academic freedom but they are affected less by private sector. This fact seem to indicate that academic freedom in Turkish private universities is not affected by private sector but it is possibly affected by politics or social conjuncture of Turkey.

Literature determines there is a growing demand by governments that universities should finance themselves through higher tuition fees, generation of income through consultancies, university-industry partnerships (Altbach, 2007). Academics whose field is engineering in the study states that consultancy is one of the most important aspects of private universities and it should be developed. In Turkey, now there is a growing trend, which causes private universities to start to work with companies or institutions for consultancy services to make money. University- industry partnerships, in contrast to what literature implies, is usually supported by academics in this study. Although it is underlined that there may be certain drawbacks in terms of mismatch of expectations between two parties, such a

relation, academics state that, is possible to free information. Information is not prisoned in the academia only. And it could be shared with the outside world.

Literature review reveals that there is a growing impact of private sector on universities. As a result of the large amount of funding, private sector members have started to change the structure of universities. Because of privatization in the academic world, differences between companies and universities will remove. The market is creeping into universities and determining the lives of academics to a much greater extent than it did a decade ago (Currie, 1998, p. 4). In fact, the findings of the study point out that such an effect of private sector in private universities via consultancy services, do exist. However, this impact is not perceived by academics in this study negatively. They don't feel that consultancy services or such partnerships may destroy the academic world.

According to the findings of the study, relation between private sector and universities should be supported for two main reasons. The first one is that studies done in universities can be publicized and shared with outside world. The second is that help, which they get from the government, is not enough to run private universities and they need to find a way out to run effectively. Literature reveals that governments and students have started to see universities as an institution where knowledge is produced for business life. Academics, in addition to their roles of researcher and instructor, are now regarded counselors and marketing people (Bok, 2007). However, as it is mentioned before, academics -although they have certain concerns about the mismatch between industry and universities- tend to feel that such a partnership may be necessary to get money for the survival of universities because of lack of funding by the government.

Another implication about this relation is that compared to students in state universities, students in private universities may have a chance to get familiar with outside world. Before their graduation, they can establish contact with several companies during conferences or fairs and they are advantageous in terms of getting internship and finding a suitable job for themselves. Moreover, when private universities are in connection with private sector, students tend to be less isolated from the demands of the reality outside school. Thus, the accounts of the participants highlight that although there may exist certain hesitation about university-industry partnerships, academics seem to support this situation.

The emphasis about the outside world by some academics is related to the issue of globalization. They think that the world is changing faster than ever as literature supports. They state that private universities are more open to the changing world when compared to the conservative structure of state universities (Enders, 2002). Moreover, they seem to believe that students are getting familiar with this changing world in private universities. According to the literature, the accelerated flow of knowledge and ideas as a result of improvements in communication has heightened cultural and social interdependence (Bloom, 2007). Also, globalization has increased the economic importance of knowledge and thus education has become the key of success for the countries, which want to benefit from globalization (ibid). Thus, academics in this study, especially working in engineering and architecture fields, are inclined to see the relation between private universities and industry as a positive aspect for the students.

Literature reveals that academics may be negatively affected by pressure forced by private sector. Ginkel(2003) states that increasingly, academics have found themselves unprotected and insecure in a highly competitive world. They are obliged

to compete for sufficient funding for their studies and their students. They are to strengthen and diversify their external relations with stakeholders to find sources of financing. In fact, the findings of the study reveal that such a relation between private sector and universities affects academics in this study. But they do not stress the adverse impacts of such a relation. Academics, especially those working in the fields of engineering, conclude that such a partnership or relation between two parties may enable private universities to run effectively without suffering from financial problems. Participants state that the support given by the government is not enough for private universities to survive. Private universities can bring money in the university thanks to consultancy services.

The literature review indicates that in developing countries, academics have hard time in dealing with student profile and expectations. According to a survey carried out in Peru, in today's world, from the professors' point of view, students are reluctant to follow lectures, they less read in depth, they less engage in more detailed analysis and critical thinking. As a result, the new emerging student profile does inevitably affect the academics' ability to provide effective teaching (Altbach, 2007). Within the scope of the study, implications about student profile in private universities need attention. Findings of the study are in parallel with what literature reveals. Participants of this study seem to believe that the biggest challenge for academics in private universities is students. Participants of this study have difficulty in dealing with students because of several reasons. The first one is that students in private universities are usually lack of effective study skills and motivation for the courses. This is mainly because of their expectations from private universities. Students who pay for their education tend to believe that courses should be easier

and they should not have to make a great effort to pass a course. This attitude towards university education may bring about serious problems for academics.

Furthermore, it has been concluded that students suffer from boredom and they tend to give up when they come across a situation, which forces them to study more. Academics of this research underline that students expect instructors to entertain them during the classes or students demand ready-made solutions in which creativity is missing. In such circumstances, academics may get frustrated and stressed out.

One other implication is that academics in this study relate students' lack of motivation and aptitude towards life to the way they were brought up, their families and their backgrounds. Students of this generation are more inclined to be dependent on their parents and this may prevent them from understanding the culture of being a university student. They might develop into a dependent character and cannot make a real distinction between high school and university education.

It is underlined by the participants that students who are capable of paying high amount of money for higher education usually is not afraid of being unemployed in the future. That is to say, the reason for those is not to get a decent education to find a job. Their main motive is to have a title-“being a university graduate” and this causes them to adopt a negative attitude towards higher education. On conditions where students are paying for their education outnumber scholarship students; academics may be exposed to challenges regarding the content of the courses. Academics might simplify courses and they state that learning may be affected negatively in such classes due to classroom dynamics. Students learn not only from academics but also from each other. When unsuccessful ones are more than the good ones, the former may affect the latter negatively.

Based on the literature, it is seen that academics can be forced to meet the demands of new world order; but also they may try to maintain their historical mission of universities, as well. It is really difficult for them to find the balance between these two because as Slaughter (1998) put it, universities started to be governed as if they are big corporations and they have started to see knowledge as a commodity which can be sold in the market. Which courses are to be given or which studies are to be supported, all such things are determined by the market itself. Thus, drawbacks of students' attitudes underlined by academics do support literature review. Students who are attending university only for getting a diploma or a title are possible to pose challenges on academics. Accelerating demand for access to higher education by the students may force higher education to be one of the growth industries. However, lack of adequate funding, significant overcrowding and low quality of academic programs may set barriers and such a demand does nothing but to overwhelm academics 'the subjects' of higher education.

One major implication is academics in this study seem to believe that private universities can lift the burden on state universities' shoulder by giving financial grant to students who are lack of enough money. State universities may not be capable of reaching students owing to inefficient scholarship system. In private universities, however, students may have a bigger chance to get support. Erguvan (2010) underlines this aspect of private universities in her dissertation "Vakıf Üniversitelerinin Yükseköğretim Sistemine Etkilerinin İncelenmesi"(An Evaluation Regarding the Impacts of Foundation Universities on Turkish Higher Education System). She states that private universities ease the financial burden of the state because they provide higher education for students who are not able study even at public universities. On the other hand, voices of the participants of this study

underline the fact that if the weaknesses of scholarship system decline, private universities may function well enough to present a solution for the students who are out of the system because monetary issues.

It seems to the participants of this study, if scholarship system gets common, private universities may function better for students. However, academics in this study do not see private universities as a good solution for the high demand among students for higher education because they state that the main motive of most of the private universities is to make business and to make money out of education. The state has to control and supervise private universities to check whether they are managed like a university or not. Moreover, interviewees are inclined to believe that if a private university does not meet the rules and procedures to be a real university, it is better to close it down.

It is underlined that with sufficient scholarship in private universities, drawbacks can be eliminated and private universities can be one of the engines, which lead Turkish higher education system to success. Because participants interviewed mention that private universities -on condition that they run well- has got positive effect on Turkish higher education and they will fix certain problems in near future. It has been underlined that private universities can create a competitive atmosphere. In turn, they may affect public universities positively.

Another important aspect, which comes into prominence, is massification in literature review. Massification refers to the high increase in the number of students having higher education. The philosophy behind this process--- regardless of his or her socio-economic background, everybody in accordance with the talent he has, should have a chance to enter university--- has gained importance as a result of the discourse going on globalization and easy access to higher education. To academics'

perspective in this study, the solution for the demand among students for higher education may be to found vocational or technical colleges. Academics emphasize that even if every individual has a right to have education, he may not suit for an education provided by universities. He may be lack of skills or intelligence to receive higher education education, which is based on critical thinking and more complicated skills. In that case, to meet demand among students, the best way may be to establish vocational schools that will lead them to find a job when they graduate.

Literature review supports the idea that private universities have been increasing in number in developing countries as the time goes by. Levy (2000)states that there is much room to grow, as economies develop and the demand for higher education is suddenly strong. Moreover, literature underlines the fact that public universities are not that capable of absorbing the increasing demand for higher education. According to the figures in OSYM official page, in 2011, 1 million 511 thousand 980 students applied for LYS exam to get involved in higher education in Turkey. The findings of the study are in parallel with literature review.

According to literature review, massification causes decline in overall academic standards. As higher education expands the overall quality of the systems declines. This is probably an inevitable result of an academically diverse student population, institutions with poorer facilities and less trained professors and less rigorous selection of students (Stromquist, 2000). During the interviews academics frequently point out certain private universities, which open departments with a few academics, or universities in which students can be graduates without a great effort. These comments show that even if academics of this study don't name it as massification, they may be negatively affected by the stigmata caused by these

private universities, which are established to make money out of education as a result of massification.

In spite of their concerns about the private universities, which malfunction, the accounts of the interviewees highlight that private universities may be an alternative for students. Private universities open different departments. That is to say, system is more flexible with private universities for students who would like to have a different way of education. Although academics may see private universities as an alternative, they do not think that private universities could take place state universities and they don't think that private universities could solve the problems in Turkish higher education system without state universities or government help.

On contrary to these positive implications, some participants of this research do not seem to think that private universities are able to resolve the problem in Turkish higher education. They stress other big issues, which may turn the system into a vicious circle. University entrance exam and the quality of education in state universities are among the ones that they mention.

The study reveals predictions of academics regarding the role of private universities in Turkish higher education system. One implication is that the popularity of private universities will probably go on in the following years depending on the economic prosperity of Turkey. Entrepreneurs might go on investing money into education. However, if private universities do not keep a balance between earning money and providing education to the students, their quality may diminish. It looks like that they may lose their credit in the eyes of students and parents. Employers and students may categorize private universities in terms of quality. To the points of view of the participants of this study, students and business

world will probably realize the weaknesses of certain private universities and this will inevitably have an adverse impact on the popularity of private universities.

Participants of this study seem to believe that no matter how successful and competitive private universities are, they cannot take the place of traditionally well-known universities. Private universities can only contribute to Turkish higher education system but not be the only choice. Accounts of the participants highlight that private and state universities should co-exist. Academics in this study do not see private education as an alternative. They do support the cooperation between private and state universities in certain ways. In their view, in an education system where state universities are non-existent, a tyrannical atmosphere is inevitable for academics.

Moreover, academics in this study imply that state should be in charge of supervising private universities where quality of education is questionable. Academics criticize lack of control over private universities. They mention some private universities, which are managed as if they are diploma mills. Such an attitude toward higher education will probably cause private universities to be notorious. In such universities, they state that academics may be negatively affected and underestimated. Academics may be regarded as civil servants. This is actually supported in literature, as well. Erguvan (2010), in her dissertation states, “there is a low job security and high turnover in some departments”. Moreover, as Currie (1998) underlines, the very changing face of higher education has created concerns among academics. Their daily lives have become so distorted and twisted by the demands of ever-increasing workloads that this has led to greater stress and in conclusion, intensification of their work has caused a general sense of demoralization.

In addition, based on the perception of faculty members, it is concluded that private universities are likely more open to the new changing world. Thanks to exchange programs and international conferences, private universities are getting up to date and they are more willing to establish contact with universities abroad. Literature is in parallel with the findings of this study in this respect. Literature reveals that both private and public all universities are undergoing drastic changes in their systems. However, private universities, which are the fastest growing segments of higher education in developing countries, are more sensitive to changes. In order to take a big share in the arena, they are more adjustable to changing conditions unlike the state universities, which tend to be more conservative and slow (Altbach, 2007). Therefore, academics working for private universities are likely to be more subjected to the changes experienced in the higher education system.

A better communication with students is another major implication of the study. The accounts of the participants highlight that private universities tend to be more student-oriented for several reasons. One of the reasons is that fewer students attend private universities and this may enable academics to get to know their students better. Thus, as private universities have fewer students, this enables academics to deal with students more effectively. An academic has a chance to know better his students and such a healthy communication between students and academics may present implications for academics about the success of the students or the curriculum design.

### Limitations of The Study

The main limitation of the study is concerned with the sample selected. The sample only consists of academics working in private universities. Although most of the academics have experience in state universities, what they add to this study is mainly based on the working conditions of private universities. Moreover, the research sites selected differ from each other in terms of the establishment dates; one of the research sites was founded only a few years ago and the academics working there may have responded to the questions based on their previous experience on other private universities rather than the one where they are currently working.

What is more, this study was designed based solely on the academics' perspective. It only reflects the academics' viewpoints. We cannot make any remarks about what the students, administrators, students' family think about this issue. Therefore, the results can only be discussed in relation to the standpoints of the academics working in private universities.

### Recommendations For Further Research

1. The target population of this study is the academics that work in well-known private universities and the ones who are employees in private universities, which are supported well by foundations or entrepreneurs. Another study, which aims at discovering the experience of academics, that are a member of low budget private universities, which are dependent on student tuitions more, will enrich literature more about Turkish Higher Education.
2. The target population of this study is the academics that are currently working in private universities. Although academics do have experience about state universities in terms of studying or working before, they cannot make a clear comparison between private and state schools, as they are not working in state schools. Thus, a comparative study of which sample population includes a certain amount of academics working in state universities will give us an in-depth insight about big picture of Turkish higher education system.
3. Mentioning the challenges in Turkish higher education, participants of this study stress the importance of government control. Although they seem to believe that private universities ameliorate the quality in education by giving students scholarship or enabling them to communicate with academics or private sector efficiently, the private universities established with restricted facilities or with just a few faculties need government control. Thus, this study is also a call for the ministry of education and / or Turkish Higher Education Council to set strict rules for the opening and management of a private universities in the following years.

## APPENDIX A

### CONSENT FORM FOR THE INTERVIEW

Sayın Katılımcı,

Bu arařtırmayı, Boęaziçi Üniversitesi Eęitim Bilimleri, YetiřkinEęitimiYüksek Lisans Programı'na baęlı olarak hazırlamaktayım.Yürüttüęüm arařtırmanın amacı,özel üniversitelerin akademisyenler için nasıl bir alıřma ortamı olduęunu arařtırmak ve akademisyenlerin özel üniversitelerde yařadıkları basilica olumlu ve olumsuz deneyimleri ortaya koymaktır.

Vereceęiniz bilgiler yalnızca bu amaç doęrultusunda kullanılacaktır. Kimlięinizi belli eden ifadelerden uzak durulacaktır.

Sizin deęerli cevaplarınız bu arařtırmanın saęlıklı olarak yürütülmesine büyükkatkısaęlayacaktır. Bu alıřma hakkında herhangi bir sorunuz olduęunda, [gulsah.kisabacak@bahcesehir.edu.tr](mailto:gulsah.kisabacak@bahcesehir.edu.tr) adresinden benimle iletiřime geebilirsiniz.

İlgi ve katkılarınızdan dolayı teřekkür eder, saygılarımı sunarım.

Gülřah Kısabacak

Yetiřkin Eęitimi Yüksek Lisans Öęrencisi

Baheřehir Üniversitesi Öęretim Görevlisi

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Boęaziçi Üniversitesi Eęitim Bilimleri

## APPENDIX B

### Sample Profile

Interviewee one (I-1) is a male and 55 years old. He started his career in 2001 and has been working as an academic for 10 years. In the first 9 years, he worked at a state university in various faculties (Management and Administrative Sciences, Politics and Sociology). Next, he went on his career at a private university in the Faculty of Arts and Sciences, and for two years, he has been working at another private university at the faculty of College of Humanities and Social Sciences.

The second interviewee (I-2) is a female and she started her career at a state university in 1986 and worked there till 2000. For private reasons, she went on her career at a private university till 2006. After that, she decided to work at a state university but did not have a chance to get a position there. Thus, she started to work at a private university and she is going on working there since 2010.

The third interviewee (I-3) is a female and 36 years old. She has been working as an academic for 6 years. Currently, she is working at a private university and she has been working there since 2009. Her interest area is “managerial organization”, “human resources and organizational behavior”. Before that, she was a part-time academic at another private university. She has also abroad experience as an academic.

The fourth interviewee (I-4) is a male and 39 years old. He had experience in other sectors before becoming an academic. For instance, for some time he worked as an international consultant as he graduated from Faculty of Political Sciences. After finishing his PhD, he worked at a state university for a semester and then, he started to work at a private university in 2009.

The fifth interviewee (I-5) is a female and 33 years old. She is a graduate of a state school. Her department is Architecture. She completed her grad and PhD at a private university and she worked there as an assistant for 6 years. Now, she has been working at a private university.

The sixth interviewee (I-6) is a female and 43 years old. She has been teaching English for over 20 years. She has experience both in state and private universities. Currently, she has been working at a private university.

The seventh interviewee (I-7) is a female and 39 years old. She is also an English instructor. Currently, she is a member of School of Languages at a private university and before that, she worked at another private university.

The eighth interviewee (I-8) is a female and 49 years old. She works at Faculty of Arts and Social Sciences in a well-known private university. She is a historian. She completed her MA and PhD abroad in USA.

The ninth interviewee (I-9) is a male and 33 years old. His interests are electronics and industrial engineering. He has been working at a private university since 2006. He also worked and studied as an assistant at the department of Industrial Engineering at a private university while completing his academic studies.

The tenth interviewee (I-10) is a male and a graduate of a state university. His department is Radio, TV and Cinema. He worked as an assistant at a state university and then, continued his career at a private one.

The eleventh interviewee (I-11) is a male and 37 years old. He has been working at private university since 2003 at the Faculty of Law. He graduated from Istanbul University and he went abroad for MA and he finished his studies at a state university.

The last interviewee (I-12) is a male and 34 years old. He graduated from a private university in Ankara and then, he completed his academic studies abroad. During this time, he also worked as an academic abroad. He is currently working at a private university. His interests are risk management and supply chain management.

## APPENDIX C

### ORIGINAL TURKISH TEXT OF THE QUOTATIONS FROM THE INTERVIEWS IN CHAPTER IV “FINDINGS AND DISCUSSIONS”

Akademinin en önemli özelliği özgür olması. Ben bir yazılım şirketinde çalışırken, bilgisayar başında iş yapmaktan sıkılmıştım. Saatin 5 olmasını iple çekiyordum. Hiç motivasyonum yoktu. Hiç çalışmak istemiyordum. Ama burada, etkili bir şekilde çalışabiliyorum çünkü çalıştığım zaman motivasyonum var. Burası daha esnek. Memur gibi saat 9’dan 5’e kadar burada beklemesi gereken bir çalışan değilsin (I-9).

Sahip olduklarımdan çok memnunum. Bir avukat olarak çalıştığım bir dönem oldu. Onunla karşılaştığımda, burası daha rahat. Evet, daha kolay görünüyor. 9-5 mesaisi yok burada. Ne zaman geleceğine ya da gideceğine karar verebiliyorsun. Açıklamak gerekirse, çalışma planının üzerinde söz sahibisin. Yani meşgul bile olsan, toplantılara katılmak ya da öğrencilere yardım etmek gibi bir sürü işle uğraşsan bile. Ama yine de esnekliğe sahip olduğunu bilmek güzel (I-11).

Tüm bunlar benim sosyoloji altyapımla ilgili. Gözlemlerim, bu toplum... Bir iş teklifi alıp herhangi bir yerde işe başlamak gibi değil yani. Bu işi kabul etmemin bir alt zemini var. İnandığım şey şu, hayatı inşa edenler aşağıda olanlardır. Kastettiğim kitle halktır (I-1).

Burada çalışmaya başlamadan önce, başka üniversitelerle de mülakatlar yaptım. Önem verdikleri nokta her zaman ulaşılabilir olmamdı. Bir akademisyen olarak, her zaman ofisinde olmalısın. Araştırman ya da makalelerin performansın için bir gösterge değil. Ama burada kimse sana, ne zaman geldin? Saat 8’de mi 10’da mı diye sormuyor. Burada önem verilen, hangi konferanslara katıldığın ya da hangi kağıtları sunduğun. En çok bu yüzden burayı seviyorum (I-3).

Bu üniversitede çalışmamın birçok nedeni var. Bundan önce, iki farklı özel üniversitede çalıştım. Bulunduğu yerin dışında, bu üniversitede mükemmel bir çalışma atmosferi var. Dahası, öğrenciler iyiler. Diğer bölümlerdeki öğrencileri bilmiyorum ama benim çalıştığım bölümdeki öğrencilerle ders yapmak çok eğlenceli. Ders yaparken bilgiyi kolaya indirgemek zorunda kalmıyorsun (I-2).

Kaynak en önemli unsur. Finansal kaynaklar, yurt dışı ilişkiler... Yurt dışındaki özel üniversitelerle iletişime geçebilirsiniz. Bunu kendi çalıştığım yer için söyleyebilirim. Devlet üniversitesinde çalıştığım dönemde, yurtdışı ile bağlantı kurabilmek için bir sürü şeyle uğraşmak zorunda kalıyorduk. Büyük bir fark var. Kendi mali giderlerimi ödemek zorunda olduğumu hatırlıyorum. Devlet üniversitesinde çalışırken, yurtdışından getirdiğim kitaplar için bir sürü para ödemek zorunda kalmıştım (I-1).

Burada, kişisel araştırma fonumuz var. Çok büyük paralar olmasa bile, bunu araştırmalarımız için kullanabiliyoruz. Alacağınız para geçen yıl yapmış olduğunuz işe göre artabilir de. En azından, her yıl iki uluslararası konferansa gidebiliyorum (I-12).

Ayrıca, daha fazla kazandığın için, motivasyon daha yüksek ve daha özgür hissediyorsun. Diğer bölümlerde çalışan akademisyenleri bilmiyorum, ama hazırlık

okulunda çalışan biri olarak, kendimi özgür hissediyorum. Yeteri kadar donanım ve teknolojiye sahibiz, ve daha az öğrencimiz var. Ayrıca, araştırmanız için para ayrılıyor size ve yurt dışındaki konferanslara gidebiliyorsunuz (I-7).

Özel üniversiteler mali fona sahip olduklarından, talebin daha kolay gerçekleşiyor. Sınıflarda akıllı tahtalar ve gerekli tüm donanım var. Öte yandan, özel ve devlet üniversitesinde imkanlar açısından büyük farklar var (I-7).

Bir başka mesele de fiziksel koşullar. Devlet üniversitesini düşündüğümde, gözümde gri-kahverengi ve sıkıcı bir atmosfer beliriyor. Burada yüksek teknolojiye sahibiz, her zaman fikirlerimize başvuruyorlar (I-4).

Her öğrenci ile iletişime geçebiliyorsunuz. Bu çok olumlu bir şey. Tabi bu öğrenci sayısına da bağlı ama özel üniversitelerde, her durumda daha az öğrenci ile uğraşıyorsunuz (I-8).

Ayrıca, bizim daha az öğrencimiz var, yani öğrencilerini daha iyi tanıyabilirsin. Öğrencilerin beklentileri ve seviyeleri ile ilgili büyük resmi görebilirsiniz. Ama devlette, öğrenci nüfusu çok yüksek ve derslerde kontrol sizin elinizde olmayabiliyor (I-10).

Ayrıca, pozisyon için de bir problem yok. Yardımcı Doçent olarak kabul edildiğinde, bu unvanı alabiliyorsun. Ama devlet üniversitesinde, yardımcı doçent olsan bile, hala asistan olarak göreve devam edebilirsin. Devlet üniversitelerinde unvanlarını almak için bekleyen bir sürü kişi var. Gerekli kriterleri karşılasan da, bir unvan almak zor olabiliyor (I-10).

Yardımcı Doçent unvanı ile devlet üniversitelerinde çok saçma paralar kazanıyorsunuz. Özel bir üniversitede yardımcı doçent olarak çalışmaya başladığımdan beri, daha iyi kazanıyorum. Ayrıca, 5000 bin dolar civarında bir araştırma fonumuz var. Uçak biletimi alabiliyorum, otel ödemelerimi yapabiliyorum, diğer masraflarımı karşılıyorum. Bu para bir yıl için yeterli, yazılımlar ya da kitaplar satın alıyorum (I-9).

Anadolu'nun çeşitli şehirlerinde bana pozisyonlar teklif edildi. Ama bunları kabul etmedim, çünkü devlet üniversitelerini politik buluyorum. Yaşam tarzınıza dair problemler yaşayabiliyorsunuz. Bu tür deneyimleri başkalarından duyuyorum. Daha kapalıdır. Benim araştırma konularım arasında Ermeni sorunu var, politik ve problemlerle dolu bir alan. Böyle çalışmalarını devlet üniversitelerinde yapamazsınız. Bu konudaki çalışmam için bir ödül aldım. Ama bir devlet üniversitesinde çalışıyor olsaydım, böyle bir başvuru yapmayabilirdim. Belki başıma bir bela almış olurdu. İşte bu sebeple, burada kendimi özgür hissediyorum (I-4).

Burada özgür hissediyorum. Bir problemle karşılaşmayacağımdan eminim. Alanımdaki bazı meseleler hassas. Histogram diye bir ders yapıyorum ve burada feminizm, marksizm, postmodernizm gibi konuları tartışıyoruz. Bir devlet üniversitesinde, böyle konuları tartışırken, dikkatli olman gerekli. Ama burada, dersin içeriğini hazırlarken gerçekten özgürüm, istediğim kaynakları önerebiliyorum. Bunlar cinsiyet, cinsellik ya da Ermeni meseleleri olabilir. Burada bir sorun yaşayacağımı düşünmüyorum (I-4).

Eğer bir akademisyensen, çalışacağın konulara karar veren sensin. Eğer bunları gerçekleştiremiyorsan, bu dışarıdan mali destekli araştırma olarak adlandırılır. Bir IBM laboratuvarında çalıştığınızı düşünün, şirket için para kazanmanız kaçınılmaz. Bu üniversitede çalışmalarım konusunda bir kısıtlama ile karşılaşmıyorum (I-12). Benim alanım sosyal ya da hassas konularla ilgili değil. Bu tür çalışmalar tereddütler yaratabilir. Alanım matematik ve bu konuda bir sınırlama yaşamıyorum. Ayrıca, mali olarak da destek alıyorum (I-9).

Elbette, kendimi özgür hissediyorum. Hangi konuları çalışacağıma dair bir manipülasyonla karşılaşmıyorum. Ancak, yazdığım makale sayısı ya da yayınladığım kitap sayısı tartışmaya açık. Bunu yönetim ile değerlendirme sürecinde yapıyoruz. Bildiğimiz gibi üretim süreciniz performans değerlendirmenizin bir parçası (I-8).

İstediğim alanla ilgili çalışma yapabiliyorum. Alanım fotoğraf ve çalışmalarımı yayımlayabiliyorum. Bununla ilgili bir sorun yok, inandığım şey şu. Özel üniversiteler sizi mali açıdan daha çok destekliyor (I-10).

Bir konferansa gitmeniz gerektiğinde, makbuzları getirdiğiniz zaman, okul size ücreti ödüyor. Akademik bir yazı yayınladığınızda, akademik çalışmayı destekleme adı altında, size mali açıdan destek oluyorlar. Kütüphane elinden geldiğince geliyor. Kütüphane için alt yapı kurmaya çalışıyorlar. Arama motorlarına erişimimiz var. Devlet üniversitelerinde de benzer fırsatlarınız var ama bana öyle geliyor ki özel üniversitelerde araştırma konunuz kısıtlanmış değil (I-10).

Bazı ticari üniversiteler var. Patronlar tarafından yalnızca para kazanmak için açılıyorlar, öğrenciler ise girdi olarak görülüyor. Mütevelli Heyetine baktığınızda, görüyorsunuz ki askerlerden oluşuyor ve bu statükonun bir parçası. Onlara göre, akademisyenler memur gibi çalışmalılar. Binaya giriş kartı kullanmalılar, bundan dolayı 8'den 6'ya kadar ofiste kalmanız gerekiyor. Felsefi olarak, birey sosyal bir varlıktır ve diğerleriyle iletişim halinde olmalıdır. Ancak, böyle sistemlerde, onlar yalnızlaşırlar (I-1).

Bu tür bir tavır devlet üniversitelerinde hissedilebilir. Bir keresinde, bir devlet üniversitesinden gizli bir kağıt almıştım. Bunu devlet üniversitesindeki ilan panosuna koymuşlardı. Orada, Kürt meselesi konusunda bir araştırma yapmanız ve Kürtlerin, Türklerden geldiğini bulmanız söyleniyordu (I-1).

Bir başka örnek daha vereyim. Kapalı bir kültüre sahip kapalı bir Anadolu şehrinde bir üniversite kadın öğrencilerin başörtüsüyle derse girmelerini yasaklamıştı. Bunu neden yaptılar? Çünkü onların kafa yapısı bir akademisyen gibi değil bir memur gibi çalışıyor. Devlet üniversitesinde çalışan bu akademisyenler daha üst bir otoriteye maruz kalıyorlar. Bu durumda devlete. Ama diğer devlet üniversitelerinde özgürleştirilmiş bölümler var. Oralar bazı açılardan daha özgürler. Ama yine de hem devlette hem de özelde özgürlüğü kısıtlayan durumlarla karşılaşılabilir (I-1).

Ama yine de, özel üniversiteler daha esnek ve akademisyenin özgür olma potansiyeli daha yüksek. Bu üniversitede, şimdilik, fikirlerimi ifade konusunda tamamen özgür hissediyorum (I-1).

Türkiye’de özel ya da devlet olsun, bana öyle geliyor ki, yüzde yüz özgür hissedemezsin. Belki, devlet ile karşılaştırınca, özelde akademisyenler daha özgür hissederler. Ama tamamen özgür hissetmek zor. Bu yaşadığımız ülkeden kaynaklanıyor. Mahalle baskısı hissetmemek neredeyse imkansız (I-7).

Ama sınırların ötesine geçen akademisyenler var. Ama bunun sebebi devlette ya da özelde çalışmak değil. Profesyonel kariyerinde güçlü ve bilinen bir akademisyen olduğundan (I-7).

Özel üniversitelerin politik bağlantıları var ve bu bağlantılara karşı bir çalışma yaparsan, bazı problemleri yaşama riskini de alırsın (I-7).

Genellemeler yapamam ama bana göre, özel üniversitelerde bilimsel özgürlük potansiyeli var (I-1).

Elbette, 20 yıllık kariyerimde daha özgür hiç olmamıştım. Bunu tüm özel üniversitelere genelleyemem ama. Bazıları iş yükünden şikayetçi. Bunun farkındayım, bu iş yükünden dolayı araştırma konusunda zorluk çekiyorlar. Ayrıca, bazı idari işler yapmak zorunda kalabilirler ya da toplantılara, oryantasyon programlarına katılabilirler. Tüm bunlar sizin zamanınızı çalıyor. Zaman darlığı yüzünden araştırma yapamıyorsunuz (I-2).

Çalıştığım üniversitede, sloganımız şu: Zamanının % 50’sini sınıflarına, diğer kısmını ise araştırmalarına ayır. Yönetim bu sloganın arkasında. Bunu programlarımıza bakınca görebilirsiniz (I-2).

Burada çalışan insanlar işlerine daha çok bağlılar. Örneğin, yönetim benden bir makale yazmamı istedi. Bunu yazdıktan sonra, herkesin ulaşabilmesini istedim ve kütüphaneci ile görüştim. On dakika içinde makale online oldu. Devlet üniversitelerinde işlerin bu kadar hızlı ilerleyeceğini düşünmüyorum. Demek istediğim yönetim akademik personele işlerini kolay yapmaları konusunda destek oluyor (I-9).

Devlet üniversitelerinde de çalıştım ben bu sebeple bir karşılaştırma yapabilirim. Devlette çalışırken, bir sürü problemle karşılaşıyordum. Örneğin, sınıfa teknolojiyi entegre etmek istiyorsun, bunu çabucak yapamıyorsun. Yönetim diyor ki, bunun için para ayıramayız. Mesela, çalışanlarımızın eğitime ihtiyacı var diyorsun, bir cevap almak için beklemen gerekiyor. Özel üniversitede, durum böyle değil. Eğer yapmak istediğinin önemli olduğunu düşünürlerse, yönetimi ikna edebilirsin (I-6).

Dahası, öğrenciler için, özel üniversiteler fırsatlar sunuyorlar. Kariyer günlerinde, yeni insanlarla tanışabiliyorlar, sektörle tanışıyorlar. Bana öyle geliyor ki, öğrencilerimizin çoğu okul bitmeden çalışacak bir yer buluyorlar. Bölümümüzün bazı Hukuk Büroları ile anlaşmaları var. Kariyer Ofisi bu projeyi gerçekleştiriyor. Bu öğrenciler için çok iyi (I-11).

Öğrenciler gerçekten şanslı. Kapınızı çalıp, sizinle iletişime geçebilirler. Bir akademisyen olarak, öğrencilerinizle birebir ilişki içinde olabilir ve onlarla tek tek ilgilenebilirsiniz (I-8).

Farklı sektörlerden kişileri davet ettiğim bir ders yaptım. Bu ders öğrenciler için yararlıydı. Farklı sektörlerden gelen kişilerle tartışarak, okuldan sonra ne yapmak istediklerine karar verebiliyorlar. Bazı öğrenciler bu dersten çok faydalandı, bu kişilerle konuştular, e-mail adreslerini aldılar, kartlarını alıp network yarattılar (I-3).

Benim alanımda, yani mimaride, öğrenci, akademisyen ve özel sektör birlikte çalışmalı. Malzeme hakkında çok şey bilmelisiniz, sanayide size ham maddeyi sağlayan üreticiler var. İnandığım şu, öğrenciler bu tür detayları daha ilk yıldan bilmeliler. Eğer gerçek sektörde olmayan projeler yaratırsan, mezuniyet sonrası öğrencilerin hüsrana uğrar. Eğer özel sektörden izole olurlarsa, her şeyin sınırsız olduğunu düşünürler, para-zaman-malzeme (I-5).

Özel üniversiteler küreselleşmeye ayak uydurmaya çalışıyorlar. Özel üniversiteler öğrencilerin daha uluslararası olmaları yönünde onları cesaretlendiriyor. Öğrenci değişim programları var, böylece yabancı öğrencilerimiz oluyor. Daha açık bir iletişimimiz var öğrencilerle, veliler sizi arayabiliyorlar. Daha değişik bir ilişkileri var akademisyenlerle, bunun bazı dezavantajları var ama yine de, öğrencilerimizle iyi bir iletişim kurabiliyoruz (I-5).

Özel bir üniversitede çalıştığım zaman, yurtdışına birçok kez çıkabilirsin ama devlette çalışırken, şanslısın eğer bir kez bile yurtdışına çıkabiliyorsan (I-11).

Bu olumlu bir durum. Eğitim bu yönde ilerliyor. Bir çok şirket stajyer alıyor. Mezuniyet öncesi, şirketler öğrencileri bir ya da iki yaz dönemi boyunca eğitmek istiyorlar. Aslında potansiyel çalışanlarını seçiyorlar. Ayrıca, şirketler bir çalışan ne kadar genç ise, onun o kadar iyi olduğuna inanıyor (I-11).

Farkındayız ki devlet ve özel üniversite arasında ciddi farklılıklar var. Özel kurs gibi işleyen kurumlar var. Onların birer üniversite olduğunu düşünmüyorum. Böyle bir üniversitede çalıştığında, öğrencilere bir şey öğretemezsin. Öyle ya da böyle bir şekilde mezun olurlar. Başarılı olup olmadıkları büyük bir soru. Böylece, tüm özel üniversiteler aslında üniversite olarak adlandırılmıyolar (I-2).

Tüm özel üniversiteler aynı değil. Resmi olarak, kuralları ve prosedürleri yerine getirdiklerinden üniversite olarak tanımlanabilirler. Ama bunlardan bazıları binadan başka bir şey değil. Böyle üniversitelerde, araştırma ve kaliteli eğitim eksikliği var. Böyle bir kurumda çalışmıyorum ama biliyorum ki bu yerler bir sürü başarısız öğrenciyi kabul ediyor ve sonuç olarak, bir sürü beceri ve donanımdan uzak öğrenci mezun oluyor (I-7).

Aslında, her ne kadar akademik bir atmosfer olsa da, bazı üniversiteler şirket gibi yönetiliyor. Aslında, bunların mali endişeleri var ve verdikleri eğitim için para alıyorlar. Bu bazı öğrenciler için, gerçekten zor. Malzeme, yemek ve yurt için para ödemeleri gerekli. Para ödeyenler ile ödemeyenler arasındaki farkı görebiliyorsun. Bu özel üniversitelerin dezavantajlarından biri (I-5).

Ama daha etkin çalışabilirler. Bazı üniversiteleri duyuyoruz ya da öğrencilerimiz gelip bizimle konuşuyorlar. “Arkadaşım şu üniversiteye gitti, diploma alması çok kolay oldu.” Kastettikleri bazı üniversitelerde ders çalışmanın çok zorlayıcı olmadığı. Ama farklılık, sektörde işe girme sürecinde kendini gösterecek.

Anlaşılabilecek ki böyle üniversiteler düşük kalitede eğitim sunacaklar, öğrenciler arasındaki bakış açısı değişecek ve onlar daha bilinçli kararlar alacaklar. Bu sürecin bir parçası (I-3).

Bu problemler eğitimle ilgili. Ayrıca, öğrencilerin eğitimi algılayışındaki fark, hayat tarzlarındaki farklar, sorumluluklara karşı tutumları ve buna benzer bir sürü mesele akademisyenler için zor durumlar ortaya çıkaracak. Bu konuyla da ilgilenmek gerekli. Tüm akademisyenler başarılı öğrenciler isterler, çünkü onlar seni mutlu ederler (I-8).

Başarı açısından, bir üniversiteye kabul edildikten sonra, üniversiteden kesinlikle mezun olacaklarına inanıyorlar. Bu yüzden, stresli bir durumla karşılaştıklarında ya da zorlandıklarında, şaşırıyorlar. Ödev yapmak istemiyorlar. Her konuda pazarlık yapıyorlar. “bunu yapmayalım.” “Ödevimi zamanında yapmazsam bir sorun olur mu?” Bu tür sorularla çok sık karşılaşıyorum. Ben öğrenciyken böyle sorular hiç sormazdım. Ama durum devlet üniversitesinde böyle mi bilmiyorum (I-3).

Ben bunu yeni dönemin memnuniyetsizliği olarak tanımlıyorum. Aradıkları şey eğlence yalnızca. Eğlenirken öğrenmek istiyorlar. Sıkılmak istemiyorlar. Burası ana okulu değil ki. Burada çıkarımlara varmalısın, analiz yapmalısın, felsefi konular düşünmelisin. Ama onlar her şeyi hazır istiyorlar. Onlara bir taslak ver istiyorlar, her ödevi ona göre yapmak istiyorlar (I-3).

Öğrenciler sanki Amerika kültürüne aitler. Bu çok can sıkıcı. Eşitliği destekliyor gibi görünüyorlar ama kaçırdıkları bir nokta var. Tamam, farklı konularda görüşleri var ve kimseye de yaşından ya da unvanından dolayı saygı göstermek zorunda değiller. Bu konuda haklılar. Ama saygılı olmayı unutuyorlar. Akıllarında bir tek söz var. “Herkes eşit ama biz üstünüz.” Yine de bunu genelleyemem (I-3).

En önemli sorun öğrenci profili. Öğrencilerin bazılarının çalışma becerileri gelişmemiş. Öğrencileri motive etmek ve onların akademik bir çevrenin bir parçası olduklarını fark etmelerini sağlamak zor olabiliyor. Devlet üniversiteleri ile karşılaştırdığında, onların geldikleri kültüre bağlı olarak, burada kastettiğim aileleri, yaşam tarzları, çalışma becerilerindeki eksiklik, bu öğrenciler zor öğrenciler... başa çıkmak zor (I-7).

Öğrenci profili tamamen farklı. Çoğu lise öğrencisi gibi, bağımlılar. Sorumluluklarını kendi omuzlarına alabilen bir üniversite öğrencisi olma nosyonundan bir haberler. Ama, burslu öğrencilerle durum farklı. Onlar bana ilham veriyorlar (I-10).

En büyük problem ders içeriği ile ilgili. Yaratıcı düşünmeye açık parlak öğrenciler var. Öte yandan, dersleri takip edecek kadar iyi olmayan öğrenciler de var. Bir akademisyen olarak, ikisinin ortasında bir yol bulman gerekiyor. Dersleri bir şekilde kolaylaştırmak zorunda kalabiliyorsun. Yoksa, bazı öğrenciler dersi takip edemezler ve mutsuz olabiliyorlar (I-8).

İkincisi sınıf dinamiği. Öğrenciler yalnızca senden değil, birbirlerinden de öğrenirler. Ama başarısız olanlar iyi olanları sayıca geçince, iyi olanlar kötü etkilenebilirler.

Tüm öğrencilerin motive ve başarılı olduğu bir sınıf düşünsenize, herkes birbirini olumlu etkiler. Bu tüm performansı etkiler (I-8).

Türkiye’de kurallar ve prosedürler henüz oturmadı. Hibrit bir sistem var. Hepimiz kontrat için çalışıyoruz. Garantimiz yok. Özellikle, daha tanınmadan sisteme dahil olan akademisyenler kontratları konusunda endişeliler (I-8).

Kontrat sisteminin arkasındaki mantık nedir? Çalışmaya sevk eder seni ya da işini daha iyi yapmaya. Özel üniversitelerin akademisyenleri kolayca işten çıkardığını düşünmüyorum. Örneğin, benim üniversitemde, böyle gergin bir atmosfer hissetmiyorum. Eğer performans olarak ortalamanın çok altında değilsen, kimse seni atamaz. Bu yabancı ülkelerden bir alıntı ama bu sisteme adapte olurken, akademisyenlerin daha güvende hissetmelerini sağlayan iyi yönlerini tercih etmiyorlar (I-8).

Bu sistem Amerika’da etkiliydi ve şimdi onlar da bunu değiştiriyorlar. Çünkü doktorasını bitiren birçok insan var. Özel üniversiteler şu anda şöyle düşünüyorlar: Seni üç yıllığına işe alıyorum ama sonra senin de gitme vaktin gelecek. Bir akademisyen olarak, bir dönemde iki ders vermek zorundayım. Bu her yerde aynı değil. Bunu artırma eğilimleri var. Bir akademisyen çok çalışırsa, yayın yapmasına bir fırsat kalmıyor. Bir akademisyen yeteri sayıda makale, kitap yazamazsa, kontratı yenilenmez. Bu bir kısır döngü (I-8).

Önemli bir noktayı konuşmak istiyorum. Özel üniversitelerde, daha çok çalışmaya yönlendiriliyorsun. Raporlar hazırlıyorsun, yazdığın makale ve kitap sayısını bildiriyorsun. Hangi televizyon programlarına katıldığını, hangi konferanslarda sunum yaptığını söylüyorsun. Bu raporları düzenli olarak hazırlıyorsun. Kimse sana açık açık çalış demiyor ama bu bir tür hatırlatma (I-11).

Devlet üniversitesinde çalışmayı iki yıl önce bıraktım ama orada hiç böyle bir deneyim yaşamadım. Akademik bir çalışma yapmadan altı yıl bir devlet üniversitesinde çalışmaya devam edebilirsin. Özel üniversitelerde, uluslararası çalışmalar yapmaya yönlendiriliyorsun. Ayrıca yaptığın işin miktarı değil, niteliği önemli. Hangi dergi senin makaleni yayınladı? Bu üniversite için önemli bir soru (I-11).

Geçen yıl, çok iyi öğrencilerim vardı. 20 öğrenci kabul edildi. 15’i %100, % 5’i ise % 95 bursluydu. Eğitimleri için para ödemiyorlardı. Yani, yüzde yüz memnuniyet duyuyorsun. Öğrenciler seni sıkılmış ve boş gözlerle dinlemiyorlar. Motivasyonları yüksek. Duvarlara konuşuyor gibi hissetmezsin, onlardan reaksiyon alırsın (I-4).

Ama, burs oranları düşerse, bu zamanla bazı üniversitelerde oluyor-, belirli şeyler değişecek. Örneğin, en başarılı özel üniversitelerden biri burs oranını düşürdü. Orada eğitim kalitesinin düştüğünü öğrendim. Eğer üniversiteyi bir şirket ya da ATM gibi düşünmezsen, daha fazla burslu öğrenci almalısın. Böylece bir akademisyen başarılı öğrencilerle güzel dersler yapabilir (I-4).

Öğrenci kalitesi... rektörümüz diyor ki bedava bir şey ile yarışamazsın. Bu yüzden, birçok öğrenci devlet üniversitelerini tercih ediyor, bizim öğrencilerimizden aldığımızın on ikide birini ödüyorlar. Bizimkiler yılda 25000 lira ödemek zorundalar.

Bu yüzden, devlet üniversiteleriyle yarışmak zor. Bir öğrenci çok para ödemek zorunda ise, ve çok etkin bir eğitime sahip değilse, ve bu durum onu sektörde farklı kılmayacaksa, neden özel üniversiteye gelsin ki? Onların yerinde olsam, ben de aynı soruyu kendime sorardım (I-9).

Eğer bir öğrenci o kadar para harcayabiliyorsa, bu onun zengin bir aileden geldiğini gösterir. Bu yüzden, onun amacı üniversite eğitimi almak değildir. Üniversiteye gelir çünkü amacı bir unvan sahibi olmaktır. “Benim bir üniversite diplomam var.” Ya da insanlarla güçlü bağlantılar kurmak ya da sosyalleşmek için üniversite okur. Ya da yapacak daha iyi bir şeyi yoktur. Böyle bir öğrenciye ne öğretebilirsin? Orada bir unvan için bulunuyor, ona bir ödev veriyorsun o da yapmıyor. Derslere gelmez. Sınavlar için gelir yalnızca. Akademisyen olarak, onu sürekli itelemen gerekir (I-9).

Aslında bugünlerde üniversitemizi tanıtmak için liselere gidiyoruz. Öğrenciler ilk önce şu soruları soruyorlar:

- 1- Burslu öğrenciye ne kadar para veriyorsunuz?
- 2- Sosyal imkanlarınız nelerdir?
- 3- Mezuniyet sonrası iş bulabilir miyim?
- 4- Aslında, demek istedikleri şu: Cebime sosyalleşebilmem için biraz para koy.

Üniversiteyi bitirdiğimde beni iş sahibi yap. Bir öğrencinin böyle bir perspektifi varsa, sorunların üstesinden gelmek çok zor.

Sosyal Bilimler ile özel sektör arasında sıkı bir bağ yok. Ama mühendislik için bu çok önemli. TUBITAK veya sanayi ile birlikte proje yürütüyorlar. Örneğin, bağımsız şirketler ya da özel birimler. Bu üniversitenin mali desteği açısından bir şans. Ayrıca, akademik bilgi üniversitenin duvarları arasında hapsolmüyor. Paylaşıyor bu iyi bir şey. Benim alanımda kolay değil aslında. Tarih özel sektörün ilgisini çekmiyor (I-4).

Böyle bağlantılar benim alanımda pek yaygın değil. Benim alanım hukuk. Mühendislik gibi bir alan olsaydı, durum farklı olurdu (I-2).

Bu konuda çok yaratıcı fikirlerim var. Beni kim dinler bilmiyorum ama... İngilizce öğretimi özel sektörün iş olarak gördüğü alanlardan biri. Yıllardır bundan para kazanıyorlar. Özel kurslar, özel liseler, özel ana okulları var... Bizim öğrencilerimiz onların çıktıkları aslında.. Bizim girdimiz onların çıktısı. Demek istediğim, eğer orada kalite iyi ise, bizim kalitemiz de yükselecektir. Üniversitedeki akademisyenler liselerde neler olup bittiğinden haberdar değiller. Bu, lisede çalışan hocalar için de geçerli. Kapıma gelip benimle konuşan aileler şöyle diyorlar: Çocuğumu hep İngilizce eğitim veren okullara yolladım, ama hala başlangıç seviyesi öğrencisi (I-6).

Özel sektör ile üniversiteler arasında bir ilişki olmasından yanayım. Akademik bir çalışma dış dünya ile paylaşılmalı, Dünya ile iletişim içinde olunmalı. Prensipten olarak bunu destekliyorum (I-8).

Araştırma Merkezini düşündüğümde, aklıma gelen şey şirketler ve enstitüler. Geçen yıl milyon doların üzerinde bir gelir sağladılar. Bu yıl da aynı olur zannımca. Enerji ve çevre için bir merkezimiz var, makina mühendisliği bölümündeki akademisyenler tarafından kuruldu bu birim. Onlar da yüksek ciro elde ettiler geçen yıl. Alternatif enerji kaynakları üzerinde çalışmalar yapıyorlar (I-9).

Bu bakış açısından, özel üniversiteler devletin mali desteğine ihtiyaç duyuyorlar ya da kendi işlerini halledebilmek için diğer sektörler için çalışıyorlar. Örneğin, bizim yönetimimiz şirketler için projeler yürütmemizi istiyor. Kazanılan para okula ait ve okul kendini yürütebilmek için bir kenara para koyuyor (I-9).

Sanayinin ihtiyaçları akademik dünyanın ders içeriğinde etkili olabilir mi? Eğer para özel sektörden geliyorsa, bunu biz fona bağlı araştırma olarak adlandırıyoruz. Para ayrılıyor ama özel sektör bu paranın kullanılacağı konuda karar verebilir. Örneğin, silah sanayisindeki ilerleme... Bunu kim parasal anlamda destekliyor? Bazı durumlarda, bu ilişki üniversite ile özel sektör arasında problem ve tehditler yaratabilir (I-8).

Örneğin, bir şirket burs vermek konusunda istekli. Şöyle diyebiliyor: Biz bu bursu şu konuda çalışan birine vereceğiz. Ya da başka bir örnek: Doğal bilimlerde çevre ve iklim gibi çalışma gerektiren önemli meseleler var. Bunlar gündemde. Ama bu konularda yeterince çalışma bulamıyorsunuz. Çünkü daha çok para getireceği düşünülen projeler destekleniyor. Kaçınılmaz olarak, üniversiteler özel bir mekanizmanın parçası haline geliyorlar. Bunu kim önleyebilir? Bunlar devletin eğitim politikaları ile ilişkili (I-8).

Biz şirketler için çalışıyoruz. Bir keresinde bir proje başlatacaktık ama şirket ücretimizi çok yüksek buldu. Özel sektör onlar için çalışmamızı istiyor ama tahmin edeceğimiz gibi gerekli olan parayı ödemek konusunda isteksizler. PHD sahibi bir akademisyen daha yüksek para talep eder (I-9).

Eğer bir akademisyenle çalışmak istiyorsan, bunu ödemelisin. Bazı şirketler bunu yapıyorlar. Biliyorlar ki danışmanlık önemli bir hizmet. Ama çoğu için bu geçerli değil. Ayrıca bir şirkete danışmanlık yapmak istiyorsan, ve bir günden fazla çalışıyorsan, üniversite size sen benim tam zamanlı çalışanımsın deyip, sizden kazandığının bir kısmını talep edebiliyor. Dışarıda bir şirket için çalıştığımızda, üniversitenin zamanından çalışıyorsunuz. Bu kültür daha yaygın olmalı (I-9).

Türkiye’de özel sektör ile üniversiteler arasında yakın bir ilişki yok. İki tarafında birbirine karşı önyargısı var. Özel sektörün talebi üniversitenin sunduğu ile uyumsuzluğa yol açabilir (I-12).

Özel sektör bir çalışmanın çabuk bitmesini talep ediyor. Bitiş tarihi onlar için çok önemli ama bu akademisyen için geçerli değil. Araştırma konusunu daha fazla incelemek isteyebilir. Ya da ayrılan para yeterli gelemeyebilir. Akademisyenlerin ve özel sektörün beklentileri birbirinden farklı olabilir. Ayrıca, bu bizim kültürümüzle de ilgili. Ben Amerika’dayken, her şey daha kolaydı. Danışmanlık yapmak daha kolaydı ama buradaki durumdan memnun değilim (I-9).

Eğer bana küçük çapta projeler teklif ederlerse, artık ilgilenmiyorum. Daha seçiciyim. Ama önemli uzun soluklu bir proje varsa, bunu düşünebilirim. Özel şirketler fazla ödemek istemiyorlar ama biz pahalı bir okuluz. Bir proje ofisimiz var. Tüm kontratlara ve mali bütçelere onlar karar veriyorlar (I-9).

Bu mükemmel bir çözüm. Keşke ben özel bir üniversitede okuyabilseydim. Ama böyle bir şansım olmadı. Öğrenci profili problemlili görünebilir ama bunu halletmeye

çalışıyorlar. Daha fazla öğrenciye daha fazla burs vererek bunu aşmaya çalışıyorlar. Daha fazla öğrenciye burs vererek özel üniversiteler büyük yollar kat ettiler. Bu büyük bir fırsat öğrenciler için. Bizim üniversitemizde böyle öğrenciler var. Eğer bir devlet okulunda okusalar, birçoğu eğitimine devam edemez (I-6).

11 çocuklu bir aileden gelen bir çocuğu hatırlıyorum. Çok başarılı ve yetenekli bir çocuktur. Devlet üniversitelerinde harç ücreti düşük bile olsa yine de para ödemen gerekiyor, eğitim için kalacak yer için. Günlük masraflar ve yemek masrafı var. Bu öğrenci bu sistemde barınamadı, burs almak için çaba harcadı ama alamadı ve bu yüzden okulu bırakmak zorunda kaldı (I-6).

Bu noktada, özel üniversiteler kapılarını öğrencilere açıyor. Devlet üniversiteleri burs sistemini etkili bir şekilde uygulayamıyor. Kaynak eksiklikleri var. Çalıştığım kalabalık bir üniversite değil, öğrencilerin çoğu ile iletişim kurabiliyorum. Okulda Konya'dan gelen bir öğrenci var, bu öğrenciyi üniversitemiz aradı buldu. Okulun imkanları ile ilgili ona bir çok bilgi verdi. Yemek ve yerleşimin ücretsiz olduğu söylendi. Devlet üniversiteleri öğrencilerin ihtiyaçları ile ilgilenemez ama özel üniversiteler öğrencilerin dikkatini çekmeye çalışıyor (I-6).

Demek istediğim, özel üniversiteler yükü kendi omuzlarına alıyorlar. Devlet üniversitelerinin olmadığı yerde onlar var. Özel üniversiteler öğrenciler arasındaki talebi karşılamak adına bir çözüm sunuyorlar. Ama bir sürü özel üniversite açmak yerine, burs alan öğrenci sayısı artırılmalı. Gelecekte, özel üniversiteler devlet üniversiteleri karşısında eğitimde önemli bir güç olacaklar daha aktif olacaklar (I-9).

Özel üniversitelerin hayatta kalabilmeleri için devletten destek almaları gerekli ya da iş dünyasında güçlü bir iş adamı tarafından desteklenmeli. Örneğin, biz öğrencilerimizden 26.000 lira alıyoruz ama bir iş adamı tarafından desteklenen bir üniversite öğrencisinden 13.500 lira talep ediyor. Ayrıca, bizim üniversitemizde burs oranı %20. Ama o üniversitede bu oran % 37. Bu da onlara daha başarılı ve iyi öğrenci profili sunuyor (I-9).

Özel üniversite açma süreci ciddiye alınmalı. Özel üniversitelere karşı değilim. Bu Dünya'daki bir süreç. Ama daha fazla burslu öğrenci kabul etmeliler. Bu eğitimi karşılayamayan daha başarılı öğrenci anlamına geliyor (I-5).

Bu yüksek öğrenim için iyi bir çözüm. Türkiye'deki özel üniversite oranı % 3 oranında. Bu sebeple, sayı gerçekten kısıtlı... Bu da gösteriyor ki bu sayı Türkiye'deki eğitim sorununu çözmek için hiç bir zaman yeterli olmayacak (I-4).

Bir çözüm olmak zorunda. Büyüyen sayıya yetişmek için devletin yeterli hizmet ve imkanı yok. Kaynak ayırmak konusunda yetersiz. Alternatif bir eğitim seçebilmek insanlar için iyi bir fırsat. Öyle ya da böyle, öğrenciler meslekleri hakkında bilgi ediniyorlar bu yüzden özel üniversitelerin doldurdukları boşluk büyük ve önemli (I-3).

Özel üniversiteler devlet üniversitelerine bir alternatif. Öğrenciler daha esnek bölümlerde okuyabiliyorlar. Farz edelim ki 100 Sabancı ve 100 Doğramacı var Türkiye'de. Eğitim standartları açısından Amerika gibi olurduk (I-12).

Sayının artacağını düşünmüyorum. Bir doyma noktası var. Bazıları kapanacak. Burs alan öğrencilerin sayısı belli. Dört yıllık eğitim için 100.000 Türk lirası harçayabilecek insanların sayısı da belli. Ayrıca, devlet üniversiteleri aldıkları öğrenci sayısını artırıyor. Ben İstanbul Üniversitesi'ndeyken, 800 öğrenci alıyorlardı ama şimdi Hukuk Fakültesine alınan öğrenci sayısı 2500 (I-3).

Ben geçen yıl Londra'dayken, özel üniversiteler kapatılıyordu. Maliyeti azaltmaya çalışıyorlardı. Tüm Dünyada devam eden bir kriz var. Ama burada Türkiye'de sayı giderek artıyor. Bu Türkiye ekonomisinin son yıllardaki ekonomik gelişimi ile ilgili. Bu sayı 2000 ile 2010 yılları arasında özellikle yüksek. Bu ekonomik refah ile ilgili. Demek istediğim, 1990'lı yıllarda, böyle bir büyüme yaşamadık. Trend böyle devam ederse, girişimciler daha fazla üniversite kuracak (I-4).

Bu hızla büyüyen trend devam edecek. Ama hangi aşamaya kadar bundan emin değilim. Özel üniversiteler ve vakıf üniversiteleri arasında bir ayrımı ortaya koyan bir yasa çıkıyor. Bu yasa birçok şeyi etkileyecek. Büyük resmi o zaman daha net göreceğiz (I-8).

Ayrıca, özel üniversitelerdeki kalite azalacak. Tahminime göre, küçük çaptaki devlet üniversiteleri ve özel üniversiteler birlikte hareket edecek. Bir doyum noktası olacak uzun vadede, özel üniversiteler hayatta kalmak için bir araya gelecekler (I-5). Şu anda, politika ya da iş dünyasında özel üniversitelerden mezun insanları duymuyoruz. Bu gelecek yıllarda değişecek. Ama bunun için, burs sistemi büyük bir çaba ile devam etmeli. Bu durumda özel üniversiteleri destekliyorum (I-6).

Özel üniversiteler popülerleşiyormuş gibi görünse de, bu uzun vadede devam etmeyecek. Öğrenciler özel üniversitede okuyacaklar ve diplomalarının bir işe yaramadığını görecekler. Belki askerlik yaparken bu işlerine yarayabilir. Bir yere kadar bu etkili olabilir. Ya da saygı görmek için üniversite mezunu olduğunu söyleyecek. Ama biz senin nasıl bir üniversiteden mezun olduğunu biliyoruz diyen bir patronla karşılaştığında ya da iş bulmada sorun yaşadığında mutsuz olacak (I-1).

Bir kavram olarak üniversite eğitim, para kazanmak için bir yol değildir. Öte yandan, orta düzey bir eğitim yeterli ise, çok kazanabilirsin. Bu enstitüleri biliyoruz. Böyle enstitüler mevcutlar, ama bunlar kaybolacaklar (I-6).

Türkiye'deki genç nüfus çok yüksek ve bunlardan çoğu özel üniversitelerde okumak istiyorlar. Aileler ve toplum için özel üniversiteler yüksek öğrenimde bir çare olarak görülüyorlar (I-10).

Özel üniversitelerin, üniversitede okumak isteyen gençler arasındaki yüksek talebi karşılamak için bir çözüm olduğuna inanmıyorum. Özel üniversitede çalışmaya başlamadan önce, buna tamamen karşıydım. Şimdi kendimle çelişiyorum. Bunu desteklemezdim. Eğitim bir mal gibi alınıp satılamaz. Kişi her durumda eğitim alma hakkına sahiptir. Özel üniversiteler bir çözüm değil, burada yanlış giden bir durum var. Bu Türk eğitim sisteminin büyük resmi ile ilgili. Eğer Avrupa'daki eğitim sistemini incerseniz, örneğin, Almanya'da böyle bir mantıkla karşılaşmazsınız. Bu mümkün değil. Öğrenci aldığı eğitim için para ödemez. Bu insan haklarına aykırı (I-10).

Türk eğitim sistemi birçok problemle boğuşuyor. Bu yılki üniversite giriş sınavını hatırlatmak isterim. Eğitim sistemini etkileyen tüm konular mercek altına alınmalı. Nekroz haline gelmiş sorunlarla uğraşıyoruz. Ama bana göre tüm eğitim kurumları değerli ve bu olumlu bir durum. Demek istediğim, negatif ve problemlili bir ortamda, bu bir çözüm olmasa bile, bir dereceye kadar yararlı (I-7).

Bu bir dereceye kadar bir çözüm ama kurumlar daha nitelikli olmalılar. Bir kaç akademisyenle fakülte açan özel üniversiteler var. Burada amaç eğitim değil, para kazanmak. Bu önlenmeli. Özel üniversitelerin varlığı yanlış değil çünkü bu Dünya'da devam eden bir süreç. Ancak daha fazla burslu öğrenci olmalı. Böylece, başarılı ama fakir öğrenciler üniversitede okuma hakkı elde edebilirler. Ama bu tabii ki her girişimciye bir üniversite kurma hakkını vermemeli. Sistemin denetim ve gözetime ihtiyacı var (I-5).

Bu kötü bir çözüm. Talebi karşılamaz ama parası olanlar için ihtiyaç çözümü olabilir. Türk eğitim sistemi bir çok çelişki ve hata ile dolu. Devlet daha aktif bir rol oynamalı. İlk olarak, bir sürü üniversite kapatılmalı (I-8).

Her gün yeni bir özel üniversite açılıyor. Buna dur demek gerekli. Eğer denmezse, herkesin bir diploması olacak, eğitim kalitesinin sorgulanması şart (I-9). Ama her kurum üniversite açmamalı. Devletin bir kontrol mekanizması olmalı. Bu bir zorunluluk (I-5).

Özel üniversiteler iyi bir çözüm ama daha kaliteli olmalılar. Sınırlı sayıda akademisyenle üniversite kuran bazı girişimciler var. Burada amaç eğitim değil, para kazanmak. Bu devlet tarafından yasaklanmalı (I-5).

Bir isim vermek istemiyorum ama diploma satan üniversiteler var. Bir üniversiteyi kapatmak iyi bir şey değil ama denetim gerekli. Bir denetim mekanizması yaratmak gerekli (I-9).

Özel üniversite 1980'de ortaya çıkan bir kavram. Temelde, eğitimde eşitsizliği besliyor. Ama bazı avantajları da var. Türkiye'deki yazın ve araştırma sayısını artırdı. Bu bağlamda, devlet üniversiteleri için de bir model oldu. Devlet üniversiteleri akademisyenlerini kaybetmemek için daha iyi şartlar sunmaya başladı. Eski moda programlar değiştirildi, daha liberal, yaratıcı ve yeni hale geldi (I-8).

Tahminimce yüksek öğrenim özel sektörün elinde olacak. Devlet üniversiteleri küçülecek. Bu başladı bile. Aslında, hem devlet hem de özeldeki burs sistemini düşünürsek, görebiliriz ki hepsi parayı öğrenciden alıyor. Miktar önemli değil. Devlet üniversitesinde harcın düşük olduğunu düşünebilirsiniz. Ama öte yandan, bu miktarı ödeyemeyen bir sürü öğrenci var. Bu politik bir süreç. Zaman geçtikçe devlet üniversiteleri gücünü kaybediyor. Bunun sebebi bu ülkede 1980'den beri yürütülen eğitim politikaları (I-10).

Özel üniversitelerin sayısı artacak. Devlet bazı özel üniversitelere daha fazla para yatırımı yapıyor. Bunun sonucunda, devlet üniversiteleri yetkin akademik kadrosunu kaybedecek. Bu konuda endişelerim var, böyle bir süreci yaşamak istemiyorum (I-5).

Ama öte yandan, özelleştirme eğitim dahil tüm sektörleri etkiliyor. Bana göre politika eğitime yatırım yapıyor, üniversiteleri özelleştirmeye çalışıyor (I-5).

Üniversite içi akademisyenlerle dolu bir bina değildir yalnızca. Devlet okullarında, ODTÜ, Boğaziçi, İTÜ gibi üniversitelerde öğrenciler tarafından beslenen bir kültür var. Bunların kendi kültürleri var. Bu da demektir ki özel üniversiteler ne yaparlarsa yapsınlar, böyle devlet üniversitelerinin yerini alamazlar. Burs sistemi sayesinde başarılı öğrencileri alabilirler ama bunlar devlet üniversitelerine bir alternatif yaratmaz (I-6).

İnanmışım şey şu, sistem etkili olacak. Bizim görevimiz devlet üniversitelerinin omzundaki, yükü üstümüze almak değil. Bizim amaçladığımız belirli sayıdaki öğrenciyi eğitmek ve burs sistemi ile bu öğrencileri uluslararası ortama hazırlamak (I-11).

Ben optimizasyon ile ilgileniyorum, matematiğin bir dalı. Lineer olmayan fonksiyonlarda, çözüm ikisinin arasındadır. Tek bir yöne gitmek iyi bir çözüm değil. Eğer tüm üniversiteler özelleşirse, bu çok rekabetçi bir ortam yaratır. Akademisyenler, üniversiteler tarafından seçilen birer çalışan haline dönüşürler. Örneğin, 5 saat yerine 8 saat derse giren bir akademisyen tercih edilebilir (I-9).

Devlet üniversiteleri eğitimin düzenleyicisi. Ama yalnızca devlet üniversiteleri var olursa, bu sefer akademisyenler memura dönüşecekler. Diğerleri ile aynı parayı kazandıklarından, çalışma gayreti pek göstermezler. Çözüm bu ikisinin arasını bulmak ama son yıllarda bu kontrolden çıkıyor. (I-9).

Özel üniversiteler devlet üniversitelerine alternatif değildir. Özel üniversiteler ve devlet üniversiteleri işbirliği halinde çalışmalılar (I-3).

İkiye bölmek yerine, ikisinin arasında bir çözüm bulmak daha iyi. Farz edelim ki, devlet tüm öğrencilere yüksek öğrenim sunabilecek kapasitede. Böyle, ezbere dayalı bir eğitim vermenin yararı ne olabilir ki? Devlet, üniversite öğrencilerinin memur zihniyeti ile yetiştiriyor. Diploma sahibi olan ama bir sürü konuda önyargısı olan birçok kişi var (I-1).

Bu bir yanılsama. Yüksek Öğretim sistemi üzerindeki talep ve öğrenci sayısı. Her öğrenci üniversite eğitimi alacak beceri ve akla sahip olmayabilir. Bu eğitimi almak isteyen herkese bu eğitimi vermek iyi bir yöntem değil. Bunun yerine, öğrenciler mesleki eğitime yönlendirilmeliler (I-2).

Üniversiteler yerine, Türkiye'nin teknik okullara ihtiyacı var. Devlet bir işsizler ordusu yaratmaktan vazgeçmeli. Bir sürü diplomalı işsiz var etrafta. Ama devlet teknik okullar açmak konusunda isteksiz görünüyor. Yani, özel üniversitelerin sayısını artırmak bir çözüm değil. Bu bir yanılsama. Sorun başka bir maske ile ortaya çıkıyor yalnızca (I-8).

Bunu yerine, üniversiteler uzmanlık alanlarına göre açılabilir. Meslek okulları gibi... Bir zamanlar bu okullar iyiydi, bu okullar sayesinde birçok insan meslek sahibi oldu. Örneğin, şu sırada yapılan bir proje var. Bir girişimci Denizcilik Okulu açmak istiyor, sadece kaptanları eğitmek üzere (I-1).

Her gencin yüksek öğrenim görme kapasitesi yok. İsteyen her gencin yüksek öğrenim alabilmesi doğru değil. Bu IQ ve yeteneklerine bağlı öğrencilerin. Ama meslek okulları açılabilir (I-2).

Yeni yaptığım bir araştırmaya göre, özel üniversitelerde 30 hukuk fakültesi ve özel üniversitelerde 35 hukuk fakültesi var. Böyle bir sayıyı Avrupa'da göremezsin. Bu çok yüksek bir rakam. Bunun yerine, mesleki okullar açılabilir. Son yedi yılda hukuk fakültesi açan özel üniversite sayısı iki katına çıktı (I-2).

Varsayalım ki bir öğrenci üniversitede bir bölüme yerleşemiyor. Anne babalar çocukları için para harcamaya devam ediyor. Öğrenciler özel dersler alıyorlar, dershaneye gidiyorlar. Bunun yerine, becerilerini ve yeteneklerini kullanabilecekleri bir meslek sahibi olabilirler (I-2).

Bunun önemli bir örneği Artuklu Üniversitesi. Orada Kürtlerle ya da Suriye ortodoksları ile ilgili dersler yapılabiliyor. Bu konular, Türkiye'nin o kısmına özel konular. Örneğin, Erzurum'da çiftçilik üzerine bir üniversite açılabilir çünkü çiftçilik eğitimi için Erzurum daha iyi bir yer (I-1).

Üniversite mezunları arasında, kritik düşünme ve buna benzer becerilere sahip olmayan öğrenciler olacak. Para ödeyerek diplomalarını alıyorlar temelde. Bu resimdeki vakıf üniversitelerinin yeri ne olacak? Üniversite giriş sınavının bazı engelleri var ve bu sınavdaki değişiklikler eğitimin kalitesini etkileyecek (I-8).

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