

INTERNATIONALIZATION IN TURKISH UNIVERSITIES; CONTRIBUTIONS,
CONFLICTS, AND SOURCES OF CONFLICTS: A MULTIPLE CASE STUDY

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Prof.Dr.Tülin GENÇÖZ
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Prof.Dr.Cennet Engin Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science/Arts/Doctor of Philosophy.

Assoc.Prof.Dr.Yaşar Kondakçı
Supervisor

Examining Committee Members

Prof. Dr. Sadegül Akbaba Altun (Baskent, EDS)

Assoc.Prof.Dr. Yaşar Kondakçı (METU, EDS)

Assoc.Prof.Dr.Armağan Erdoğan (SSUA, ELIT)

Assist.Prof.Dr.Gökçe Gökçalp (METU, EDS)

Assist.Prof.Dr.Asuman Göksel Uçak (METU, ADM)



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

Name, Last Name: Betül Bulut Şahin

Signature :

ABSTRACT

INTERNATIONALIZATION IN TURKISH UNIVERSITIES;
CONTRIBUTIONS, CONFLICTS, AND SOURCES OF CONFLICTS:
A MULTIPLE CASE STUDY

Bulut Şahin, Betül

Ph.D., Department of Educational Sciences

Supervisor: Assoc.Prof.Dr. Yaşar Kondakçı

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Recently, internationalization has become an indispensable part of higher education institutions and a strategic issue in the administration of these institutions. Therefore, internationalization discussions have gained prominence all over the world in universities.

Drawing and theorizing on the conflicts between popular internationalization trends and institutional structures, this study aimed at examining (1) the contributions of internationalization at individual, institutional and national level, (2) conflicts in internationalization process, and (3) sources of conflicts in internationalization. The study is designed as a qualitative study. A multiple-case study method was used to examine four public universities in Ankara. Semi-structured interviews were conducted with 44 academic and administrative staff members. Along with the interviews, a document analysis was also conducted through analyzing different sources such as strategic plans, web sites.

The results showed that the universities as institutions and the individual academicians have experienced both contributions and conflicts related with internationalization trends in academic, economic, politic and socio-cultural domains. On the one hand, internationalization is a natural part of universities throughout the

history; and mostly international practices evolving from this natural process were perceived as contributions of internationalization on multi-levels. On the other hand, with the effect of globalization and neo-liberalism, some international trends occurred as the policies aiming to change the existing structure and these policies were mostly perceived as conflicts at various levels. Moreover, although the changes coming with structured internationalization trends are adopted superficially, as a pragmatic response by higher education institutions with legitimacy considerations, individual academicians may not embrace them and this cause another cause of conflict in universities.

Key words: Internationalization, Higher Education, Turkey, Neo-liberalism, Neo-institutionalism

ÖZ

TÜRK ÜNİVERSİTELERİNDE ULUSLARARASILAŞMA, KATKILAR, ÇATIŞMALAR VE ÇATIŞMA KAYNAKLARI: ÇOKLU VAKA ÇALIŞMASI

Bulut Şahin, Betül

Doktora, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Doç.Dr. Yaşar Kondakçı

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Uluslararasılaşma yakın zamanda yükseköğretim kurumlarının ayrılmaz bir parçası olmuş ve bu kurumların yönetilmesinde stratejik bir konu haline gelmiştir. Bu nedenle, uluslararasılaşma tartışmaları dünyadaki tüm yükseköğretim kurumlarında önem kazanmıştır.

Uluslararasılaşma eğilimler ile kurumsal yapılar arasındaki çatışmayı ortaya çıkarmak ve araştırmak üzere, bu çalışmanın amaçları (1) uluslararasılaşmanın kişisel, kurumsal ve ulusal düzeyde katkılarını (2) uluslararasılaşma sürecinde yaşanan çatışmaları (3) uluslararasılaşma sürecindeki çatışmaların kaynaklarını ortaya çıkarmaktır. Bu çalışma nitel bir çalışmadır. Ankara'da bulunan dört üniversiteyi incelemek için bir çoklu vaka analiz yöntemi kullanılmıştır. Kurumsal yapı ve akademisyenlik mesleği açısından, uluslararasılaşma eğilimlerinin yüksek öğretim kurumlarında ne tür katkı ve çatışmalara yol açtığı konusundaki algıları ortaya çıkarmak amacıyla 44 akademik ve idari çalışanla yarı-yapılandırılmış mülakatlar gerçekleştirilmiştir. Mülakatların yanı sıra; stratejik plan, web sayfası gibi yazılı kaynaklar da incelenerek doküman analizi yapılmıştır.

Yapılan araştırmanın sonuçlarına göre; kurumsal olarak üniversiteler ve kişisel olarak akademisyenler uluslararasılaşma eğilimleriyle ilgili olarak hem katkıları hem

de çatışmaları akademik, ekonomik, politik ve sosyo-kültürel alanlarda deneyimlemiştir. Bir taraftan, uluslararasılaşma tarih boyunca üniversitelerin doğal bir parçası olmuş ve bu doğal süreçten evrilen uluslararasılaşma pratikleri genellikle uluslararasılaşmanın katkıları olarak algılanmıştır. Diğer yandan, küreselleşme ve neo-liberalizmin etkileriyle oluşan bazı uluslararasılaşma eğilimleri; varolan yapıyı değiştirmek üzere ortaya çıkmış ve bu empoze edilen politikalar genellikle çatışma olarak algılanmıştır. Bunun yanı sıra, bu yapılandırılmış uluslararasılaşma eğilimleri ile gelen değişiklikler; meşruiyet kaygılarıyla yüksek öğretim kurumlarının pragmatik yollarla gerçekleştirdiği uygulamalar olarak kendini göstermiş; yüzeysel bir biçimde adapte edilmiş ve bazı akademisyenlerin de bu değişiklikleri benimsememesi yeni çatışmalara neden olmuştur.

Anahtar Sözcükler: Uluslararasılaşma, Yükseköğretim, Türkiye, Neo-liberalizm, Yeni Kurumsalcılık



Dedicated to our t(wins)

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LIST OF ABBREVIATIONS

ABET	Accreditation Board of Engineering and Technologies
AKTS	European Credit Transfer System
AKP	Justice and Development Party (Political Party)
AR-GE	Research and Development
BAP	Scientific Research Projects conducted in universities
DAAD	German Academic Exchange Service
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EU	European Union
EUA	European University Association
GATS	General Agreements on Trade in Services
HEC	Turkish Higher Education Council
HEIs	Higher Education Institutions
ICT	Information and Communication Technologies
IMF	International Monetary Fund
KPSS	Civil Servant Selection Examination
METU	Middle East Technical University
ODTÜ	Middle East Technical University
OECD	Organization for Economic Co-operation and Development
ÖSYM	Measurement, Selection and Placement Center
ÖYP	Faculty Development Program
PISA	Program for International Student Assessment
SUNY	State University of New York
SWOT	Strength- Weakness- Opportunity- Threat

TÖMER	Center for Learning Turkish
TÜBİTAK	Turkish Scientific and Technical Research Institution
TÜİK	Turkish Statistics Institute
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WTO	World Trade Organization
YÖK	Turkish Higher Education Council



CHAPTER 1

INTRODUCTION

This chapter builds the rationale and the theoretical background of the study. It introduces the background of the study including internationalization of higher education, neo-institutionalism theory of organizational science and neo-liberal ideology and its reflections on internationalization of higher education. Then, the purpose of the study is given in this chapter together with the research questions. Finally, the significance of the study and the definition the terms are presented.

1.1 Background of the Study

In the last three decades, internationalization has become one of the most crucial priorities of scholars and policy makers in higher education. Although, the notion of internationalization had always been a fundamental and defining feature of the concept of “university” throughout history (De Wit, 2002; Enders, 2004; Marginson, 2000; Yang, 2002), it has recently been brought forward by states and supra-national formations in a radically new fashion. Apart from the rest of the history, this new approach includes constitution of global and supra-national standards, systems and networks of higher education. A systematic approach of internationalization generates standardization efforts for higher education institutions. This transformation has been further amalgamated by rapid developments in information and communication technologies. Access to information becomes easier than ever, thus causing an erosion of the importance of national boundaries and entities. Furthermore, as a consequence of the changing global economic structure under neo-liberal discourse, human capital and its production became one of the most important sources of economic power, rendering education as a key to a prosperous future. Yet, the same discourse resulted in the reduction of the role of states in provision of education services in terms of finance, administration and regulations. Getting a degree from a foreign university is well rewarded in the labor market (Varghese, 2008) and different practices of internationalization are seen as a mechanism to compete in the competitive and market-oriented environment for both institutions and individuals. Because of these developments, internationalization emerged as an ambiguous concept, continuously re-defined by the efforts of individuals, governments,

societies, in search for better higher education and thus a competitive work force associated with economic and social development.

Universities were identified as new focal points, expected to bear a more pro-active stance towards nearly all economic, political, social, cultural problems of societies. Reflections of this new role could be followed in the recent restructuring efforts of the universities along with the concepts like human capital and entrepreneurial universities. Higher education can no longer be viewed in a strictly national context (Qiang, 2003) and internationalization became indispensable for universities to survive in an increasingly competitive environment. De Wit (2011) stated that recently the international dimension of higher education has become more central on the agenda of international organizations, national governments, higher education institutions, student organizations etc. Internationalization has gained prominence for mainly three reasons. First of all, under the influence of the age of information and development of technology, increasing global competition and interaction requires stakeholders of the universities to search for policies and strategies to adapt into changing circumstances. Secondly, internationalization has become a financial resource for universities through funded research and education programs under the heavy pressure of decreasing state funding. Due to the cuts in public budgets, public resources available to universities have been shrinking and the funds for mobility and research from outside university became vital. Lastly, international education has been expanded more than before through changes in global infrastructure of transportation and information (Marginson, 2000), such as improving airline services, online scientific collaborations etc. Therefore, it can be concluded that being a part of the internationalization process has been perceived as an inevitable necessity for all the universities in the world.

In this study, the critique of neo-liberal ideology and neo-institutionalism theory were used to explain the changed form of internationalization in today's universities. First of all the spread of neo-liberal ideology has resulted in shifts in meaning of internationalization. Although internationalization had existed in the concept of the university from its foundation, the practices of internationalization and the meaning surrounding these practices evolved with the rise of neo-liberalism and globalization trends. Commercialization and then standardization became effective in educational policies. To give an example, education has been defined as one of the 12 service sectors in GATS (Knight, 2006) which can be taken as a sign of legitimization of the commercialization and commodification of higher education (Jiang, 2008). In addition to commercialization, standardization also dominated policies with the aim of decreasing the national differences among higher education institutions in the world. In other words, neo-liberalism and globalization enforced standardized forms of

educational systems. Hence, internationalization started to be understood as implementing these standardized programs or existing in the international leagues and rankings. In other words, under neo-liberal ideology, universities act in competition like other actors in the market.

Both nationally and internationally, higher education institutions screen and observe the other institutions' acts to compete with them. They also imitate them in their own surroundings. Hence, the institutions in the same field like higher education started resembling each other in their operations and implementations. At this point, neo-institutional theory helps us to understand comparable implementations of internationalization in higher education institutions. Neo-institutional theory explains that, organizations in the same field resemble to each other through responding coercive, normative pressures and also imitating successful acts to become legitimate. Higher education institutions also use standardized forms or programs to become international or they compete with each other to be ranked among top universities. Nevertheless, these global standard models imposed upon universities might cause crises in higher education institutions due to the institutional and individual level conflicts. There is a need to address not only similarities but also diversions emerging via conflicting situations and incidents. Therefore, in this study the concept of internationalization is explained by using the critique of neo-liberal ideology and the theory of neo-institutionalism.

Internationalization of higher education is not a new notion, on the contrary, it exists from the medieval age. As De Wit (2002) stated, international movement of university students and staff was a kind of "academic pilgrimage" which became very common in twelfth century. However, internationalization as a concept has gained importance recently more than before due to the systematic and standard way of practices disseminated to the world. As Foskett (2012) mentioned, "although most leading universities have had a degree of international engagement since their foundation; internationalization has emerged on their strategic agenda to a significant extent principally over the last decade" (p.37). Similarly, Yılmaz (2013) also claimed that, although internationalization was seen as identical with the limited number of teaching staff and students' mobility; it became a strategic area currently. Altbach, Resiberg and Rumbley (2009) stated that in recent years, internationalization has moved from being a marginal, occasional or ad-hoc activity to a more centrally administered and carefully organized institutional action and universities have been moved from reactive to pro-active stances. On institutional level, the objectives related to internationalization are more and more pronounced in strategic plans of universities. Erdoğan (2014) argued that internationalization has been added as a fourth function of universities together with the three basic operational areas namely; education, research and society services. Even though internationalization is not

explicitly mentioned as a fourth function of the universities; the other three functions are adopted in internationalization trends. Moreover, although international mobility was previously the main activity in responding to internationalization, nowadays the activities are accelerated (Luijten-Lub, 2007) such as joint programs, international accreditation, recruiting foreign students, international publication, opening campuses abroad etc. “As international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose and therefore internationalization become a catchall phrase for anything international” (De Wit, 2002, p.114). Consequently, the concept has diffused to all functions of universities and has been catalyzed through the standard and systematic international practices.

In this study, two theoretical frameworks have been devised: neo-institutional theory and critique of neo-liberal ideology. First of all, the concept of neo-institutionalism emerged in the late 1970's as an organization theory following the contingency theory (Fiedler, 1964; Lawrence & Lorsch, 1967) which claimed that there is not one single type of organizational structure which is valid in every condition; on the other hand, organizations change in accordance with the changes in their environment. In addition to this, neo-institutional theory states that there are many similarities between the structures of the organizations in the same field so environmental conditions do not make organizations totally different from each other. Organizations develop their own way of responding to environmental pressures but they are socially constructed structures, which are shaped by the social environment (Scott, 2001). Meyer and Rowan (2006) also argued that organizations want to be accepted in their social environment like human beings.

The concepts of legitimacy and isomorphism in neo-institutionalism (Meyer & Rowan, 1977) are worth mentioning to explain the theory. Legitimacy is important in a sense that neo-institutionalism tries to get answers to the question of “how an institution can be legitimate to survive?” Legitimacy is defined as complying with the rules and behaviors defined by important actors of the society. As a result, an organization should follow the rules and norms of its environment by being perceived as legitimate. Second important concept is isomorphism, which claims that organizations resemble to other organizations in the same field by complying the rules and behaviors developed in their environment. Three types of isomorphism defined by DiMaggio and Powell (1983) which are coercive, normative and mimetic isomorphisms. Coercive isomorphism stems from the formal rules and regulations set by state and professional organizations that the organizations are obliged to implement. Second type of isomorphism is the normative isomorphism, which is based on professional values and organizations. The third type of isomorphism is the mimetic one, taking imitation

of other organizations into consideration. These three types of isomorphisms are not separated from each other with clear lines, even sometimes they may be the causes or the results of each other. For example, Lipson (2011) stated that coercive pressures may cause normative and mimetic responses.

Some scholars (Meyer & Rowan, 1977; Meyer, Scott & Deal, 1980; Meyer & Rowan, 2006; Fernandez-Alles & Valle-Cabrera, 2006) claimed that neo-institutional theory is well applicable to educational organizations. Meyer and Rowan (2006) stated that educational organizations are loosely coupled ones in which the link between technical core and formal structure is weak. Although technical activity of teaching is left to the technical experts like teachers in classrooms, the formal structure adapts changes in the environment by applying the already prescribed methods. Meyer et al. (1980) explained that,

Organizational attention is directed toward maintaining conformity with the socially standardized categories of the educational system while little effort is expended in the control and coordination of instructional activities (p.11).

What is important in the concepts of legitimacy and isomorphism is that as organizations comply with the rules set by the important actors of the society; the effectiveness or the righteousness of their activities are not put into question rather they are accepted as legitimate. Moreover, ceremonial implementations are also important for neo-institutional theory since they represent symbolic actions to become legitimate. Meyer and Rowan (1977) stated that institutionalized myths define new domains of activities and organizations respond to them by expanding their formal structure; and later these myths are further supported by laws and public opinion.

In this study, neo-institutional theory was used to explain universities' comparable experiences in internationalization. Higher education institutions, as organizations, need to become legitimate in a continuously changing environment by adopting other organizations' standard practices. In other words, the concept of isomorphism in this theory helps us to explain similar actions among universities with the concept of legitimacy. As it is explained by neo-institutional theory, higher education institutions cannot seal themselves from their organizational fields. Higher education institutions monitor other organizations and try to use similar practices of internationalization to become legitimate in the eyes of their stakeholders such as students, parents or community.

Accordingly, all higher education institutions are expected to adopt more and more standardized international practices either by embracing them in their strategy or through ceremonial ways, just to show that they are a part of the process. Therefore, ceremonial adaptation processes help us in investigating international actions and practices that become

standardized in different types of universities. In terms of internationalization, nearly all higher education institutions in the world have been adopting internationalization practices either from other institutions or from structured programs of supra-national organizations. For example, almost all institutions in Europe is participating in the Erasmus Program although there is no legal obligation. Utilizing neo-institutionalization as a conceptual tool, this study revealed internationalization approaches of higher education institutions under neo-liberalism and globalization.

On the other hand, the ascendancy of neo-liberalism during 1980's and 1990's had a significant impact on the increase in internationalization of higher education. The competitive environment managed by market dynamics, forces nations, institutions and individuals to be more successful, reputable and better than the other. Consequently, internationalization is accepted as an important tool to realize the aims imposed by neo-liberal ideology because of its benefits especially in economic domain. Therefore, the critique of neo-liberal ideology and its repercussions on education are important parts of this study to realize a better analysis of internationalization activities.

Torres (2013) defined three important changes that occurred in higher education institutions. These are hegemony crisis due to commercial knowledge; legitimacy crisis due to devaluated diplomas and institutional crisis due to decreased state funding. Moreover, some scholars (Ercan, 2005; Hyslop-Margison & Sears, 2006; Önal, 2012) claimed that purpose of education is defined by the labor market and it is the duty of educational institutions to raise more skilled workers for it. Chang (2015) stated that, introduction of competitive funding schemes and numerous evaluation indicators for quality assurance, accountability and ranking are disseminated through neo-liberal ideology. Since the knowledge became an international good to be traded (Varghese, 2008), universities started to work like business firms. All these developments made internationalization accelerated in universities for both as a means for economic and human capital.

Ercan (2005) summarized the transformation in education through neo-liberalism in five main points namely changing meaning of education content, making the market as the decision maker, reducing public budget, the principle of "who gets the service should pay for it" and entrepreneur universities with the cooperation of industry. Especially, the decrease in state funds for education has brought internationalization into the forefront since internationalization offers financial resources for education on national, institutional and individual levels. This led institutions and individuals to feel as if they are in a competition with the other institutions and individuals and they have to fight to get a larger share from the benefits coming through internationalization. Olssen and Peters (2005) explained that

neoliberal discourse have changed how universities are defined and became legitimate in a sense that open intellectual inquiry has been replaced by measurable outcomes; quality standards and strategic plans. Consequently, both nation states and higher education institutions are currently facing external pressures of internationalization (Luijten-Lub, 2007) to survive in the current competitive environment. This pressure has a tremendous effect on the daily functions of universities as institutions and professional values of individual academicians. Along with these developments in the world, after coup d'état in 1980, neo-liberal transformation also started in Turkey (Önal, 2012; Yücesan-Özdemir & Özdemir, 2012) which should be analyzed while studying Turkish Higher Education system.

Neo-liberal critique provides a useful set of arguments to understand internationalization of higher education. The spread of neo-liberal ideology affected higher education institutions mainly for three reasons. First, due to the decrease in state funding, universities moved away from their historical mission of supplying universal knowledge to society and they are forced to become economic organizations. Every service provided by higher education institutions become part of an economic activity since these institutions should search for more funding opportunities for their research and to recruit qualified staff. At this point, internationalization is also seen as a means to create funds for either mobility or research. Secondly, increasing commercialization of higher education have made knowledge itself an economic asset and became an item of trade at national and/or international level. Therefore, internationalization provides an important space for publicizing knowledge through international journals, conferences and projects. Thirdly, and most importantly, all the individuals, either students or scholars are compelled to regularly review and update their qualifications and equip themselves with more skills to survive in a competitive environment. Therefore, higher education institutions embraced the mission of educating their students and supporting their personnel with international opportunities. Understanding the critique of neo-liberal ideology helps us to analyze the changing concept of internationalization for higher education institutions.

To explain the rationales of researching conflicts and contributions related with internationalization, the researcher's career as a practitioner is important to mention as a background of the study. The researcher has been working in international relations office since 2004. During work experience, the researcher had a chance to observe the conflicts that institutions and individual academicians faced as a result of internationalization trends. Her experience in a state university for 13 years enabled the researcher to have an idea on Turkish state universities in terms of internationalization. Not only in the university that she has been working; but also she had observed conflicts for all Turkish universities via the national

meetings in which all Turkish universities were represented. Moreover, she has been also working as an independent expert for Turkish National Agency, which allowed her to observe the relationships between national authorities and Turkish universities.

The researcher's experience helped to understand that internationalization is a trending topic for Turkish higher education institutions and it became an indispensable strategic issue for universities' administrations. For that reason, there is an increase in the academic research on the internationalization of Turkish universities. However, most of these studies are conducted using quantitative methodology, lacking an in-depth understanding of the real experiences of individuals and institutions. However, internationalization poses different kinds of conflicts for different types of universities. To give an example, the universities in periphery of Turkey have limited participation in internationalization activities compared to universities in central locations. On the other hand, the universities in central locations experience some other kinds of conflicts such as accommodation and security problems and usually these problems are the ones defining the real experience of Turkish Higher Education with internationalization. Clearly, an empirical research was needed to analyze these conflicts and sources of them. With this study, the researcher had a chance to go beyond from her individual experience and increasing her competency in the field through widening her experience with other universities under the case study. Practical background of the researcher helped to prevent this study to be limited in a one-sided theoretical perspective and had the potential to go beyond mere observations.

1.2 Purpose of the Study

The purpose of this study is to investigate the contributions of internationalization and the conflicts inherent in internationalization of higher education. In this study, it is argued that the sources of conflict in higher education internationalization is multifaceted and the internationalization trends and institutional structures along with the individual orientations of academicians produce several conflicts. This study aims at revealing the sources of these conflicts as well. Internationalization has been acting as a tremendous force of change on three levels namely on national, institutional and individual levels. In other words, this new trend has an enormous effect on the national higher education systems, institutional structures of universities and the profession of individual academicians.

This study also has the assumption that there are conflicts in universities between the institutional precedents along with individual orientations and emergent dynamics in the framework of internationalization process. The universities have a unique history, value

system, formal and informal structures, and routines. Some of these characteristics are peculiar to certain individual universities, created by special circumstances of that particular university. Similarly, the academic profession has its own norms and routines. However, global trends in higher education have been pushing the “university” and academics to adapt new implementations at the expense of unique characteristics of the university. Internationalization also brings its own structures and value system, which require nations, universities and individual academics adapt new practices challenging common structures, practices and values. Hence, tensions between the institutional structures and emerging internationalization dynamics at institutional and individual level are highly possible. Although internationalization brings many positive outcomes for universities as institutions and for individual academicians as stakeholders; this tension decreases the benefits of internationalization. Understanding these tensions and producing solutions to decrease their effects will render assistance to institutions and academicians to benefit more from internationalization.

The study was conducted in Turkey and institutional theory and isomorphic affinity together with a critique of the neo-liberal ideology is the main theoretical base of this study. As mentioned by Mızıkacı (2010), in Turkish higher education, after 1980’s, isomorphic organizations are widely supported and promoted; in other words, mostly due to the coercive isomorphism by Higher Education Council, diversification among institutions or practicing different models and goals are not allowed. Therefore, Turkish universities became more similar to each other. Internationalization is also strongly supported Turkish public authorities such as Turkish National Agency, The Ministry of National Education and national regulations and implementation emerged along with that. Hence, it is believed that common practices and inevitably common conflicts and problems emerged in Turkish universities.

This study revealed conflicts inherent in internationalization at different levels by analyzing the orientations different stakeholders of the HEIs. Following Knight’s (1999) typology of rationales of internationalization, which categorizes rationales into academic, political, economic and socio-cultural domains; this study aims to reveal benefits and tensions inherent in the internationalization process at four different domains.

Although the main levels of analysis are institutional and individual levels; national level was also added to research for mainly two reasons. First of all, without touching upon national level implementations related with internationalization; the analysis on other two levels is insufficient; and specially to understand coercive factors this level is needed. Secondly, although academic, economic and socio-cultural contributions and conflicts might be analyzed on institutional and individual level; national level is needed for political

contributions and conflicts. Therefore, although national level is not one the main level of analysis; it was taken into consideration in writing research questions.

The three main research questions of this study are the following:

- What are the contributions of internationalization for individual academics, higher education institutions and nations in academic, economic, politic and socio-cultural domains?
- What kinds of conflict are experienced in academic, economic, politic and socio-cultural domains by individuals, higher education institutions and nations within the context of internationalization?
- Why does internationalization cause conflicts in academic, economic, politic and socio-cultural domains as they are experienced by academics, universities and nations?

1.3 Significance of the Study

The significance of the study can be explained in three headings: significance for theory, significance for practice and significance for research.

The significance for theory can be explained as follows: This study uses a combination of the critique of neo-liberal ideology, neo-institutionalism and internationalization of higher education to incorporate an analysis for different levels. Although the critique of neo-liberal ideology is a higher level of theory encompassing all societies; neo-institutional and internationalization theories denote for institutional level analysis. Furthermore, it is believed that this study will contribute to theory in terms of its subject matter, which is relatively uncommon in the literature. This study explores the tension between internationalization trends and institutional structures along with individual orientations of academicians. Theoretically, the study aims to show that, although internationalization can be perceived as a consistent force, driving behind universities in a certain direction, it is evident that its impact in and outside of the higher education system creates complex dynamics, involving contradicting and coherent reactions, legitimized by different rationales of various actors like states, institutions and individuals. Therefore, this study aims to show that although internationalization is perceived as a single linear path for all universities; the implications of it might not be the same under all circumstances. In the literature, there are few studies, which explore this conflict and this study will make a contribution to understand conflicts and their potential sources.

The significance for practice can be explained as follows: Internationalization is a trending topic in all Turkish HEIs, and an elaborate discussion is needed what that means for

these institutions and this study is a reflection for that. The youth population in Turkey consists of 16,6% of the total population and she is the country with the highest number of youth population in Europe in 2013 (TÜİK, 2015). Moreover, with the increase of the university numbers to 193 (HEC, 2015) the number of university students has also been increased to approximately 2.300.000 in 2011-2012 academic year (ÖSYM, 2015) and it continues to increase steadily. Similarly, the number of academicians in Turkish universities was approximately 118.000 in 2011-2012 academic year (ÖSYM, 2015) and continues to increase due to the increase in the number of higher education institutions. As it was mentioned before, internationalization is inevitable for all the universities in the world. Therefore, it is expected that more and more Turkish students and academicians will be included in internationalization activities. Although the increase in quantity can be estimated; this does not guarantee the quality of the internationalization activities. Therefore, qualitative studies are needed to reveal the conflicts that the academicians and students have with the internationalization efforts of the universities.

The significance for research can be explained as follows: the study is significant in a sense that it combines research areas of internationalization and institutionalization. Although in the literature there are a large amount of research on internationalization of higher education and institutionalization separately, research which aims to explore the internationalization issue from a university's institutionalization perspective is very limited. This study aims to help to find out the problems that arise during the implementation of internationalization due to structural problems in universities.

Moreover, this study uses the literature of the neo-liberal critique to have a better understanding of the concept of internationalization. Mostly, internationalization is perceived as the only way for many nations, institutions and individuals; but understanding neo-liberal ideology and especially the critique of this ideology in the field of education enables the researchers to make a more accurate analysis for internationalization of higher education.

In addition to that, this study is significant in a sense that it attempts to address all the internationalization practices in universities. In general, universities have three basic operational areas namely education, research and services for the society and this research encapsulates all these functions and their relationship with internationalization. Although in the literature, most of the studies focus on one or more practices in universities, like incoming students, Bologna Process or international publications; this study covers all the practices in higher education institutions related with internationalization.

Moreover, this study marks an important change in the status of universities in Turkey. During the conduct of this research, Turkish Universities were administered by the rectors,

elected by their own constituencies. Yet, recently, there was a change in the Higher Education Law giving the authority to appoint rectors were assigned to the President of Turkey. Therefore, this study is one of the last studies, which was conducted with elected rectors and administrators in universities.

Last but not least, as Mızıkacı (2010) stated that usually the information about Turkish universities is usually derived from national and international reports; however independent researchers should be encouraged to research Turkish higher education system to create a scientific and scholarly approach rather than official ones. Therefore, it is believed that this study will make a contribution to this field as a scientific study.

1.4 Definition of Terms

Internationalization of higher education. In this study, internationalization of higher education refers to all practices related with internationalization in HEIs. To give examples, the term includes mobility programs, international degree-seeking students, joint-degree programs, Bologna Process practices, international publications, international conferences, foreign faculty staff, international research etc. Knight (2004)'s definition of "the process of integration of an international/intercultural dimension into teaching, research and services functions of institutions (p.5)" is also suitable for this study.

International Student Mobility. The mobility of higher education students for one or two semester(s) to a university in another country. The students who participated in mobility programs are expected to make the courses recognized in their home university and graduate from the home university.

Erasmus Student Mobility Program. Erasmus is a program funded by European Union (EU), established to link universities in the member states of the EU. Erasmus program was launched in 1987-88 academic year. The name Erasmus is both the name of the famous philosopher and the acronym of the European Community Action Scheme for the Mobility of University Students. The aim of the Erasmus Program is to increase the quality of the higher education in Europe, and strengthen the European dimension in the higher education in Europe (European Commission, 2017).

Bologna Process. In 1999, 29 European ministers in charge of higher education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010 and promoting the European system of higher education worldwide. The Ministers of National Education has agreed in the following goals to be pursued: Adopt a system of easily readable and comparable degrees, adopt a system with two main cycles (undergraduate/graduate), establish a system of credits, promote mobility by overcoming obstacles to effective free

movement, promote European cooperation in quality assurance and promote necessary European dimensions in higher education. European Ministers signed this agreement, however till today this number has increased to 49 (EHEA, 2015a); including Turkey.

Isomorphism. Isomorphism (DiMaggio & Powell, 1983) refers to pressures that organizations experience to change their forms to more closely resemble organizations around them. Three mechanisms of institutional isomorphic change: coercive isomorphism, which is through political and state influence; mimetic isomorphism resulting from standard responses to uncertainty through imitating the other institutions' actions and normative isomorphism associated with professionalization.

Neo-liberalism. Neo-liberalism is a general ideological stance emerged as a response to Keynesian welfarism that advocates ascension of market forces over state, in an enlarged notion of public sphere. State intervention to society is realized in collaboration with market actors through adaptive measures to deregulate along with free market mechanisms. More information about this concept is given in the review of literature.

Neo-institutionalization. Neo-institutional theory emerged in 1970's to explain the similar acts of the organizations in the same field. The theory states that (Di Maggio & Powell, 1983, Meyer & Rowan, 1977) organizations in the same field become similar to each other to survive in their environment through isomorphism and ceremonial adaptations to their environment. More information about this concept is given in the review of literature.

CHAPTER 2

REVIEW OF THE LITERATURE

In this section, review of the literature is presented under five sub-parts. First of all, since this study is mainly related with internationalization of higher education institutions; literature on this field is presented under the headings of globalization and internationalization; model and approaches of higher education and rationales of internationalization of higher education. In the second part, literature on neo-institutional theory and its relation with higher education is presented. In the third part, neo-liberal ideology and its effects on higher education is given together with the critique of knowledge economy. In the fourth section, a brief account on internationalization of Turkish higher education is given. Lastly, the summary of literature review was presented at the end of this section.

2.1 Definition of Internationalization of Higher Education

Internationalization of higher education has been defined differently by many scholars. These definitions during the history were affected by the current circumstances and even the same authors changed their own definitions in time. Knight (1999) defined internationalization of higher education as one of the ways a country responds to the impact of globalization and at the same time respects the individuality of the nation. However, in 2004, she changed the definition and defines internationalization as the process of integrating an international and inter-cultural or global dimension into the purpose, functions or delivery of higher education. As these two definitions suggest internationalization is diffused to all functions of the university as an integral strategy for all higher education institutions. Similarly, Yang (2002) defined internationalization in two levels namely institutional and national. On institutional level, internationalization is the operation of interactions within and between cultures through teaching, research and service functions to achieve mutual understanding across borders. The common point for these above definitions that they comprehensively cover all functions of the university. As all the three definitions above suggest internationalization diffuse into all functions of university, teaching, research and service to society; and affect all the institutional departments or stakeholders of the university. In other words, it is not possible for the stakeholders to seal themselves off from international trends. These encompassing definitions

of internationalization help us to understand the relation of the concept with the higher education institutions.

In today's world, although internationalization is defined as a strategy on its own, it is also embedded in all activities and disseminated to all functions of universities. Egron-Polak (2012) stated that institutions need to act on the full spectrum of internationalization, not simply focusing on one or two dimensions. Murphy (2007) explained three dominant ideas in terms of internationalization of higher education: internationalization is a process not an event; its goal is to expose students and faculty to ideas, methods and people from other countries and it is beneficial and essential in most universities worldwide.

As it was explained in the introduction section of this paper, internationalization is not a new phenomenon. Since ideas, knowledge and learning have always been able to permeate national boundaries (Ennew & Greenaway, 2012), internationalization exists in higher education institutions since the foundation. Altbach and De Wit (2015) gave striking examples such as 6th century India which attracted students and staff and the first universities in Europe (Bologna and Paris) which enrolled students from all over Europe through teaching in common language (Latin). As Varghese (2008) mentioned since the knowledge is universal and it is mostly produced by the universities, these institutions remain always as international entities even when nationalism rises.

Internationalization of higher education has been accelerated and increased due to globalization. Despite internationalization has a long history, internationalization has gained a remarkable significance in the last two decades due to cultural, economic and social globalization (Aba, 2013). De Wit (2011) explained that over the years, internationalization has moved from a reactive to more pro-active strategic issue; and from a cooperative to a more competitive model. Dramatic falls in the costs of transportation and communication (Ennew & Greenaway, 2012) has enabled acceleration of international activities. Similarly, Altbach et.al. (2009) stated that the growing ease of international travel and rapidly expanding IT structure opened new possibilities to accelerate international cooperation.

In the past, internationalization of higher education was seen as something solely related to only developed countries. In other words, only developed countries adopted their higher education systems to international developments and they controlled internationalization market for scientific journals, graduate students etc. However, in the last two decades, developing countries have also participated in internationalization efforts and they started to play a role in the market; international and global realities have become a central strategic concern for many universities (Edelstein & Douglass, 2012). Developing countries adopted their system to international standards and regulations in pursuit for economic,

academic, politic and socio-cultural rationales. As Altbach and Knight (2007) explained developing countries have the aim of attracting international students for various reasons such as improving the quality and cultural composition of the student body, gaining prestige or earning income. In other words, having more international students and teaching staff is perceived as a way for internationalization at home for the stakeholders who had no alternative for internationalization abroad. As Bakar and Talib (2013) explained developing countries have two side of pressure for internationalization: from supply side, they have to revise their program for potential international students to increase their market profile and from the demand side there are pressures on them to “internationalize” their workforce education background. Similarly, Murphy (2007) also explained that after 1990’s, in much of the developing world, governments and institutions recognized the importance of internationalization of education for the success of economic and political reforms.

Among developing countries, Asian ones have a big potential for internationalization. Policies on internationalization of higher education are rising in developing Asian countries such as India, China and Malesia (Bakar & Talib, 2013). OECD statistics also showed China and India students consist a great majority of international students in the world (OECD, 2017). Huang (2007) conducted a research on Asia and concluded that in many countries, there are high debates on importing and exporting higher education activities and implementing transnational education.

Although internationalization of education is a developing trend for all the countries in the world there is an asymmetry between countries since the most developed countries are the most preferred destinations for outgoing students. As Snoubar and Celik (2013) mentioned students who want to have higher education abroad usually choose USA, Canada, Australia and European countries. Universities in OECD countries such as the USA, the UK, Germany, France and Australia attract a large number of foreign students and countries like China, India and Korea rank high in terms of outgoing students (Varghese, 2008). Wadhwa and Jha (2014) also mentioned that there is an inverse relationship between domestic gross enrollment ratio and outward mobility ratio; in other words, developing countries send more students than developed countries. According to the statistics, in 2011, OECD countries hosted 77% of the students who enrolled outside of their country and among them half of them chose the top five countries: USA (17%), UK (13%), Australia (6%), Germany (6%) and France (6%) (OECD, 2017). The developed countries are accepted as the main provider of research and they administer the academic field. Şimşek (2006) argued that there is a big transformation in higher education and developing countries have been affected from this change more than the developed countries in terms of the clashes between the demands of the local and the demands

of the global competitive environment. To give an example, in developing countries universities deal with the rapid growth of student numbers and try to manage the increase in the student population; but global environment asks for international publications, international rankings and reputation.

In summary, although internationalization of higher education can be defined in several ways, an encompassing definition which integrated into all functions of the university is needed to understand the concept better. Although internationalization is not a new concept for higher education institutions and it exist from the first establishment of the university; in the last decades, it become a strategic issue for universities and universities have a more proactive stance on that. Moreover, in the world, developed countries have dominance on receiving international students and defining international academic standards. On the other hand, internationalization is no longer affiliated with the only developed countries; developing countries are enhancing their own strategies to adopt their institutions to internationalization trends.

2.1.1 Globalization and Internationalization

To understand the change in the concept of internationalization; it is important to explain the difference between two concepts and the effect of globalization on internationalization. Knight (2004) stated that “internationalization is changing the world of higher education and globalization is changing the world of internationalization” (p.5).

Although they are using interchangeably by many scholars, globalization and internationalization do not mean the same thing. To emphasize the difference between internationalization and globalization, De Wit (2002) made the distinction between two concepts by defining internationalization as based on relationships between nations and their institutions and which takes differences as a starting point for linkages, on the other hand globalization as ignored the existence of nations and their diversity and looks more for similarities than more differences. In other words, internationalization respects to the differences between countries and deals with the relations between these countries. On the other hand, globalization ignores these differences and embraces similar and standard implications for the whole countries. Similarly, Marginson and Van der Wende (2007) stated that internationalization refers to any relationship across borders between nations or between single institutions situated within different national systems; on the other hand, globalization refers to the processes of world-wide engagement and convergence associated with the growing role of global systems that crisscross many national borders. Knight (2006) stated that although the term “international” emphasizes the notion of nation and refers to the relationship between and among different nations and countries; the term “global” refers to

worldwide in scope and substance and does not highlight the concept of nation. According to Enders (2004) internationalization refers to greater cooperation between states, activities which take place across state borders, nation states which still have a central role, strategic international relationship and clear boundaries between state, market and university. However, globalization refers to increase in interdependence and convergence, liberalization of trade markets, establishment of Western global culture, and diffusion of indigenous traditions and deregulation of legal and financial controls.

Globalization has both negative and positive connotations in the literature. Altbach (2006) stated that in the literature some have argued that globalization will liberate higher education and will foster necessary change through the internet and the forces of market which permit everyone to compete in equal way. On the other hand, Varghese (2008) claimed that globalization implies higher education to suit the requirements of the global labor market through knowledge production. Similarly, some other scholars (Hayes & Wynyard, 2002; Ritzer, 2013) argued that globalization strengthens worldwide inequality and fosters McDonaldization of the university. Ercan (2005) also explained that globalization leads to the implementation of the exactly same policies in the countries which has different historical and societal characteristics. Scott (2003) explained that one of the main effects of globalization is the weaker position of nation states in front of newly emerging supranational regional organizations. Internationalization of higher education is also affected by these regional institutions' structured policies and apply the same standard approach as a result of globalization.

Different approaches towards globalization have been classified by some scholars. Tikly (2001) argued that there are three different approaches towards the relation of globalization and education. First of all, hyper globalist approach accepts that global post modernity has undermined that all of the world will become a whole and nation states will eventually disappear. Secondly, skeptical approach accepts that although national educational systems have become more like each other in certain ways, there is little evidence that national education systems are disappearing or national states have ceased to control them. Lastly, transformationalist approach accepts that although globalization results in greater integration of economy, politics and culture; it does also result in even greater stratification between the poor and the rich.

Positioning internationalization with globalization has a special importance before discussing these concepts. In the literature, some authors (Knight, 2004; De Wit, 1995; Altbach et.al, 2009; Ennew & Greenaway, 2012) define internationalization as a response to globalization. For example, Altbach et.al. (2009) defined internationalization as the varieties

of policies and programs that universities and governments implement to respond to globalization. Ennew and Greenaway (2012) defined internationalization as a process within higher education that constitutes the sector's response to globalization whether through mobility, partnership, curriculum or students experience. On the other hand, in this study, it is argued that since internationalization exists in universities throughout the history; internationalization cannot be defined as a response to globalization. It is true that there are changes in the environment coming through globalization and institutions respond to these changes. This response causes the transformation in the concept of internationalization and makes it a new concept different than the naturally existing one in universities. The standard and structured programs developed by supra-national organizations are applied to all universities by ignoring the differences between countries and this new form of internationalization causes crises in higher education institutions. Therefore, it is important to differentiate this new form of internationalization from its historical version which naturally exists in universities.

Internationalization which exists for higher education institutions throughout history, has affected and transformed into a new form with the effect of globalization. Branderburg and De Wit (2011) explained that although 1970's and up to 1980's, activities that could be described as internationalization were usually neither named that way nor carried high prestige; in the late 1980's, internationalization was invented and gained great importance. Foskett (2012) also stated that universities always had an underlying international mission and focus but globalization has accelerated it. Therefore, it can be concluded that globalization has increased internationalization of higher education but contrary to the natural existence of the concept; globalization defined a new form of internationalization which is more economic oriented and standardized by authorities.

Globalization brought its own models for existing higher education institutions and it causes a source of conflict. The universities have their institutional structures which are reflected in their tradition and national context but they also under the pressure of global models that which has to be adapted to be legitimate in the world system. Maringe and Foskett (2012) mentioned that "despite the great expectations of universities to be entirely autonomous institutions, the influence of external, local, regional and international organizations appears to have intensified" (p.4)

In the literature, some scholars (Kerr, 1987; Kerr, 1990; Gumport, 2000; Ramirez, 2006; Kondakci & Van den Broeck, 2009) stated that universities are in tension between institutional imperatives versus emergent dynamics. Universities have their own structures coming through their history and Ramirez (2006) argued that these national legacies clash with

global models of educational commonalities and used the concept of “educational isomorphism” to define this process of educational blueprints on standardization of educational goals, organization, curricula and pedagogy; rise of educational expertise without borders; international educational organizations and conferences and massification of schooling. Internationalization is one of these commonalities and Kondakçı and Van den Broeck (2009) stated that although the adopted institutionalized structures are quite the same in different internationalizing efforts; activating these structures in local setting demands different modifications. Kerr (1987) also stated that there is a great confrontation in universities between accumulated heritage and modern imperatives such as human capital or demand for higher competence.

Gumport (2000) also argued that educational institutions increasingly rely on market response and they move away from their historical character, functions and accumulated heritage; which is detrimental to longer-term legacies of universities.

2.1.2 Model and Approaches of Higher Education Internationalization

Internationalization has become an important strategic orientation in the agendas of HEIs on multi-levels. The internationalization of higher education is firmly embedded in the agendas of international organizations, national policymakers and university strategic plans (Ennew & Greenaway, 2012). Countries and universities are now becoming more pro-active in broadening the scope of international activities and internationalization is increasingly seen as an essential part of the institution mission (De Wit, Hunter, Howard & Egron-Polak, 2015). Not only by policy makers on different levels, but it is also lauded by worldwide conferences and research programs (Ennew, 2012). Foskett (2012) stated that universities are obliged to develop their future strategies to include international dimension balanced with their engagement to local and national context. Additionally, as De Wit and Hunter (2014) stated understanding of internationalization has been radically shifted from being a marginal mainstream activity to an integral part of university strategy. In other words, internationalization is not seen as an area of a specific unit in a higher education institution, on the other hand the institutions define their own strategy to integrate internationalization into all their functions. Increasing international implementations and programs become a compulsory strategic choice for higher education institutions and they have to act more pro-actively to diffuse these acts into their whole structure and functions.

There are various reasons for higher education institutions to be more pro-active in terms of higher education. Qiang (2003) explained that there are two widely recognized arguments to explain the importance of internationalization in higher education: one is academic and professional requirements for graduates and the other one is research and

collaboration requires intensive international cooperation. Globalization has created a demand for fully-equipped graduates in professional and academic areas (Aba, 2013) and international experiences of students make them more ready to competitive work environment.

There are various ways for higher education institutions to be internationalized such as student and staff mobility, international degree seeking students joint international research and publication, internationalization of curriculum, joint degree programs, opening campuses abroad etc. Although the student mobility is the best-known form of internationalization (Van Damme, 2001), the main activity of internationalization which was physical international exchange was transformed into academic cooperation, joint research and transnational higher education (Huang, 2007). In other words, although mobility of students and staff remained as the main component, the practices used for internationalization have been accelerated dramatically.

Different classifications on models that used by higher education institutions to be internationalized have been made by different scholars. Teichler (2015) defined six key meanings that are most widely spread for internationalization: worldwide knowledge transfer; physical mobility across countries; international cooperation and communication; international education and research; international similarity and international reputation. Similarly, Edelstein and Douglass (2012) defined seven different clusters to categorize the modes of engagement in internationalization activities. These clusters are individual faculty initiatives (research collaboration, curriculum development etc.); managing institutional demography (international student and academic staff recruitment, conferences etc.); mobility initiatives (exchange programs, internship etc.); curricular and pedagogical change (foreign language, intern cultural competence etc.); transnational engagements (double-degree programs, branch campuses etc.); network building (alumni networks; consortia etc.) and campus culture – ethos – symbolic action (campus culture, leadership etc.).

The conceptualization that differentiate internationalization into home and abroad practices also exists in the literature. Altbach et.al. (2009) separated international activities in higher education institutions into two categories: internationalization at home and internationalization abroad. Internationalization at home consists of strategies and approaches to inject an international dimension to home institution such as comparative perspectives in the curriculum or recruiting international students and staff. They also mentioned that universities have developed many strategies to benefit from the new global environment such as establishing degree programs in English, establishing international partnerships, developing international research projects and collaborate in a variety of ways (Altbach et.al., 2009).

The concept of “international university” has also been defined by scholars. Knight (2015) defined three generic models of international university. First one is the most common one as the classical model, is an internationalized university with a diversity of international partnerships, students and staff and multiple international and intercultural activities at home and abroad. Second type is the satellite model which founded branch campuses, research centers etc. in the other countries. Third one is internationally co-funded universities co-developed by more than one institutions from different countries.

Internationalization is a trending topic for Turkish higher education institutions, too. According to typology developed by Knight (2015) on the generic models, most of the Turkish universities are in classical model which includes international partnerships, student and staff mobility and intercultural activities at home and abroad. Student and staff mobility are still the most common way of performing internationalization for Turkish universities. Most of the exchange mobility is performed under Erasmus Program which has accelerated the exchange of students from/to Turkish higher educations. Bostrom (2009) conducted interviews with the administrators of Ankara and Gazi Universities. According to research, both universities are beginning the complex work of internationalizing their institutions with an emphasis in Europe and have recognized that international cooperation has allowed access to resources otherwise not available to them. Main benefits of Erasmus Program are funding, access to cooperation partners or participation in networks (Vukasovic, 2013) and especially in terms of especially funds, Erasmus Program presented good opportunities for Turkish universities for mobility of students and staff. Most of the Turkish universities had established international partnerships with European universities under the Erasmus Program.

On the other hand, in terms of degree seeking students the ratio of them to the whole student is less than 1% (Çetinsaya, 2014). Although the number of international students have been rising though the refugees in the country, Turkey should make more effort to have international students. A study (Beltekin & Radmard, 2013) conducted in Ankara University on the satisfaction levels of foreign students showed that in general foreign students are not satisfied with the communication with faculty, evaluation systems in the courses, professional development and the quality of education. Most of the incoming degree seeking students come from the neighboring countries for both cultural and geographical proximity between countries and scholarship opportunities to these countries. Similarly, Cetinkaya-Yildiz, Cakir and Kondakci (2011) conducted a study on psychological distress among international students in Turkey and revealed that significant predictors of distress are life satisfaction, integration to social life, length of stay and Turkish language proficiency.

As one of the most common internationalization practices in Turkish universities, more and more English-taught courses and programs are opening in Turkish universities. English taught programs have the aim of both increasing the language competencies of Turkish students and attracting more international students to Turkish universities.

Although the number of partnerships in mobility is high, the joint degree programs is not a common implementation for Turkish universities. In Turkish universities, the number of joint-degree programs is low and opening campuses in other countries is not widespread for Turkish universities (Kondakci, 2007). Establishing an exchange partnership does not require more responsibility, but joint degree programs necessitate to recognize the courses taken abroad and graduate the student with both universities' diplomas. Therefore, partner universities are more cautious to establish joint degree programs. Similarly, branch campuses are not common for Turkish universities yet.

2.1.3 Rationales of Internationalization of Higher Education

In this section, rationales behind internationalization efforts for nations, institutions and individuals are presented. In understanding internationalization of higher education; analyzing rationales has a special importance since they direct the actions of the actors in their internationalization efforts. Although rationales were not mostly explicitly expressed in written documents, De Wit (2011) stated that “rationale of internationalization is often presented as a definition of internationalization” (p.244). In other words, rationales define how individual, institutional or national actors define internationalization and explain us why they participate in internationalization activities. Brandenburg and De Wit (2011) stated that researchers should focus more on rationales and outcomes; instead of instruments and means of internationalization. To evaluate the outcomes of internationalization, the knowledge of rationales is needed. According to De Wit (2000) rationales can be described as motivations for integrating an international dimension into higher education; in other words, they show the “why” of internationalization. Knight (2006) defined rationales as the driving force why a country or an institution want to implement and invest in internationalization. While analyzing the dimensions of rationales, the typology developed by Knight (1999) used as political, economic, academic and cultural/social. This typology was used by some other scholars (De Wit 2000; Jiang, 2008; Kondakci 2011) to research rationales in the subject internationalization on higher education field.

In the following section, the literature on the rationales of higher education institutions will be given on national, institutional and individual levels.

2.1.3.1 *Academic Rationales*

On national level, states want to reach the high international academic standards for both recruiting more international students and producing more international scientific knowledge. There is a strong interest to recruit the brightest students and scholars from other countries to increase scientific and economic competitiveness (Knight, 2004) and there is a closer link between internationalization of the higher education and the economic and technological development of the country (Knight, 1999). Since the knowledge is accessible more than ever, academic activities are also affected by this. The internationalization of education is inevitable, as the advancement of knowledge and understanding is a global enterprise that has no borders (De Wit, 2002). Globally, the academic standards or even the topics popular in research are determined by the West countries. Moreover, international ranking is increasingly becoming more important (De Wit, 2002) and countries invest in internationalization to reach the global academic standards and be on the top of international rankings.

On institutional level, there are many academic reasons for higher education institutions to be internationalized. Most importantly, meeting international academic standards is a way for these institutions to receive recognition in the international arena (De Wit, 2002; Knight 1999). In other words, institutions accept internationalization as an opportunity for their institutions for academic quality. Furthermore, internationalization of curriculum is also defined as an academic rationale by higher education institutions. A global perspective is important to understand national and regional contexts; worldwide movements and power struggles that shaped curriculum and had an influence on what we teach (Anderson-Levitt, 2008). As Spring (2009) stated global nongovernmental organizations particularly those concerned with human rights and environmentalism are trying to influence school curricula throughout the World. Therefore, collaboration and cooperation in terms of defining topics to be taught and be researched is inevitable. International and interdisciplinary collaboration is key to solving many global problems such as those related to the environment, health and crime (Knight, 2006).

On individual level, individual needs to have an international perspective for both having a good quality of academic education and to be prepared for the international life after graduation. Critical thinking and enquiry about the complex issues and interests on the relations among nations and regions (Yang, 2002) are one of the main reasons for an individual as academic rationale. Besides, an individual participates in the international activities experience different academic perspectives in his/her field through internationalization. For that reason, universities take the initiative of sending their students abroad for a period of study and accept this as indispensable or as valuable as study at the home (Teichler, 1996). The

second academic rationale for individuals is to prepare them for the international life after graduation and academic skills were accepted as must for that. Murphy (2007) explained that students perceive an internationalized curriculum and second language acquisition as beneficial through internationalization experiences.

2.1.3.2 Economic Rationales

Economic rationales have an important pressure on nations, institutions and individuals which strongly affect the rationales of these actors for internationalization. Whereas political, cultural and academic rationales have driven internationalization over the last decades, now, increasingly economic rationales play a role (Van der Wende, 2001). As the internationalization of higher education is increasingly characterized by the new dimension of commodification, the economic rationales dominate over political, academic or socio-cultural rationales (Jiang, 2008). As a result of this economic pressure over the other rationales, higher education is accepted as a commodity that can be exported or imported as one of the 12 service sectors in the General Agreements on Trade in Services (GATS) (Knight, 2006; Marginson & Van der Wende, 2007).

On national level, receiving successful international students contribute to the nation's economy. According to De Wit (2002) there are two reasons for that: first of all, international students pay high tuition fees to host institutions. Van der Wende (2001) also stated that there are important economic rationales on national level to attract sufficient numbers of talented students and graduates. Secondly governments offer scholarships to brightest students with the hope that they become decision makers in their country in the future (De Wit, 2002). In other words, nations see successful international students who study in their country as an economic investment for their future economic relationships.

On institutional level, economic rationales are also very important for higher education institutions, especially after 1970's, since the funds given to the higher education institutions decreased dramatically. Deep cuts in higher education budgets have made institutions look for alternative sources of funds and many are looking to international markets for the export of products and services (Knight, 1999). The entrepreneurial university of today feels an internal need to become increasingly international (De Wit, 2000) due to the decrease in state budgets allocated for universities which forced them to have economic rationales. The driving knowledge economy and the commodification of knowledge which is mostly produced by higher education institutions is another source of economic rationales. In other words, modern knowledge based economies are driven by economic expansion through research and innovation (Tremblay, 2005) and the university's emphasis is changing from sole production and dissemination of knowledge to technology transfer and formation of incubator facilities

and research centers with industrial participation (De Wit, 2002). Therefore, universities have embraced the mission of producing knowledge which can be sold in the market.

On the individual level, the career and economic benefits of an international education is an important rationale. Main economic motives of individuals are access to scholarship, estimated economic returns from international study and prospects for employment (Li & Bray, 2007). The growing emphasis on the knowledge society makes continuous upgrading and highly developed knowledge and skill-base important for students (Knight, 2006). In other words, for individuals, having international skills are seen as an investment for their future economic career and they feel that they have to get as much international experience as they can.

2.1.3.3 Political Rationales

Political rationales are more visible on macro levels than the micro ones. The reasons to internationalize from political point of view are perhaps more relevant to a national perspective (Knight, 1999). Zgaga (2003) stated that there is no country which has not put the reform of higher education high on its political agenda.

On national level, political rationales were classified by different scholars. De Wit (2002) classified political rationales behind internationalization as foreign policy, national security, technical assistance, peace and mutual understanding, national identity and regional identity. Similarly, Knight (1999) explained the political rationale on national level in three dimensions. Firstly, some countries use internationalization as a way to strengthen and promote their national identity as a response to globalization. Secondly, educational exchanges between countries are often justified as a way to keep communication and diplomatic relations active. Lastly, there is a strong interest to make export of education products and services as a foreign policy. In other words, foreign policy and diplomatic reasons through both preserving national identity and developing strong relations are the main rationales of nation states to internationalize their education.

On institutional level, the reputation coming with internationalization activities which make the universities more successful in a competitive environment is important. Institutions are undertaking serious efforts to create an international reputation and name brand for their own institution to place them in a more desirable position for competitive advantage (Knight, 2004). Mobility is perceived as an indicator of quality (Mızıkacı, 2005) and the cooperation agreements of the universities are important for their reputation. Therefore, institutions, to compete and survive politically, prefer to be included in the internationalization processes.

On individual level, political rationales are not visible on individuals' motivations towards internationalization.

2.1.3.4 *Socio-cultural Rationales*

Socio-cultural rationales are the fourth category of rationales behind the internationalization efforts of nations, institutions and individuals. Although some stakeholders see internationalization with an instrumental meaning such as earning money from incoming students; its political and socio-cultural benefits have also great importance (Ennew & Greenaway, 2012). The socio-cultural rationales focus more on the development of the individual instead of the nation or the educational institution, in other words the emphasis is on the overall development of the individual (Knight 1999).

On national level, countries want to disseminate their socio-cultural values to the other nations. Cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nations' education system (Knight, 1999). In particular, in French and American policy, the cultural function constitutes a nationalist argument, through the export of national and moral values; the promotion of their national languages and country studies (De Wit, 2002). In other words, states see internationalization of higher education as a means to disseminate their national culture and language.

On institutional level, the preparation of graduates who have strong knowledge and skill base in intercultural relations and communications is one of the strongest rationales for internationalization (Knight, 1999). In terms of socio-cultural rationales, the main drive for higher education institutions is to create an international environment in their universities. It is believed that this international environment which increase the interaction of students with international community will give these students the necessary socio-cultural skills for their future life. Moreover, internationalization at home institutions gives the students and staff the chance of studying in an international environment without going abroad and to struggle against ethnocentrism.

On individual level, multicultural experience and knowing different cultures is an important motivation of individuals to be internationalized. Mobility of students and faculty is seen mainly as a form of social learning by means of a multicultural experience (De Wit, 2002); to give an example former Erasmus students feel superior competences in understanding of various cultures and comparative thinking (Teichler, 2012). It was assumed that future cadres would be better prepared to take responsibilities and to work in multicultural contexts (Papatsiba, 2005). In other words, having intercultural and multicultural skills is an important socio-cultural rational for individual students and faculty.

2.1.3.5 Rationales of Internationalization in Turkish Higher Education

On national level, Turkey is a developing country which has a large youth population and a great number of higher education institutions (ÖSYM, 2015). Internationalization of higher education is a trending topic in Turkey, the developments in other countries of the world as well as the international organizations' policies are effective in the internationalization of Turkish higher education. Internationalization of higher education has made a positive contribution to higher education in Turkey, both in terms of developing prospective faculty and attracting university students from foreign countries (Akar, 2010). One of the main rationales of Turkish state to invest in internationalization of higher education is to attract international students. In other words, increasing the number successful incoming students is an important rationale on national level. Increased mobility in Turkish higher education can be a vehicle for internationalization and for the optimal positioning of the country in the global knowledge society (Mızıkacı, 2005).

Turkey is not a developed country but she has a special character which attracts students especially from neighbor countries. One of the advantages of the country is its geographical position between East and West. Moreover, the cultural, historical, political and social ties with some countries become special advantage for the country in terms of incoming students. Lastly, the better academic standards and English-taught programs of Turkish universities are another source of being selected by incoming students. "Given her geographic position and the extent of instruction in the English language in her system, Turkey has the potential to become a key player in international higher education" (Barblan, Erguder & Guruz, 2008, p.100).

In terms of incoming students, according to the research results conducted on the rationales of incoming students, private rationales are prominent Western and economically developed countries to Turkey; however, economic and academic rationales are more prominent for Eastern and economically developed countries (Kondakci, 2011). Turkey has also strong relationship especially with the Balkan, Turkic and Eurasian countries with which she has historical ties. These regional ties are very important in determining the direction of the flows of students. The most sending countries are Turkmenistan, Azerbaijan, Iran, Afghanistan, Syria, Iraq, Greece, Kyrgyzstan, Kazakhstan (UNESCO, 2015). These students mostly prefer Turkey mainly for two reasons. Firstly, Turkey is close to their country geographically and culturally. They find similarities on language, culture and religion issues. The research conducted by Kondakci (2011) on incoming students in Turkey revealed that students from Azerbaijan or other Turkic Republics may have chosen Turkey because of linguistic or cultural proximity. This is also true for also Iran where many Turkish-speaking

Azeri people live. Secondly, Turkey, as a policy, offer scholarships for the students of these neighbor countries. Turkish government have founded the Presidency for Turks abroad and Related Communities which offer “Turkish Scholarship Program”. This program offers special grant programs for Turkish speaking countries (Azerbaijan, Krygyzistan, Kazakhstan etc.) and Balkan countries (Türkiye Bursları, 2017). Similarly, Kondakci, Caliskan, Bulut Sahin, Yilik and Engin-Demir (2016) found that the most valid rationales of Balkan students to study in Turkey are socio-cultural rationales such as historical ties, similar traditions or culture, religious factors. Moreover, the research also revealed that incoming Balkan students have economic rationales like scholarship or better conditions and academic rationales such as universities with good reputation, high quality and education in a foreign language.

On institutional level, higher education institutions try to keep up with the developments in the world universities. As Akar (2010) stated the establishment of English-medium education and an American education system at Turkish-state universities represent the first traces of globalization within Turkish higher education. Turkish universities try to be visible in international arena and try to exist in international rankings. By this way, they hope to receive more international students and staff and concluding more international agreements on both exchange and research. Economically they expect to have income from international funds and students’ tuition fees and socio/culturally they expect more intercultural environment at home and more international experience for their students and teachers.

According to a research (Bulut Sahin, 2016) conducted through analysing 44 Turkish universities’ strategic plans in terms of internationalization objectives, the most cited objectives are increasing student mobility (33), increasing teaching staff mobility (30), benefiting from international research funds (30), increasing the capacity of international publications (29), conducting international joint projects (26), organizing international conferences in the university (23), increasing mobility partnerships (22), increasing the number of international students (20). As this research shows, the main concern for Turkish universities is to increase student and staff mobility and reaching to international funds for their research.

On individual level, personal rationales were motivated not only by emerging labor market opportunities, but also by considerations of personal and social development (Rizvi & Lingard, 2010). In other words, both incoming/outgoing students and academic staff have their own rationales to internationalize for their individual development. In terms of outgoing students, according to the research (Daloglu & Bulut Sahin, 2011) conducted in one of the leading universities in Turkey, the most cited acquisitions of Turkish outgoing students from studying abroad are personal development (99.1%), to adopt a new culture (98.1%) and to

learn/improve their foreign language (87.9%). Although there is no study conducted on the rationales of outgoing Turkish students; these acquisitions give an insight on the rationales of Turkish students in their study abroad decisions. In addition to personal and socio-cultural rationales of studying abroad, it is certain that Turkish students also have academic rationales of studying in good quality universities. According to statistics the top destinations of Turkish outgoing students are U.S.A, Germany, Bulgaria, U.K., Austria, Azerbaijan, Bosnia-Herzegovina, France, Ukraine, Italy, Canada (UNESCO, 2015). The students who chose to study in developed countries mostly have academic rationales to be educated in top universities of the world and also the scholarship opportunities to study in these countries is an important economic rationale for Turkish students to study abroad.

Similarly, for Turkish academic staff, there are many rationales in internationalization. First of all the promotion of the staff is evaluated with their publications in international rankings. With the Higher Education law numbered 2547, academic promotions became based on international publications (Şimşek, 1999; Birler 2012) and foreign language knowledge became a necessity (Tekeli, 2010). They should also follow the developments in their field and continuously update them with international development in academics. This helps them to found academic networks and conduct joint research projects or joint publications.

2.2 Neo-institutional Theory and Higher Education Institutions

In this section, neo-institutional theory of organizations and its relation to higher education practices will be explored. After given the definitions and concepts; the conformity of neo-institutional theory with educational structures contribute the analysis of higher educational institutions in terms of internationalization. In the last sub-section of this part; isomorphic international implementations in Turkish higher education will be given.

2.2.1 Definition and Concepts

Neo-institutional theory has gained importance in the late 1970's and is used to explain the organizational behaviors. The theory first developed by Meyer and Rowan (1977) with the questions of why institutions resemble to each other and what is the basic factor that determines organizational structure: technical structure or institutional environment.

This theory emerged as a response to the deficiencies in the previous organizational theories. Before neo-institutional theory, contingency theory (Fiedler, 1964; Lawrence & Lorsch, 1967) claimed that there is no single way valid for organizational structures but it changes according to environmental and inter-organization conditions. Neo-institutional theory aims to explain the similarities between these organizations which change according to environmental conditions.

Neo-institutionalism theory argues that institutions are socially constructed in their environment and become legitimate through resembling to other organizations in their field. Institutions define and set limits on the appropriate ways of acting, including actions taken in response institutional pressures (Scott, 2001). In other words, organizations are not completely independent and rational in their actions. On the contrary, they are bounded with their organizational environment and limits set by this environment. Institutions are socially constructed (Meyer & Rowan, 2006) and they need to be legitimate in their environment to survive. This legitimacy is possible by being similar to the other organizations in other words by imitating the other organizations in the same field. Being socially constructed is similar to sociological explanations of human behaviors which explain that humans are complying with sociological norms and beliefs to be legitimate and normal in their social environment. Similar to human beings, organizations also want to be accepted in their social environment and they comply with the norms and beliefs in their environment.

According to neo-institutionalism, social influence and pressure shape organizations' actions for social conformity. Fernandez-Alles and Valle-Cabrera (2006) explained the difference between institutionalism and neo-institutionalism. While institutionalism is associated with stability and inertia; neo-institutionalism is associated with adaptation. In other words, the principle of stability is inherited in classical institutional theory, however adaptation and changing the structure continuously to fit the dynamic environment is required for institutions from a neo-institutionalist perspective. Hence, according to neo-institutional theory organizations are dependent to their environment for legitimacy, resource and survival and they have to confirm with and adopt to social expectations.

One of the important concepts of neo-institutional theory is the concept of isomorphism. DiMaggio and Powell (1983) developed the concept of institutional isomorphism. Isomorphism refers to the pressures that organizations experience to change their forms to more closely resemble the organizations around them. According to the authors there are three mechanisms of institutional isomorphic change: coercive isomorphism that stems from political influence and problem of legitimacy; mimetic isomorphism resulting from standard responses to uncertainty and normative isomorphism associated with professionalization. The concept of isomorphism helps us to explain the similarities between organizations.

The concept of isomorphism reminds us that organizations are not totally rational in their decision; however they are surrounded by coercive pressures by laws and regulations; normative pressures in their professional environment. Fernandez-Alles and Valle-Cabrera (2006) explained that organizations are under coercive and normative pressure to obtain social

support of stakeholders and conformity reduces differentiation and this reduces the risk of loss of legitimacy. Oliver (1991) mentioned that one of the most used strategies to conform is “acquiesce” which can be possible through three ways: “habit” which means following invisible norms; “imitate” which means copying the other models and “comply” which means obeying rules and accepting norms.

Another important concept for neo-institutional theory is the concept of “organizational field” (DiMaggio & Powell, 1983). This concept explains that organizations which have interactions with each other and which create common practices due to these interactions constitute the organization field. In the organizational field, the organizations have continuous interaction with each other and the field has its own coercive, normative and mimetic rules for the particular organizations of that field. To give an example, higher education institutions have an organization field which have laws and regulations that they have to comply with; normative pressures which has been established for years and also mimetic pressures that the other higher education institutions in their field practices.

Oliver (1997) used the concept of “institutional context” instead of the concept of “organizational field”. He explained that institutional context consists of public and regulatory pressures, rules, norms, beliefs and taken-for-granted assumptions and all these surround the organization to enforce it for acceptable and appropriate behaviors.

Neo-institutional theory accepts the argument that institutional environment is effective in determining organizational structures. In institutional environment, the rules and regulations consist a coercive pressure for all institutions since obeying to them is compulsory. Kasapoğlu-Önder (2011) argued that in modern societies the biggest effect on organizations is made by the state since it creates actors like universities and defines special ways for their actions. Similarly, Lipson (2011) also found that coercive bans over officials cause normative and mimetic responses. In other words, normative and mimetic responses or organizations might also be sourced from coercive pressures.

Uncertainty in the external environment is one of the basic assumptions of organizational theories. Organizations tend to observe and imitate similar organizations in their field to become legitimate or successful in an uncertain environment. Selznick (1996) defined this response to uncertainty as “mimesis” and he argues that this organization adaptation is more compulsive than problem solving. In other words, uncertainty leads institutions to stay similar with the other organizations to guarantee their position in their environment. Oliver (1997) explained that tendency towards conformity with pre-determined norms and traditions lead to homogeneity in structures and activities and the criteria to be successful become being legitimated by social environment.

2.2.2 Higher Education Institutions and Neo-Institutional Theory

Although neo-institutionalism theory was developed for the organizational science field, this is well applicable to the education field as well. Meyer and Rowan (2006) explained that educational organizations are loosely coupled ones in which the link between the technical core and formal structure is weak; and they give more importance to legitimacy than efficiency. They also claim that educational organizations are held together by the shared beliefs, in other words myths, rather than technical expertise or logic of efficiency. Similarly, Fernandez-Alles and Valle-Cabrera (2006) also stated that a substantial amount of institutional works focuses on specific sectors such as education indicating that this theory highly applicable for organizations of this nature.

An important concept of neo-institutional theory is decoupling (or loosely coupling) which is separating technical activities from structural ones. In other words, the structure of the organization should comply with the expectations of the organizational field; but the technical structure may differ. Educational organizations were accepted as an important example of de-coupled organizations in neo-institutional theory. In other words, the professionals (e.g. academicians for universities) operate technical structure in their classes and research; but institutional formal structure of the universities comply with the changes in their environment to be legitimate. Different from factories where technical and formal structure works together; the output has less importance than the process in decoupled organizations. In other words, in technical organizations the end product as a technical work is the main aim; but in educational organizations nobody cares what happens in classrooms during teaching/learning activities as long as the schools' structure confirms with the community rules (Meyer et al.,1980).

Being a de-coupled organization makes it easier to adopt to the changes in organizational field. Meyer and Rowan (1977) argued that in educational organizations structures are decoupled from the activities and this makes isomorphism easier. Although activities may vary in different educational organizations for practical considerations, they use standardized formal structures to be legitimate. In other words, the organizations which use more prescribed methods used successfully by the other organizations in their field became more legitimate. Meyer and Rowan (1977) also argued that organizational success doesn't only rely on technical production especially for the organizations in highly institutionalized environments like schools. Huerta (2009) stated that the highly-institutionalized environment of schools identifies legitimate forms of schooling in standardized and certified procedures and schools conform with them through symbolic rituals, norms and myths.

There is an important difference between technical organizations and educational institutions. As one of the non-technical organizations, neo-institutional model of is more appropriate to educational organizations (Meyer et al., 1980). The authors explained that technical organizations seal-off their technical work from the environmental conditions and may prevent uncertainty; however educational organizations have to conform with the environment or community understanding and this conformity is essential to survive. In other words, in technical organizations the end product as a technical work is the main aim; but in educational organizations, during teaching/learning activities are not examined as long as the schools' structure confirms with the community rules. Huerta (2009) also mentioned that since schools are different from technical organizations the effectiveness of their technical performance is not important and schools may avoid inspection between instruction and outputs.

Levy (2006) explained how three types of isomorphism occurs for higher education institutions. Coercive isomorphism occurs either by the legal environment of state or the other funding sources. Mimetic isomorphism is implemented in uncertain environments with ambiguous objectives through emulating the well-established and successful organizations' actions to be legitimate. Lastly normative isomorphism arises through deliberate mapping of policy based on dominant professional norms.

In most countries, higher education is a part of public sector and government is likely to regulate it to a certain extent so the coercive mechanisms refer to the state and the rules and regulations governing higher education, national funding and resource allocation and quality assurance (Luijten-Lub, 2007). As centralization increase in the goals, academic and administrative processes, curriculum, the more universities become alike to each other and centralization produce isomorphic institutions at system level (Mızıkacı, 2010). The theory focuses on reproduction of organizational structure and implementations to state pressures and collective norms (Oliver, 1991).

Moreover, neo-institutionalism helps us to explain why similar/same internationalization practices exist in different higher education institutions. Meyer and Rowan (1977) explained that myths of the institutional environments adopted ceremonially by the organizations. Being legitimated through adopting practices and procedures is more important than immediate efficiency in their structure. This is mostly valid for the institutions where there is no measurable technical product like education institutions. Therefore, the rationalized form of structure in organizations reflect the myths; i.e. social reality. Higher education institutions adopt structural changes which have limited influence on teaching and research;

but highly significant to image building in the market environment (Oplatka & Hemsley-Brown, 2012).

Oplatka and Hemsley-Brown (2012) claimed that this theory helps to analyze the similarities among higher education institutions in such a competitive environment. It helps us to explain why higher education organizations are so similar in such a competitive environment. Flach and Flach (2010) argued that universities need to build strategies in order to profit from the “best practices” of the universities in developed countries. The authors also argue that it is not sufficient to be legitimate in the national organization field; but the universities feel also the necessity to be legitimate in international organization field. Higher education institutions aim to take part in international education market since internationalization requires the development of the image of a reliable and qualified institution. Similarly, Oplatka and Hemsley-Brown (2012) claimed that higher education institutions competing for new students choose to adopt rationalized myths that maximize their image as good institution since standards are commonly perceived as an efficient way to improve performance in global world.

2.2.3 Isomorphic Implementations in Internationalization of Turkish Higher Education

Turkish higher education system has a centralized structure where all public and foundation universities are bounded by the Higher Education Council in most of their decisions such as opening a new department. Moreover, public universities are also dependent on state in their budget and hiring academic or administrative personnel.

Mızıkacı (2010) summarized three common types of isomorphism in Turkish higher education system as follows: For coercive isomorphism, Higher Education Council’s role in regulations to set up programs, yearly evaluations and research rankings of the universities; for normative isomorphism, international quality assurance systems, Bologna Process and Erasmus; and lastly for mimetic isomorphism hiring popular names as faculty, similar course designs, offering scholarship to successful students are given as examples.

First of all, for coercive isomorphism, Bologna Process is important for examining coercive neo-institutional practices in Turkish higher education. Although Mızıkacı (2010) defined Bologna Process as an example of normative isomorphism, in this paper it is argued that it is also a good example for coercive isomorphism. Nearly all policies developed by supra-national organizations aims to have standard implementations in higher education institutions. Similarly, Meyer and Rowan (1977) argued that decoupled structure of educational organizations makes isomorphism easier. Although activities may vary in different educational organizations for practical considerations, they use standardized formal

structures to be legitimate by using more prescribed methods used successfully by the other organizations in their field became more legitimate.

Before stating how this Process is implemented in a coercive way; it is useful to give information about the rationale and background of Bologna Process. First all of, the idea of the emergence of such a process is related with the coercive standardization efforts coming with the idea of globalization. The idea of a globalized world threatening European competitiveness is part of the discourse framing the Bologna Process (Barkholt, 2005). In other words, as Bolls and Nillson (2004) explained that the sense of urgency of the Bologna Process is the fact that higher education is becoming globalised. The political rationale of regional identity is strongly present in the EU programs (De Wit, 2002; Opara, 2011; Beerkens, 2003). Creating “European citizens” through the policies on higher education is an important policy for EU. The European agendas for education are seen as part of the particular “hegemonic project” that fundamentally underlies the Community enterprise and education plays a key important role in these projects (Dale, 2009). In other words, in most of the EU programs and specifically in Bologna Process the main objective is political and economic; and education is used as a means to reach this aim. As mentioned before, political rationales were mostly explained in national and supra national levels, this is also the case for Bologna Process. This rationale is defined on higher levels and universities were expected to adopt them.

Although Bologna Process seems to be related with only the education in the higher education institutions; it is also aiming to establish a link between higher education and the labor market. Broader aim was laid out at the Lisbon summit in 2000, where the leaders of the EU agreed that Europe should be "the most competitive and dynamic knowledge driven economy by 2010" (Council of Europe, 2015) and this underlines the idea of regional cooperation within the EU to face the global competition (Luijten-Lub, 2007). The reason behind this effort was to compete with the other developed countries in terms of incoming students. Students from all over the world study everywhere in the world, but mainly in Anglo-Saxon countries like U.S.A., the UK (Çetinkaya-Yildiz et al., 2012) and not as much in Europe. All these political and economic rationales defined on supra-national levels are coercively dictated to individual higher education institutions.

Although many positive aims are expressed in the official documents related with Bologna Process, it has important drawbacks for higher educational systems. Okçabol (2011) stated that the Bologna Process aims the loss of national identities through the structure which was developed to be valid in many different countries in the same way. From the neo-institutionalist perspective, Bologna Process is an important example of coercive isomorphism. Many of the Bologna reports do not pay attention to the reasons of the changes

(Vukasovic, 2013) and the decisions made on supra-national level have been delivered to higher education institutions; national and institutional level differences are ignored. For example, Teichler (2012) also pointed out that although the main aim of the Erasmus program is “learning from contrasts”; Bologna Process tries to standardize and make similar the systems. In other words, Bologna Process brought converge implementations in educational and academic matters and a uniform, single structure is imposed (Mızıkacı, 2010). In other words, EU expect changes in standardizing their education, credit, diploma etc. systems and the signing countries are required to implement almost the same in their higher education systems ignoring institutional legacies of universities. As Vukasovic (2013) mentioned Europe defines rules and expect higher education institutions to comply with them.

Secondly, in terms of coercive isomorphism, these top-down implementations and the responds from academicians are worth mentioning. Neo-institutional theorists have tended to focus on conformity rather than resistance (Oliver, 1991) however, institutional resistance become also important (Lawrance, 2008). Although conformity to environment and similarities are the main research areas of neo-institutional theory, Lawrance (2008) stated that an institution cannot control all of the actors and taken-for-granted beliefs may not be embraced by everyone.

Lawrence (2008) also explained that institutional scholars should have a balanced approach to demonstrate both institutional control and the ability of controls to escape that control. As Teichler (2012) mentioned in Bologna Process governmental actors has been the strongest advocates of the key reforms and leaders of universities followed them; however academics consider the Bologna reforms as an undesirable imposition from “above”. Similarly, Vukasovic (2013) claimed that since higher education institutions are loosely-coupled and the pressures to comply with European rules may be rejected by some stakeholders such as academicians, for example when it comes to change in classroom.

Educational organizations are de-coupled ones (Meyer et al., 1980) and although institutions adopt the changes in the environment; academicians as the main actors may not confirm with that. Therefore, instead of implementing standard policies in the institutional structure without adapting them to the special characteristics of that institution; academicians, as the main stakeholders, may not embrace them. Through more participative decision-making procedures, it will be possible to increase the contributions that internationalization might lead. Internationalization has been moved to centralized decision makers who have done the thinking, designed the processes, developed the policies and informed the teaching staff of their tasks and academic staff are no longer valued for their intellectual contribution but for their ability to deliver prepackaged education with efficiency (Schapper & Mayson,2005).

This passive position of academician is a source of conflict itself in universities and may be understood as one of the reasons of the negative attitude by academicians towards internationalization. Beck (2012) mentioned that although the aim of internationalization is to provide diversity in higher education, since international education does not recognize local needs, values, practices and identities global values become natural and accepted. In other words diversity and differences perish in higher education as international values replace the local ones. Maringe and Foskett (2012) also states that what it means to be a university comes from its diversity and the higher education system cannot be uniform and homogenous. Academicians' role and contribution to internationalization practices should not be underestimated.

However, it is clear that without the direct involvement of academicians in these processes, we can't talk about internationalization of universities. Edelstein and Douglass (2012) stated that it is difficult to imagine significant institutional change in universities without the advice or consent individual faculty member; in other words, substantial change often fail when they are implemented in a top-down and centralized structure.

Furthermore, in terms of normative isomorphism, it is important to mention about the norms that are developed for the profession for academicians. Teichler (2009) explained that international activities regarding Erasmus mobility and cooperation were initially in the hands of pioneers; in other words individual academics who had decided to devote their time and energy. Enders (2006) explained that the academic professionals have a strong influence on higher education institutions on the determination of goals, on the management and administration of institution, and on the daily routines of the work. He stated that academe has probably never been so much characterized as an international endeavor; academe contributes to internationalization but at the same time is affected by it. In Turkish case also, most of the higher education institutions give huge work load related with internationalization without any incentives. In other words, due to normative isomorphism, Turkish academicians are under pressure to be involved in more and more international activities. In other words, the norms of the profession are also changing due to pressure from internationalization policies in Turkey, as in other countries of the world.

Lastly, mimetic isomorphism cause Turkish higher education institutions to adopt internationalization policies just by imitating the other institutions in their environment and make ceremonial adaptations. For internationalization, Knight (2011) gave examples of myths that are embraced by most of the institutions in the world such as the more foreign students, the more institutional culture and curriculum; the more international university, the better is reputation; the more agreements, the more prestigious and attractive university; the more

international accreditation, the more internationalized university. All these myths are accepted by the stakeholders of most of the higher education institutions and defined as aims for their future plans. Similarly, in Turkish case, most of these myths were embraced by HEIs and implemented through mimetic isomorphism.

Meyer and Rowan (1977) argued that organizations living through isomorphism have two basic problems. First, technical demands for efficiency create conflicts in the efforts to adopt ceremonial rules. To give an example, myths from the environment necessities that the Turkish academicians should participate in international projects. However, the efficiency of the outputs of these projects on the academicians and universities are not taken into account. Therefore, ritual significance is more important than efficiency. Secondly, the ceremonial rules from different parts of the environment may conflict with one another. To give an example from internationalization practices in universities; American system and European system may have conflicting demand from Turkish universities. While Europeans system use European Credit Transfer System for recognition of studies in another country; American system does not recognize these credits.

To sum up, all these examples of isomorphism in terms of internationalization of Turkish higher education should be carefully examined. Implementations coming through coercive isomorphism brought similar standard procedures ignoring national and institutional differences and academicians as the main pioneers in universities may resist to them. In terms of normative isomorphism, the norms of the Turkish academicians' profession have been changed due to pressures coming through internationalization and academicians have to reach these norms in a competitive way. Lastly, mimetic isomorphism cause Turkish institutions to imitate the other institutions' implementations and adopt internationalization practices in a ceremonial way.

2.3 Neo-liberal Ideology and Education

Neo-liberalism is a specific economic philosophy and it is politically imposed discourse (Olssen & Peters, 2005). Since 1980's, neo-liberal ideology is dominating all areas of the life in almost every country in the world. In 1960's the welfare states were prevalent in the world which was cut up in 1970's with the economic recessions. As Hyslop-Margison and Sears (2006) defined welfare states accepts significant responsibility to supply its citizens' basic goods and services at necessary levels to eliminate the inequalities as much as possible. This supply is especially in fundamental areas such as education, health and housing. On the contrary, neo-liberal ideology let the market dictate and believes that all the citizens in the world would be better off in the long run which is called as "neo-liberal nirvana" (Hyslop-

Margison & Sears, 2006); which has not been reached yet. This idea of neo-liberalism is criticized that it didn't bring equality; contrary to this it caused to enlarge inequalities between the rich and poor.

At the end of 1980's, a series of economic and political developments have emerged in the world. Along with the leadership of Reagan in U.S.A and Thatcher in UK (Ercan, 2005); a change occurred in the world towards the marketization. This change has not been a country-specific one; on the contrary international actors such as World Bank has been offering the same neo-liberal policies to all countries (Önal, 2012). Similarly, Hyslop-Margison and Sears (2006) stated that under neo-liberal ideology nationally owned resources and services were routinely sold to private sector and the state's role is revised to create optimum condition for marketplace. Therefore, the effect of welfare state has diminished and state withdraw from the public services and let the market to serve in these services. Mostly education and health sectors were affected with these developments since these services had been mostly delivered by the state.

The effect of neo-liberal ideology on education is important for the aim of this paper. First of all, education transformed into a good to be consumed under neo-liberal ideology. Torres (2013) argued that under the neo-liberal ideology, education becomes a consumer good not an inherent right. Similarly, Önal (2012) argued that education has become a requirement for employability therefore the student was expected to pay for his/her education. Neo-liberal ideology views students as self- interested entrepreneurs seeking to maximize fiscal return (Hyslop-Margison & Sears, 2006) and this is possible through investing in themselves through education. Ercan (2005) criticized neo-liberal education policies which has a main idea of since education means for an individual to an additional earning after graduation, then the individual should pay for the cost of his/her education.

Furthermore, the standard implementations have been defined by developed countries and supra-national organizations. Enders (2006) explained that academic world is hierarchical and industrialized North set standards for the international science system. Similarly, Önal (2012) defined World Bank as the representative of the views of neo-liberal imperialism which develops policies for the whole countries. Ercan (2005) also stated that OECD and World Bank has an active role in the transformation of education in the framework of neo-liberal ideas through developing projects supported by both their experts and financial resources. Hyslop-Margison and Sears (2006) also claimed that "the leading and earliest international proponent of neo-liberal schooling reform was OECD and more recently WTO and World Bank have taken equally active interest in shaping international education policy" (pp. 12-13).

What is important to mention about all these policies; most of them are related with the commodification and standardization of educational practices. Standard exams organized by supra-national organizations for all countries' students is a critical example at that point. Hyslop-Margison and Sears (2006) mentioned that schools and teachers have become responsible for students' success in standardized tests by disregarding resource inequity and economic disparity. This is evident in PISA results in which the countries are ranked according to their students' success in a standardized test prepared by OECD and all of the students around the world were expected to be successful in the same test.

All these changes in the economic world cause a pressure on individuals to have more and more skills to survive in the competitive world. Ercan (2005) stated that every individual should have the necessary knowledge and qualification to compete in a neo-liberal system where education is seen as an investment to human capital. Similarly, Ward (2012) also stated that through neo-liberalism education was defined as less a public right or government responsibility; whereas it is an investment for students and students have the responsibility to choose best alternative.

Not only individuals have to invest in themselves for better future; but also higher education institutions should behave like private firms to reach economic resources for their main functions. As Edelstein and Douglass (2012) summarized calls for a more entrepreneurial university and increasing tendencies towards management practices based on business rules are too numerous to ignore. Knowledge has become an international good to be traded (Varghese, 2008) and universities acts like business firms to manage this trade.

2.3.1 The critique of Knowledge Economy and Human Capital

By accepting knowledge and education as good to be imported and exported, a new type of economy emerged with neo-liberal ideology in terms of education. As Spring (2009) stated the growth of worldwide educational discourses and institutions led to similar national educational agendas, particularly the concept that education should be viewed as an economic investment with the goal of developing human capital or better workers to promote economic growth. Since the main capital is knowledge, the market is looking for knowledgeable people and people invest in knowledge and economy. One of the most important reasons of the emergence of the knowledge economy is the increase in the access of knowledge through ICT. As Gürüz and Pak (2002) argued ICT revolution, along with a number of other factors has started to rapidly transform the industrial society into the knowledge society. As Castells (1998) stated people who cannot follow the constant updating of skills will fall behind in the competitive race in advanced capitalist societies during the industrial era; therefore education is the key quality of labor. Torres (2013) also stated that knowledge becomes a third productive

factor along with capital and labor. For that reason, nations started to give great importance to human capital and indirectly to universities. The strategies were developed to link the university education with the demands of the market. Opening more and more business administration departments and closing philosophy departments due to lack of demand is an example of that.

Since knowledge economy necessitates the institutions who produce knowledge; universities play an important role in this economy. Growth depends on human capital in knowledge economies and the growth potential of the knowledge economy depends on its capacity to produce or absorb knowledge; therefore higher education plays an important role in these economies (Varghese, 2008). Bok (2003) explained the reasons of increased commercialization activity in universities as decreased financial resources from the state, increase of entrepreneurial spirit after 1980's, competition and as the most important one knowledge-based economy.

The transformation into knowledge economy was mostly supported and accelerated by the policies and programs of supra-national organizations.

The most significant material change that underpins neoliberalism...is the rise in the importance of knowledge as capital ... modeled by world policy agencies such as IMF and World Bank....It is an account that universalizes policies and obscures country and regional differences (Olssen&Peters, 2005, p.330).

Ward (2012) mentioned that in 1990's knowledge economy was proliferated as an international policy flow and "cognitive capitalism" rose by World Bank, UNESCO, EU and OECD through transforming knowledge into an engine of economic development. All these supra-national organizations have developed educational policies which offer standard implementation for nation states and which in turn contribute to the acceleration of knowledge economy.

2.3.2 Neo-liberal Transformation in Higher Education

With the downfall of welfare states through neo-liberal ideology; governments have decreased their support for citizens' basic services such as education and health. Higher education was also deeply affected from that. Financial crisis of 1980's resulted in a reduction of public subsidies and a decline in investment in "unproductive" sectors, such as education (Varghese, 2008).

Neo-liberal ideology has affected the function of the universities in many ways. As Foskett (2012) suggested pressure towards global collaboration and competition; made universities develop strategies such as direct marketing and Currie (2004) mentioned that protecting traditional values against market forces is problematic for universities. He

explained that market forces are socially constructed by different ideologies and neo-liberal paradigm of market brings competition, managerialism, commodification of knowledge etc. Issues of public relations and promotion are becoming more significant since the survival of the higher education institution depends on market share (Oplatka & Hemsley-Brown, 2012).

Economic changes, especially the increase in the control of market over the funding is detrimental for scientific autonomy. Enders (2006) explained that through neo-liberalism, market is controlling the universities and academicians are increasingly asked to find their own funding. Due to the decrease in government funding, universities have become similar to corporations and scientific autonomy has decreased (Önal, 2012). Similarly, Hyslop-Margison and Sears (2006) stated that the reduction in public funding caused to intense competition between faculty for public and private funds and these grants are largely skewed towards areas and practices that pose little challenge to neo-liberal order. A system change has come through neo-liberalism and universities and academicians have to find their financial resources to survive. This causes academicians and universities to accept the research as a commercial issue and make research on the economically profitable areas.

The spread of neo-liberal ideology in the functions of higher education institutions caused different types of crisis in universities. Torres (2013) argued that neo-liberal policies cause three crises in universities: Firstly, the crisis of hegemony emerged since commercial knowledge became more important than all other types of knowledge. Secondly, the crisis of legitimacy emerged since the university diplomas became devaluated. Lastly, institutional crises emerged since the financial support by state has dramatically decreased. These determinations compose the three main outcomes of neo-liberal policies on higher education. Önal (2012) added that neo-liberalism has changes higher education role into giving the vocational skills of a worker in capitalist society. Similarly, Hyslop-Margison and Sears (2006) mentioned that even the purposes of education is defined by the labor market and the success of education is measured according to its ability to teach the necessary skills for the economic success. Ercan (2005) stated that due to neo-liberal education policies, the educational systems aimed to both be beneficial for the market and maximize individual interests and a big transformation in the decision-making authority from state to market.

All these developments along with increasing competition cause pressures over universities for internationalization (Luijten-Lub, 2007). Today's higher education system includes the concept of "entrepreneurial university" where competition is at the stage both for individuals and institutions due to huge financial problems. This explains why internationalization is indispensable in current higher education system. First of all, individuals find internationalization as a way to invest in themselves. Studying abroad,

knowing foreign language, participating in international activities are seen as investments of people in themselves for their future career. On the other hand, institutions are also in competition in their environment and they compete to earn more through registering more international student, getting more grants from supra-national organizations through opening English thought courses or promoting university more.

Academics in universities were also affected from these effects. Academics complain about universities which are turned into knowledge factories where academic ideals are routinely compromised for the sake of money (Bok, 2003) especially academics who have to find financial resources for their research feel this oppression. Torres (2013) stated that universities' historical efforts were developed to extend quality education for the majority of education. However neo-liberal educational model brings standards, hierarchies and new concepts such as "world-class universities". Therefore the erosion of history undermines organized forms of social solidarity. Güven (2002) stated that especially with the effect of neo-liberalism and competitive environment, caused academics to work like technocrats and their performance criteria were set on more work and production.

Similar developments were experienced in Turkish higher education. After the coup d'état in 1980, neo liberal transformation has started in Turkey (Önal 2012; Yücesan-Özdemir & Özdemir, 2012). Erdem (2012) stated that the welfare state policies have been changed after 1980's and liberal state policies replaced them; although the number of students have been increased, the share of higher education institutions from budget has decreased.

In 1981, the new law on higher education numbered 2547 was issued and Council of Higher Education was established. In 1982, a change in Turkish Constitutional Law has been made and foundation universities were allowed to be founded. With the Higher Education Law accepted in 1981 a more centralized structure was established in Turkish higher education system and private universities started to be founded (Üsdiken, Topaler & Koçak, 2013). First foundation university was founded in 1982 and state financial support to these universities is criticized by many politicians and academics (Mızıkacı, 2010). The land of the university was given by the state (Birder, 2012; Tekeli, 2010). As Birder (2012) stated although the reason of founding the foundation universities were explained that state universities hadn't the capacity to compete with other universities; the huge amount of economic investment made to foundation universities proves that it is a political choice for the government.

2.4 Internationalization of Turkish Higher Education

A country's unique history and culture effects its responses and relationships with other cultures (Qiang, 2003); and internationalization practices of higher education institutions are

affected by the country's specific characteristics. Therefore, it is important to analyze internationalization from one country's point of view.

Although internationalization in higher education have grown slowly out of medieval university in Western countries; it resulted from a substitution process imported from the West in Turkey (Barblan et. al., 2008).

The Ottomans completely missed out the Renaissance and Enlightenment Period (Barblan et al, 2008). All the reforms made during the Tanzimat period was oriented towards the West (Tekeli, 2010) and integration into Western world has been a determining driving force of higher education policies (Yağcı, 2010). Levent and Karaevli (2013) stated that the internationalization trend in education started in Turkish society during the Tanzimat reforms in the early 1800's; adding French courses to curriculum and opening Galatasaray High School were important indicators of this internationalization or Westernization process. Mızıkacı (2005) stated that in 1700 and 1800's new higher level schools, like Tıbbiye or Mülkiye were established based on French grand écoles which is also another indicator of internationalization. Military educational institutions also re-modeled in line with French grand-écoles (Barblan et. al., 2008; Gürüz, 2003; Şimşek, 2006).

Ottoman madrasa education has started to be transformed into a university education after the failure of Ottoman navy to by Russian army when Ottomans need a different type of higher education institution (Gürüz, 2003). In other words, Ottoman Empire became painfully aware of the consequences of intellectual knowledge (Barblan et al., 2008) after the failure of Ottoman navy. At the end of 1700's, with the aim of enhancing Ottoman army; engineering schools were established with French and English faculty and foreign academic material was translated in Ottoman language (Tekeli, 2010).

Mühendishane-i Bahri-i Hümayun (Imperial Naval College) was founded in 1773 (Doğramacı, 1989) and this was the first western type of higher education institution (Barblan et.al, 2008). Similarly, Erdem (2012) also stated that it is a very important beginning for the transformation of higher education since it is an important example of transferring from West instead of changing the existing one. In the second part of 19th century, Robert College was opened in Istanbul had programs along the lines of North American colleges (Doğramacı, 1989) and has later turned in Bogazici University (Gürüz, 2003). In 1835, first time in the history, 10 students were sent to England for their study (Tekeli, 2010).

Darülfünun was established in 1900 as a first model of the university with two foreign teachers and this number was increased to twenty in 1915 (Tekeli, 2010). Darülfünun was transformed to the first modern university of Turkey (Yağcı, 2010) which was founded in 1933

as a high-status public university based on Western Europe model, especially French and German (Mızıkacı, 2010).

The establishment of Turkish universities is different than the ones in Europe. Gürüz (2003) argued that Turkish higher education institutions were shaped by outside European influences (even directly copying from West) rather than internal dynamics and practices. Ottoman Empire did not have a deep tradition of higher education (Şimşek, 2006) and did not benefit from the Renaissance and the scientific revolution (Gürüz & Pak, 2002) therefore European models were adopted by establishing Turkish universities.

In 1931, Prof. Dr. Albert Malche from Geneva University was invited to advise government on academic matters (Barblan et al, 2008; Dođramacı, 1989) and prepared a report to plan educational reform. After this report, Istanbul University was founded in 1933 (Gürüz, 2003). Istanbul University was based on Western European style and it was the first modern university of Turkey (Dođramacı, 1989).

Kural (2004) argued that during the transformation of Darülfünün into Istanbul University; most of the existing faculty were eliminated and the new faculty who studied abroad and the German professors escaping from current political conditions of the country were hired. As Erdem (2012) mentioned in 1912, 20 German professors started to work in Darülfünün. Later, after the re-opening of Darülfünün as Istanbul University; 90 more German academicians were employed in Istanbul University (Tekeli, 2010) and a law was enacted which enables foreign scientists and scholars employed in universities with internationally competitive salaries (Barblan et al, 2008).

According to Dölen (2010) between 1933 and 1973, 96 international professors worked in Istanbul University and more than 35% of them worked for more than ten years. Similarly, Dođramacı (1989) also argued that the period of 1933 to 1946 was a golden age for universities in terms of research and post-graduate studies due to the great influx of European professors escaping from Nazi regime.

The higher education system in Turkey developed according to Humboldtian model in 1930's and with Anglo-Saxon influences in 1960's (Yađcı, 2010). After Istanbul University, Istanbul Technical University was founded in 1944 and Ankara University was founded in 1948 (Gürüz, 2003).

Although these universities were founded with a European tradition, the American system was adopted for the four new universities: Karadeniz Technical University (1955), Ege University (1955), Middle East Technical University (1956) and Atatürk University (1957) (Tekeli, 2010). In other words, although in the first universities of the Republic modeled

Continental European lines; after 1950, in Democrat Party Period, American influence started to penetrate the academic structure of Turkish higher education (Barblan et al, 2008). Şimşek (2006) also argued that in Democrat Party period, Turkey left the Continental model and was under the influence of American higher education model the four universities were based on that.

In 1956, Middle East Technical University was founded as a new type of university since it was established in cooperation with United States, the language of instruction is English and bachelor and master programs are separated (Üsdiken et al., 2013). METU was a typical state University which was governed by board of trustees and it developed very rapidly and was soon recognized internationally (Barblan et al., 2008).

Law numbered 2547 was enacted in 1981, after the coup d'état of 1980. According to that law, a doctoral degree and proficiency in a foreign language are required for faculty at entry level and promotions were made depended on publications (Barblan et al., 2008). Gürüz (2003) argued that with this law, Turkish higher education system was based on the basic values of Anglo-saxon system instead of continental Europe.

In 1983 with the law 2880, first private university, Bilkent University was founded. Moreover, 1995, first French-teaching university, Galatasaray University was founded. As a solution to faculty shortage, in 1987, Higher Education Council (HEC) had started to provide scholarship to research assistants to study abroad for their master or PhD degrees (Şimşek, 1999).

In 1990's, HEC restricted education in foreign language in Turkish universities and only five universities were allowed to do so namely METU, Boğaziçi, Galatasaray, Bilkent and Koç but later in in 2008 this rule has been changed and a great amount of universities started to give courses in foreign languages (Üsdiken et. al., 2013). Levent and Karaevli (2013) states that Turkey accepted international students as a policy area and Grand Student Project (Büyük Öğrenci Projesi) was started in the early 1990's as a reflection to this.

In 1997, a pilot project was started with Quality Assurance Agency with the financial support of World Bank; METU and Boğaziçi Universities imported evaluation and assessment procedures abroad such as ABET or EUA (Barblan et al, 2008).

Turkey participated in Erasmus program in 2003-2004 academic years through pilot projects and fully participated in 2004-2005 academic year, long after the beginning of the program. Although Turkey joined the Erasmus Program quite recently, the number of students participating in this program is continuously increasing every year. These numbers show that

both Turkish higher education institutions and Turkish students are very eager to participate in this program.

According to statistics published by European Commission (2016); for the academic years between 2007-2008 and 2013-2014; the rankings of institutions and countries for all Erasmus programs of student mobility, traineeship mobility and staff mobility are the following. The top five sending institutions are Anadolu University, Marmara University, Ege University, Ankara University and Hacettepe University. The top five receiving institutions are Marmara University, İstanbul University, Yeditepe University, Boğaziçi University and Istanbul Technical University. The top five sending countries are Germany, France, Poland, Italy and Netherlands. The top five receiving countries are Poland, Germany, Italy, Spain and Czech Republic.

The numbers of incoming and outgoing students and staff under the Erasmus program were given in Table 1 and Table 2. As the numbers in the tables show, there is an increase in the students and staff participated in the Erasmus program. Despite to increase in numbers, the number of outgoing students and staff is higher than the number of incoming students and staff. Among categories, student mobility and teaching staff mobility numbers are the highest ones for both outgoing and incoming students and staff. In other words, the numbers of students who participated in the traineeship program and the number of administrative personnel who participated in staff training program are relatively low.

Table 1. *Outgoing Erasmus students and staff numbers (from Turkey)*

Academic Year	Student Mobility	Placement Mobility	Staff Mobility for Teaching	Staff Mobility for Training
2004-2005	1142	0	339	0
2005-2006	2852	0	581	0
2006-2007	4438	0	1378	0
2007-2008	6274	845	1521	383
2008-2009	6920	874	1054	541
2009-2010	8016	742	1236	504
2010-2011	8993	1102	1505	654
2011-2012	10.268	1558	1854	785
2012-2013	12.356	2056	3107	1465
2013-2014	12.972	2112	3679	2172
Total	74.231	9289	16.254	6504

Source: Turkish National Agency (2015)

Table 2. *Incoming Erasmus students and staff numbers (to Turkey)*

Academic Year	Student Mobility	Placement Mobility	Staff Mobility for Teaching	Staff Mobility for Training
2004-2005	299	0	218	0
2005-2006	828	0	440	0
2006-2007	1321	0	666	0
2007-2008	1799	183	844	87
2008-2009	2360	298	1020	164
2009-2010	2899	437	1307	342
2010-2011	3784	504	1505	654
2011-2012	4557	712	1485	464
2012-2013	5262	883	1544	805
2013-2014	6212	1191	1716	1174
Total	29.321	4208	10.745	3690

Source: Turkish National Agency (2015)

Turkey became a member in the Bologna Process in 2001. The implementers of Bologna reforms in Turkey are HEC and Inter-University Council, National Team of Bologna Promoters and Bologna Coordination Commissions in every higher education institution. To evaluate the implementation of Bologna process in Turkey, the five reports (2003, 2005, 2007, 2009 and 2012) have been published (EHEA, 2015b), we can conclude that Turkey has moved forward in implementing Bologna reforms. Most of the reforms were taken up seriously by higher education institutions and were internalized. From Bologna reports, it should be concluded that the most problematic areas are the lack of national evaluation mechanism for quality assurance, the non-recognition of informal and non-formal learning and also obstacles to equity in access to higher education.

The national team of Bologna Experts started to work in 2004 to improve understanding of Bologna Process and increase commitments (Yağcı, 2010). The activities concerning the Bologna Process, especially ECTS (European Credit Transfer System) and Diploma Supplement implementations have been carried out by the universities under the

supervision of HEC. In 2005-2006 academic year, HEC obliged all Turkish Universities to give Diploma Supplement to all their graduates in addition to the formal diploma and to define ECTS credits for the courses.

In 2006, HEC established the Commission of Competencies in Higher Education to define the framework of competencies as an important part of the Bologna Process and National Qualifications Framework was announced in 2010. Again in 2006, Lisbon Convention was approved with the Law numbered 5463. In 2008, Bologna Coordination Commission (BEK) was established in every university (HEC, 2016). In 2010, to facilitate the acceptance of foreign students' central examination for foreign students has been abolished, decisions of recruitment were left to the individual universities.

Again in 2011, HEC had some decisions towards international competition and decided to establish programs like Study in Turkey, Türkiye scholarships, Mevlana. Besides, Turkish NARIC (National Academic Recognition Information Center) Office has been established also under the supervision of the HEC in April 2003 and it has been working with the assistance of approximately 20 personnel. In 2005, The Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK) was established and in 2006 all universities established their own Academic Assessment and Quality Improvement Boards (ADEK) (HEC, 2016)

Being accredited by international organizations is also on the agenda of Turkish universities. Until 2007, 43 engineering programs in 4 universities were accredited by American Board for Engineering and Technology; 7 universities have been evaluated by European Universities Association and in 2002, a national accreditation board namely Engineering Accreditation Board (MÜDEK) was established (Tekeli, 2010).

Internationalization of Turkish universities may be evaluated from different quantitative data such as number of incoming outgoing students or teaching staff. Although internationalization of higher education means the domination of this perspective to all domains of a higher education institution, mobility is the most concrete aspect in the implementation (Erdoğan, 2014). Turkey was a sending country until 2015 which sent more students that she received. However, according to UNESCO statistics (2015) the number of incoming students which is 48.183 of Turkey is higher than the number of outgoing students which is 44.652. The top five destinations in terms of outgoing students are U.S.A. (9962), Germany (5440), Bulgaria (3310), UK (3310) and Austria (2536). The top five countries of incoming students are Turkmenistan (6941), Azerbaijan (6901), Iran (4343), Afghanistan (2332) and Syria (1785). Although recently, the number of incoming international students have been increased due to refugees migrated in Turkey; the number of international students

who had chosen Turkey as a destination of study is still low. Most of the incoming students are from Middle East, the Caucasus, Central Asia and the Balkans and Turkish government support cooperation with regional countries on higher education level (Kondakci, 2010).

Moreover, the number of international teaching staff is very insufficient in Turkish universities. The number of foreign academic staff employed in Turkish universities is very low and mainly limited to some foundation universities and old state universities in big cities (Erdoğan, 2014). Most of the Turkish higher education institutions teach in Turkish and for that reason the need for international teaching staff is low in universities. Although the number of international teaching staff has increased to 2.800; this number is still low since it is equal to 1,9% of the total faculty members (Çetinsaya, 2014).

Along with the individual academicians' personal efforts to participate in international activities, institutions also found offices and departments to conduct internationalization practices. In Turkey, each university has founded an international relations office to deal with international students (Erdoğan, 2014). Although these international offices do not exist in the legal official institutional structure of the University, they work actively to conduct exchange of students and staff.

The head of Turkish Higher Education Council has published a report on the internationalization of higher education (Çetinsaya, 2014). In this report, he mentioned that "internationalization is inevitable process for Turkish higher education today and tomorrow; however this natural trend towards internationalization should be institutionalized and branded to make it permanent and sustainable, p.141". The report stated that one of the most important steps in terms of internationalization of Turkish higher education is abandoning Central Foreign Student Exam in 2010; which provides flexibility to universities while accepting international students. Moreover "Turkish Scholarship" schema provide an important opportunity and 13.000 students awarded this grant to study in Turkey. When the countries of the international students are analyzed it seems that most of the students are from the socially and culturally close countries such as Azerbaijan, Turkmenistan, Northern Cyprus, Iran, Germany, Greece, Bulgaria and Afghanistan; on the other hand, the report suggests that expanding the relationships in higher education to Asia, Africa and Latin America is a realizable strategy for Turkey.

Recently the 10th Development Plan of Turkey (2014-2018) includes strategic aims on Turkish higher education which includes to increase the international attraction of Turkish universities for international students and academic staff (The Ministry of Development, 2013). The plan also gives information about the Turkey's share from the total number of international students' as the following: The data show that the ratio was 0,54% and 0,64% in

2006 and 2010 respectively and the plan expects that it will increase to 0,76% and 1,50% in 2013 and 2018 respectively. Therefore, it is expected that the share of Turkish higher education institutions for the international students will increase in the next years. According to this plan, the share of Turkey in international student market will be %1,5. Ministry of Development prepared a report named as “Making Turkish Higher Education Attractive for International Students in the Framework of Internationalization of Higher Education” in 2015. In 2012, Presidency for Turks Abroad and Related Communities prepared “Strategy Document for Foreign Students” to define short, middle and long term targets of Turkey.

2.5 Summary of Literature Review

The analysis of the literature revealed that there are positive and negative approaches towards internationalization of higher education. Positive approaches focus on the advantageous outcomes coming through internationalization and accept the concept as contributing with multiple scientific approaches and international experiences for individuals. Different kinds on academic, economic, politic and socio-cultural rationales has been expressed for nations, institutions and individuals to be internationalized. The literature review on rationales showed that recently, economic rationales gained more prominence over the other rationales. This economic orientation of internationalization can be explained through the spread of neo-liberal ideology and knowledge economy in which the knowledge produced in universities is accepted as a good to be traded.

Negative approaches towards internationalization are mainly based on the critique of global neo-liberalism argued that global standard approaches designed for all educational systems is devised to change autonomous structure of universities to make them subservient to capitalist production relations. “One size fits all” approaches of developed countries and supra-national organizations and general economic tendencies suppress real academic issues and they diffused to nearly all administrative and academic processes of universities.

Yet, there is an inherent gap between the organizational and individual responses and problems of universities to adoption of internationalization policies and these “contribution” or “conflict” oriented explanations. Here, neo-institutional theory helps us to explain the responses of universities to these emergent internationalization trends. Higher education institutions observe their organizational environment and they adopt to the changes through resembling to other universities to be legitimate.

In fact, in terms Turkish modernization history, westernization and Europeanization of the higher education system either through accepting academicians from outside of imitating higher education systems of European countries were a primary choice for Turkish

state in early Republican era. Yet, later on, till foundation of Middle East Technical and Bogazici Universities with an American mandate; the higher education sector lost its international orientation. In 1980's and 1990's, government policies have been defined for developing relationships with strategic countries for foreign policy. In 2004, with the start of Erasmus Program in Turkish universities, Turkish Universities established international students and since then the number of incoming and outgoing students have been increased in short term mobility programs. Turkish universities participation in Erasmus Program and conformity with Bologna Process is a good example of isomorphism in neo-institutional theory, as a strategic response to their environment.

All the literature above give us a theoretical base to discuss the internationalization practices in Turkish universities. However, the current contributions as well as problems, conflicts and crises which are experienced in Turkish universities could not be revealed through the literature. For that reason, this study is needed to analyze these contributions and conflicts by using the above theoretical frameworks at multi-levels together.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology used in this study. It covers information about overall design of the study along with research questions, sample of the study, data collection instruments and method, trustworthiness as well as data analysis and limitation of the study.

3.1 Overall Design of the Study

The aim of the study is to investigate the nature of contributions and conflicts and also sources of conflict in higher education institutions between internationalization trends and institutional structures along with the individual orientations of academicians. In line with this aim, four state universities in Ankara were chosen as case studies and their administrators as well as academicians participated in the study. Four different interview schedules were used for four different target groups in these universities (see as appendices B-C-D-E). Interview schedules were prepared by the researcher through investigating the relevant literature on the subject. Expert opinion is taken before the pilot study for the developed schedule. Before the main study, the approval of the Ethics Committee in all four different universities were taken to be able to administer the data collection process (see appendix G).

The design of this study is a multiple case study, which is a qualitative inquiry method. The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin & Lincoln, 2005). In other words, qualitative design is used in this study to elaborate on the meanings, which can't be measured through quantitative research. Yin (2011) mentioned that qualitative research results can represent the meanings given to real-life events by the people who live them. In this study, academicians and administrators' experiences on internationalization in universities were analyzed through qualitative research to obtain in-depth information.

In this research, case study design was used as the main design of the study. Case study is "an empirical inquiry that investigates a contemporary phenomenon in depth and within the boundaries between phenomenon and context are not clearly evident" (Yin, 2009,

p.18). Patton (2002) defined case studies as involving organized data by specific cases for in-depth studies and comparison with the aim of gathering comprehensive and systematic information about each case of interest.

Among different case study designs; multiple case study was used and four universities investigated in this study were analyzed as four different cases. Merriam (1998) defined multiple case study as collecting and analyzing data from several cases and can be distinguished from the single case study that may have subcases embedded within.

Eisenhardt (1989) stated that multiple case studies may have three purposes: to replicate previous cases, to extend the emergent theory and to fill the theoretical categories. In this study, the multiple case design was chosen to contribute the existing theory. Moreover, Johnson and Christensen (2012) defined three advantages of multiple case study as the following: comparative type of study can be conducted for similarities and differences; they are more effective to test a theory; the results are more likely to be generalized than single case studies. In this study, rather than generalizability or theory testing; the main aim to use multiple case study is conduct a study with several cases to reveal similar results in cross case analysis and different results in within case analysis.

This research includes both within-case and cross-case analysis. Stake (2006) defined cross-case analysis as “quintain” and mentions that in multi-case studies, what is studied is similar and different functions or conditions about the cases to understand the quintain better. However, although the quintain gives common things for all cases; the individual cases have also special importance to find out specialties and dissimilarities. Therefore, both within-case and cross-case analysis were used in the design of this study.

3.2 Research Questions

The three main research questions of this study are the following:

-What are the contributions of internationalization for individual academics, higher education institutions and nations in academic, economic, politic and socio-cultural domains?

-What kinds of conflicts are experienced in academic, economic, politic, and socio-cultural domains by individuals, higher education institutions, and nations within the context of internationalization?

-Why does internationalization cause conflicts in academic, economic, politic, and socio-cultural domains as they are experienced by academics, universities, and nations?

According to Yin (2009) case study methodology is more convenient with explanatory “what” questions and “why” questions. In this study, there are two “what” questions which

were asked for explanatory reasons and also a “why” question which is dealing with “operational links” as defined by Yin (2009). Therefore, case study methodology is suitable for this kind of study.

3.3 The Context of the Study

This study is a multiple case study and it was conducted in four state universities in Ankara. Interviews were conducted with the academic and administrative staff members of these universities. They were asked about their views on the internationalization policies and practices in the university.

The cases of this study were chosen from Ankara since Ankara is the second highest rank city in Turkey in terms of number of higher education institutions, with 6 state and 13 foundation universities. Among them, the four state universities (namely Middle East Technical University, Hacettepe University, Gazi University and Ankara University) were chosen for mainly three reasons.

First of all, foundation universities were excluded in this study. There are also thirteen foundation universities in Ankara, however only the state universities were chosen as cases. The state universities were selected since they have similar institutional structures, in other words they have similar financial structures, personnel structures and administration structures. Therefore, having similar cases will help to reveal common results for this study. Moreover, since state universities are affected more by the state policies, they reflect better the conflict between national authorities and universities.

Secondly, among state universities the ones who were newly established were excluded. In other words, the other two universities that were not chosen (namely Yıldırım Beyazıt University and Ankara Sosyal Bilimler University) were newly established universities and it is difficult to observe the conflict between internationalization dynamics and institutional structures.

Thirdly, purposeful sampling methodology requires to select information-rich cases purposefully. In this study, one of the major aims is to reveal the conflicts and crises in the universities between the institutional structures and emergent dynamics of internationalization. These emergent dynamics have existed for the last three decades. Therefore, to reveal this conflict, the universities that will be investigated should be older than 30 years. The selected four universities were founded long time before the emergence of these dynamics. Therefore, it was accepted that these four universities were more information-rich cases than the youngest ones. In other words, it is expected to observe better the conflict in the

four state universities, which have been founded in the early years of Turkish Republic. Moreover, these four state universities are among the flagship universities in Turkey.

Other than interviews, documents collected during the interviews and from the related web sites were also used to analyze the data. Strategic plans, Annual Activity Reports, Brochures and other types of documents were used in the study to analyze the four universities. The summary of quantitative information obtained from document analysis is presented in Table 3.



Table 3. Descriptive information of four universities in case study

	Gazi University	Ankara University	Hacettepe University	METU
Year of Foundation	1929	1946	1967	1956
# of students	77860	65703	32664	29376
# of academic personnel	3980	4551	3632	2019
# of UG departments 100% English taught*	10/18	9/96	17/74	All
# of faculty	22	17	16	5
# of graduate school	7	13	14	5
# of conservatory	1	1	1	0
# of associate school	5	1	2	1
# of vocational school	8	10	6	1
#of hospital	2	3	4	0
# of campus	10	14	2	2
# of foreign student (2014-2015)	865	2685	1448	1883
# of foreign faculty (2015)	2	66	49	43
For 2014-2015 Academic Year:				
#Erasmus agreements	317	623	526	366
#Erasmus outgoing student	120	405	388	284
#Erasmus incoming student	38	70	98	134
#Mevlana/Exchange/Other Incoming student	40	4	23	75
#Mevlana/Exchange/OtherOutgoing student	19	4	2	37
#outgoing Erasmus placement student	28	169	104	68
#Erasmus/Mevlana outgoing personnel	129	93	40	28

Source: 2015 Annual Activity Report (Faaliyet Raporu) of four universities, official web sites of four universities.

* Number of departments in which the language of instruction is full English (Source: HEC Atlas Program for University Choices <https://yokatlas.yok.gov.tr/>)

3.3.1 Ankara University

Ankara University was founded in 1946 and introduces itself as “the first university of Republic of Turkey.” Ankara University was one of the first examples of Republican modern nationwide universities established just after the Republic itself. Although the official establishment of the University was in 1946, Faculty of Law was established in 1925; Higher Institute of Agriculture was established 1933; Faculty of Humanities was established in 1935 and Mekteb-i Mülkiye which had been training public administrators of the country since 1859 was moved under Ankara University in 1936. Ankara University had an important mission in building new Republic principles related with modernity, science and enlightenment. Currently, Ankara University has approximately 66.000 students and 4600 academicians; 17 Faculties and 13 Graduate Schools, 1 Conservatory and 3 Hospitals in 14 campuses.

In Ankara University, the language of instruction is mainly Turkish but nine departments use English as the main language of instruction. The University had not founded an International Office until Turkey participated in Erasmus Program. In 2004, with the launch of Erasmus program, to conduct international relations of the university European Union Educational Programs Office was founded. Today, there are four different office dealing with internationalization namely Foreign Relations and Internationalization Office, European Union Educational Programs Office, Mevlana Office and International Students’ Office.

According to quantitative data, among 66.000 students, 2685 are international and among 4600 academicians; 66 of them are international. Under the Erasmus Program, the University has 623 bilateral agreements, 405 outgoing and 70 incoming students. Under the other exchange programs including Mevlana, the University has only 4 incoming and 4 outgoing students. Ankara University sent 169 students for traineeship under the schema of exchange programs which is the highest number among four other universities.

3.3.2 Gazi University

Gazi University is one of the oldest state universities in Turkey which was founded in 1929. Right after the establishment of Turkish Republic, Secondary Teacher Training School and Civility Institute was founded in 1926 and the Institute got the pre-title of “Gazi” on its name in 1929. Later in 1976, it took the name of Gazi Institute of Education and the Institute was transformed to Gazi University in 1982. Although the roots of Gazi University go back to 1920’s; the official foundation date of the University is 1982. Currently, Gazi University has approximately 78.000 students and 4000 academicians; 22 Faculties and 7 Graduate Schools, 1 Conservatory and 3 Hospitals in 10 campuses.

In the university, medium of instruction is mainly Turkish however, ten departments are thought totally in English. In addition to that, statistics department and three faculties,

namely economics and administrative sciences, engineering and architecture; uses %30 English and %70 Turkish in their education system.

The University did not have an “international office” until the beginning of Erasmus Program in Turkey. Gazi University “Foreign Relations Office” was founded in 2003 with the launch of Erasmus program. The office conducted all international exchange programs until 2014 and Mevlana Office has been founded in 2013 due to launch of Mevlana Program by HEC. With the diversification of international programs, Gazi University Administration founded “Coordinatorship of International Programs, Quality Assurance and Rating (UPKA)” office with the sub-departments Quality Assurance and Rating Office, Erasmus+ Program Office, Mevlana Program Office, Joint Degree Programs and Education Statistics Office. Moreover, international projects are conducted by Centre of Project Coordination and Application. Lastly, a center was established to send teaching staff abroad, which has the name of “International Education Activities Application and Research Centre”.

According to quantitative data, among 78.000 students, 865 are international and among 4000 academicians only 2 of them are international. Under the Erasmus Program, the University has 317 bilateral agreements, 120 outgoing and 38 incoming students. Under the other exchange programs including Mevlana, the University has 40 incoming and 19 outgoing students. Gazi University sent 129 academic personnel abroad under the schema of exchange programs, which is the highest number among four universities.

3.3.3 Hacettepe University

The Chair of Child Health, which was accepted as the origin of Hacettepe University Medicine Faculty, was founded in 1954. Child Health Institute and Hacettepe Hospital started its services and education in 1958. The School of Nursing, The School of Medical Technology and the School of Physiology and Rehabilitation were established in 1961. Officially, the University was founded in 1967 by law numbered 892. Currently, Hacettepe University has approximately 33.000 students and 3600 academic staff; 16 faculties, 14 graduate schools, 1 conservatory, 4 hospitals in 2 campuses.

In Hacettepe University, the language of instruction is mainly Turkish, but in 17 departments, the education is given totally in English. European Union Office was founded in 2004 and Office for International Education and Collaboration was founded in August 2012. This new office includes Office of Farabi Exchange Program, Office of Scientific and Technological Collaboration, Office of International Students, Office of Mevlana Exchange Program, and Office of Protocols and Partnerships.

According to quantitative data, among approximately 33.000 students, 1448 are international and among 3600 academicians 49 are international. Under the Erasmus Program, the University has 526 bilateral agreements, 388 outgoing and 98 incoming students. It also sent 104 students for traineeship and 40 academic personnel in 2014-2015 academic year. Moreover, under the exchange programs other than Erasmus, the University sent 2 students and received 23 students.

3.3.4 Middle East Technical University (METU)

METU has been established with an international mandate in 1956. As its name “Middle East” states it was founded with the support of United States to serve to Middle East region. The first department was Department of Architecture and then the department of Mechanical Engineering was added to that. In 1957-1958 academic year the Faculties of Architecture, Engineering and Economic and Administrative Sciences were founded. Currently, METU has approximately 30.000 students and 2000 academic personnel in 5 faculties and 5 graduate schools in 2 campuses. METU also has a campus in Northern Cyprus but since its administration and structure is different than the main campus, Northern Cyprus Campus is not included in this study.

Şimşek (2006) stated that METU is one the universities that were founded after the Second World War in the alliance with USA. Moreover, the university has an important success in representing Turkey in international rankings. It is the only Turkish university which exist between the top 100 universities in World University Rankings in 2015. As an American oriented university and as a good implementer of European Union programs and projects, the interviews of the academicians in this university may reveal important results for the study.

According to quantitative data, among 30.000 students 1883 are international and among 2.000 academicians 43 are international. Although the numbers of international students and staff are still low comparing the Turkish ones; METU has the highest percentage in terms of international students and staff. Under the Erasmus Program, METU has 366 bilateral agreements, 284 outgoing and 134 incoming students. METU also sent 68 students for placement and 28 academic personnel under the exchange programs. METU has the highest number of students, which is 75, in terms of incoming students coming under the exchange programs other than Erasmus. This is mostly due to METU’s bilateral cooperation with non-European countries like USA, Canada, and Australia etc. which has started before the Erasmus Program.

In terms of language of instruction, METU is the only university in this study where medium of instruction is English. The first internationalization efforts of the university were

mainly American oriented. The Study Abroad Office was founded in 1991-1992 academic year with an American administrator and first exchange agreements were concluded with American universities. With the launch of European Union programs in 2004-2005 academic year, the agreements and collaboration with European universities have also started. Although the American system was based on the central office, European Union programs necessitates to be organized at departmental levels since the agreements and collaborations started to be organized on departmental levels. Therefore, departmental exchange coordinators were assigned.

3.4 Participants of the Study

Qualitative researchers usually work with small samples of people, nested in their context and studied in depth-unlike quantitative researchers who aim for larger numbers of context-stripped cases and seek statistical significance (Miles & Huberman, 1994). Although a definite number is not defined for the number of participants, Yin (2011) stated that in qualitative research the samples are likely to be chosen in a deliberate manner to select study units that yield the most relevant data.

As Eisenhardt (1989) defined in multiple case studies diverse organizations were purposefully selected for theoretical sampling. In other words, theoretical sampling in multiple case study means that the cases are selected because they are illuminating and extending relationships between constructs (Eisenhardt & Graebner, 2007). The results of case studies cannot be generalized to a population but instead they can be used for making analytic generalizations for these cases (Yıldırım & Simsek, 2016) therefore theoretical sampling is necessary in case studies.

In this study, purposeful sampling method was used as it is in most of the qualitative studies. As Patton (2002) stated purposeful sampling leads to get an in-depth understanding through selecting information-rich cases. Merriam (1998) also mentioned that in purposeful sampling, the researcher wants to discover, understand and gain insight and for that reason select a sample from which the most can be learned.

There are different methods of sampling under the general heading of purposeful sampling and maximum variation sampling is one of them. This sampling strategy aims at capturing and describing the central themes that cut across a great deal of variation; in other words, the core experiences and central, shared dimensions of a phenomenon (Patton 2002).

Maximum variation sampling method was used to determine the sample of the study. According to that, four different stakeholders of the internationalization practices in universities were included in the study. First group of participants are the academicians of the

university. Second group consists of the coordinators of International Relations Offices. Third group is the middle level managers namely vice deans or vice directors in graduate schools. Lastly, the fourth group of participants are the upper level managers namely vice rectors or assistants to the rector who are responsible for the internationalization practices in universities. Patton (2002) stated that two kinds of findings are available through maximum variation sampling: one is detailed descriptions of each case which are useful for documenting uniqueness; and the other is important shared patterns that cut across cases which have their significance from having emerged out of heterogeneity. Therefore, the results reveal both the individual cases' views and also the shared patterns emerged from their unique answers.

The participants of the study were selected according to the criteria defined at the beginning of the study. For upper-level administrators, the Assistant to the President or Vice-President responsible for international affairs were invited to participate in the study. Although for Gazi, Hacettepe and Ankara University, only one upper-level administrator is responsible for international affairs; at METU since there were two upper-level administrators; two of them participated in the study.

For middle-level administrators, first criteria are being dean or vice-dean responsible for the international affairs of that faculty. Since the number of middle-level administrators is high; the information-rich cases who are more directly involved in the processes were asked to the international offices of the universities. Then, the interviews were concluded with the ones who accept to participate in the study. In Gazi University, the vice-director of Banking and Insurance Vocational School and the dean of Architecture Faculty participated in the study. In Ankara University, the dean of Agricultural Engineering Faculty and the vice-dean of Veterinary Faculty were participated. In Hacettepe University, the dean of Administrative and Economic Sciences and Faculty and the vice-dean of Arts and Science Faculty were included in the study. From METU, the vice-dean of Engineering Faculty and the vice-dean of Arts and Sciences Faculty became a part of the study.

For international office administrators, the managers of International Relations Office, Bologna Coordination Office or SUNY program office were included in the study. In Gazi University, the institutional coordinator of Erasmus Program and the coordinator of International Relations Office participated in the study. In Ankara University, the institutional coordinator of Erasmus Program and the coordinator of Mevlana program were participated. In Hacettepe University, the coordinator of European Union Programs Office and vice-director of Bologna Coordination Office were accepted to take part in the study. Lastly, at METU, the coordinator of International Cooperations Office, the director of Student Development Office

which conducts Bologna Process and the coordinator of SUNY programs Office were participated in the study.

Lastly, five or six academicians from four different universities participated in the study. While selecting these academicians, the following criteria were used. First of all, the managers of international offices participated in the study were asked about information-rich cases and some suggestions were taken from them. These academicians were invited to the study and the ones who are willing to participate in the study were included. Moreover, the departmental Erasmus coordinators were asked to participate in the study and some of them accepted to take part in. Lastly, the variation in the departments were the last criteria and to ensure maximum variation academicians from different departments were included in the study. In total twenty-two academicians from seventeen different departments were included in the study. Among them, thirteen of the academicians currently work or worked in recent years as the Erasmus coordinator of their department.

The detailed information on the descriptive information of participants were given in Table 4 and Appendix F. In this study, there are four groups of participants namely upper level administrators, middle level administrators, international office administrators and academicians. There are 44 participants in the study from four different universities. Among them 5 of them are upper level managers; 8 of them were middle-level managers; 9 of them were international office managers and 22 of them were academicians. In terms of gender, half of them are male and half of them are female. According to titles professors were the majority, more than half of the participants have professor title. Other than professors, 5 participants are assistant professors, 8 of them are associate professors, 4 of them have only PhD, one of them is expert and one of them is lecturer. According to their year of experience, average year of working for participants is 19,5 as academicians. According to their work experience in the administration, among 19 administrators, 10 of them have administration experience for 4 years or more.

Among 44 participants, 32 of them have studied abroad. 12 of them studied only for their PhD and 8 of them studied for only post-doc research. 13 of them studied in U.S.A. and 10 of them studied in UK.

From Ankara University one upper-level administrator, 2 middle-level administrators, 2 international office administrators and 6 academicians participated in the study. From Gazi University one upper-level administrator, 2 middle-level administrators, 2 international office administrators and 5 academicians participated in the study. From Hacettepe University one upper-level administrator, 2 middle-level administrators, 2 international office administrators and 5 academicians participated in the study. Lastly, from Middle East Technical University

2 upper-level administrators, 2 middle-level administrators, 3 international office administrators and 6 academicians participated in the study.

In the study, academicians were from various departments of the University. Moreover, upper administrators, middle administrators and some of the office administrators were academicians and they were affiliated with academic departments in their university. According to descriptive information, the departments of the participants are public administration (5), pharmacy (4), English language teaching (2), architecture (2), educational sciences (2), agricultural engineering (1), banking and insurance (1), computer education and instructional technologies (1), dentistry (1), electrics and electronics engineering (1), environmental engineering (1), geography (1), geomatic engineering (1), industrial design (1), law (1), nursery (1), physics education (1), political science (1), civil engineering (1) and sociology (1).

Table 4. *Descriptive information on participants of the study*

	Category	Gazi Univ.	Ankara Univ.	Hacettepe Univ.	METU
Gender	Male	5	6	6	4
	Female	5	5	4	9
Group	Upper-level Adm.	1	1	1	2
	Middle-level Adm.	2	2	2	2
	Office Adm.	2	2	2	3
	Academician	5	6	5	6
Title	Professor	6	8	3	8
	Associate Prof.	2	2	4	0
	Assistant Prof.	0	0	2	3
	Doctor (PhD)	1	1	1	1
	Expert	1	0	0	0
	Lecturer	0	0	0	1
Work Experience as Academician	More than 25 years	0	4	2	5
	20-24 years	3	3	2	2
	15-19 years	3	3	2	1
	10-14 years	0	0	2	2
	5-9 years	3	0	1	2
	1-4 years	0	0	0	0
Experience of Studying Abroad	Only PhD	0	5	4	3
	Only Post-doc	4	2	1	1
	Master & PhD	2	0	1	3
	Master	0	1	0	0
	PhD & Post-doc	0	0	0	1
	Bachelor&Post-doc	0	0	0	1
	Master&PhD&Post-doc	0	0	0	1
	Elementary Educ.	0	0	0	1
Countries They Studied Abroad	U.S.A.	3	0	3	5
	U.K.	2	3	2	1
They Studied Abroad	Canada	0	1	0	3
	South Korea	0	1	0	0
	Germany	1	0	0	0
	Belgium	0	1	0	0
	Spain	0	0	1	0

Table 4 (cont'd).

U.S.A. & Canada	0	0	0	1
U.S.A. & Greece	0	1	0	0
U.S.A. & U.K.	0	0	0	1
U.K. & The Netherlands	0	1	0	0

3.5 Data Collection Instruments

The data was collected through three different ways namely semi-structure interviews, written documents collected during or after the interviews and field notes taken during the interviews. As Patton (1990) explains collecting data from different sources leads to “data triangulation” and helps to reduce bias on the analysis of the results and strengthen the reliability of the research.

3.5.1 *Semi-structured Interviews*

In this study, semi-structure interviews were used as the main data collection instrument. Eisenhardt and Graebner (2007) stated that interviews are the key approach is using numerous and highly knowledgeable informants from diverse perspectives such as organizational actors from different hierarchies. As Barbour (2008) stated one-to-one semi-structured interviews are possibly, the most commonly used qualitative method and have become almost the “gold standard” approach. Through interview, the researcher collect more convenient data since the quality will be high comparing with the other qualitative methods. Interviewing method allows the researcher to enter into the other person’s perspective and to find out things that we can’t directly observe (Patton, 2002). Similarly, Yin (2009) stated that interviews are an essential source for case studies since these studies are mostly about human affairs. Merriam (1998) also mentioned that interviewing is the best technique when conducting intensive case studies of a few selected individuals.

Since all of the questions were related with the concept of internationalization, this concept has been explained in written form and verbally before each interview to avoid misunderstanding. Internationalization may have many different meanings for different people. To avoid this confusion, a comprehensive definition of internationalization was written by the researcher by taking literature into account. Then, this definition was written on the first page of interview; it was both sent by e-mail to participants and also it was read to all participants before the interviews.

Since there are four different groups of participants in this study, four different interview questions were developed for each group of participants. Interview questions for different groups were given in Appendix B, Appendix C, Appendix D and Appendix E. The

questions were developed through an intensive literature review. The questions were revised by the thesis supervisor for three times before final versions were defined. Then, an experienced researcher on qualitative studies gave feedback on all the questions on four different level. The questions were revised according to this feedback. Next, each of the question groups were applied to one upper administrator, one middle administrator, one office administrator and one academician as the pilot study. The interviews were transcribed and none of the items has been changed after the pilot study and the same questions were used in the main study.

In the first part of the questionnaire, six questions have been asked for the purpose of descriptive information. These questions are gender, department, title, duration of work experience as academician, duration of work experience as administrator and the experience of studying abroad. The duration of work experience as administrator was only asked to upper, middle and office administrators. Moreover, for the experience of studying abroad, the participants were asked in which level of education they had such an experience and in which country.

In the last part of the interview, an open-ended question was asked to all participants. Open-ended questions let the researcher to see the world through the eyes of the respondents and to capture the points of view of other people (Patton, 2002). For that reason, an open-ended question was asked at the end of each interview to learn whether the participant had anything to add about the subject. All the answers of open-ended questions were also included in the analysis of data.

3.5.2 Documents

In addition to interviews, documents collected during the interviews and from the related web sites. Strategic plans, Annual Activity Reports, Brochures and other types of documents were used in the study.

Other than information provided by Annual Activity Reports, web sites, brochures and documents, the strategic plans of four universities were also examined. The growth of strategic management in universities – an increasing trend in institutions in the industrialized countries- has had the effect of permanently opening up for review the institutional approach to international collaboration (Skilbeck & Connell, 1996). Institutions' policies on internationalization have a direct impact on the degree of the internationalization in that institution. Childress (2009) proposed that institutions need to prepare an internationalization plan which considers the diversity of internal and external stakeholders and acts as a road map to provide a coherent direction for institutional priorities is important. The strategic plan of the

universities is one of the documents that gives an impression on the internationalization policies of the universities.

Some of these documents were collected by the researcher through the visits to the universities for the purpose of interviews and some of the documents were reached through web site analysis. Since all the interviews were conducted by the researcher, at the end of each interview there was a chance to ask about documents related with the internationalization of the university.

3.6 Data Collection Procedure

Yıldırım and Simsek (2016) defined seven steps for case studies namely developing research questions, developing sub research questions, defining the level of analysis, defining the cases that will be studied, collecting data, analyzing data and reporting the analysis. In this study, this sequence was followed by the researcher. In the process of data collection, the source of data was used as interviews and documents.

Before collecting data through interviews, a pilot study was conducted before the main study. The study was conducted with one upper level administrator, one middle level administrator, one international cooperation office coordinator and one academician from Middle East Technical University. However, after the analysis of pilot interviews; the pilot study showed that all the questions were well designed and understood by the participants. For that reason, the questions and structure of the interviews were not changed and the four interviews of the pilot study were included into the analysis of the main study.

An e-mail schema for invitation to study has been prepared. Then invitations have been sent firstly to international office administrators. Through this method, a general information about the administration of internationalization in the universities has been analyzed. Then invitations have been sent to other participants and reminder e-mails or telephone calls were used to invite them to participate in the study. All the interviews were conducted between May 1, 2015 and September 2, 2015. All the interviews were conducted by the researcher and in the office where the interviewee works. Before the interviews, the interview questions and “informed consent” form has been sent by e-mail so that the participant knew what questions would be asked during the meeting. Before the start of the interview, an explanation has been made about the study and the permission has been asked to record the interview with a tape recorder for further analysis. Moreover, the informed consent form (see Appendix A) has been signed by all participants before the interview took place. All of the participants accepted be audio-recorded during the interviews.

Secondly, document analysis was concluded on the written documents of the universities such as institutional web sites, strategic plan documents, annual report of activities (faaliyet raporları) and brochures. Strategic plans and activity reports were reached through the official internet web page of the universities and other documents and brochure were collected during the interviews.

3.7 Data Analysis

Yıldırım and Simsek (2016) defined five levels in conducting data analysis in qualitative studies: coding the data, constituting the themes, organizing data in terms of codes and themes, commenting the results and reporting the results.

The data was analyzed through content analysis by following the steps mentioned above. After the data collection procedure, the researcher transcribed the interviews verbatim. The researcher transcribed the data by herself to be closer to the data. All of the transcriptions were sent separately to the participant by e-mail and their approval were received for transcriptions. Some participants changed some words or sentences and new versions of these transcriptions were included in the study.

After several readings of the transcriptions, the researcher started to code when the researcher felt that she is familiar with the data. As Yıldırım and Simsek (2016) mentioned in the step of coding, the researcher examines the data and tries to separate the data into meaningful sections to find out the meaning of each section. The authors also mentioned that these sections can be either a word, sentence or a paragraph.

Similarly, in this research, the data were examined by researchers and codes were defined after a detailed study on interviews. Coding was noted for every interview and then commonalities between the coding of the different interviews were explored and initial code list has emerged. In the initial code list, codes were named by the researcher according to their meanings. For the initial code list expert opinion is taken by the advisor of this study.

The second step of content analysis is defining themes which collect similar codes under some headings to categorize them (Yıldırım & Simsek, 2016). In this study, also the themes were defined from the codes as the second step. In this process, the research questions guided the researcher to find relevant codes and themes.

After organizing data under the themes and codes; the next step was commenting the results and reporting the data. The researcher carefully organized the data under themes and commented them before reporting. Then, the results were reported by the researcher. Results of the study supported with the quotations from the interviews to enrich the end product.

Other than interviews, documents collected during the study were also analyzed through content analysis. The researcher carefully read all written documents such as strategic plans, activity reports and brochures and information documents and then made a content analysis to reveal the parts related with internationalization and other main subjects of this study.

As Merriam (1998) explains, in a multiple-case study there are two stages of analysis: within-case analysis where each case is treated as comprehensive case in and out of itself; and cross-case analysis where general explanations and abstractions which fits to all cases are made. In this study, firstly, the interviews and documents for each case have been analyzed and each case were reported separately in the within-case section. Then, all the interviews and documents were analyzed together to have themes that fit for all cases through cross-case analysis. All steps of data analysis and coding procedures were supervised by thesis advisor.

3.8 Trustworthiness

According to Lincoln and Guba (1985) trustworthiness is needed to persuade the audience that the findings of an inquiry are worth to pay attention in terms of arguments, criteria and research questions. Trustworthiness concept is related with the validity and reliability of the study. Leung (2015) defines validity and reliability in qualitative research as follows: Validity is related with the appropriateness of the tools, processes and data including research questions, methodology, sampling and data analysis which are appropriate to desired outcome and context. On the other hand, reliability is related with the exact replicability of the processes and results; but a margin of variability is tolerated in qualitative research. Creswell (1998) defined seven measures to check the trustworthiness of a study:

a) Prolonged engagement and persistent observation: The researcher had full access to research site for the study. Before the study, applications will be made to each university's ethical commission and approvals were taken for four university. The ethical approvals were given in Appendix G. Moreover, according to Creswell (1998) prolonged engagement and persistent observation was needed for building trust with participants, learning their culture and checking misinformation. Similarly, Yıldırım and Simsek (2016) concluded that increasing the interaction duration between the researcher and the cases might help to enlarge the observations and is especially useful to find the saturating point. Since the study was not a longitudinal one, the researcher collected the data in short period of time and since all the data was collected by only one person; the researcher had a chance to establish a good rapport with participants. In this study, the researcher sent an e-mail before the interview. In the e-mail, the objective of the study and interview questions were sent to build trust in participants. Informed

consent also sent in this e-mail which explains that the results would be only used for the scientific purposes. In addition to that, in the beginning of interviews, the participants were told that they had the right to not answer the questions if they don't prefer to do so. Furthermore, the data collection procedure took approximately four and half month and the researcher spent long time in these four universities during the data collection process.

b) Triangulation: Yin (2009) offered to use multiple source of evidence to confirm construct validity in case studies. In this study, the data was collected from four different sections of the universities. Moreover, the data collected through interviews were supported with written documents. Patton (2002) stated that triangulation strengthens a study by combining methods and in this study the analysis of the interviews will be supported by the documents analysis method through strategic plans and web sites. The researcher, herself, visited all the universities under the study and conducted all the interviews herself. Beside the interviews representing different levels in the universities, all the documents in the office and found on website were analyzed and evaluated together with the interviews.

c) Peer review, debriefing or external audit: Before the pilot project, developed interview questions were examined by an external auditor researcher. Moreover, all of the interviews were audio recorded to catch every expression of the participants in the transcription process. All steps of this research such as developing the data collection instrument, sampling, data collection and data analysis were observed and evaluated by the supervisor of this study, who is an Associate Professor in the department of Educational Sciences in Middle East Technical University.

d) Rich and thick description: According to Cresswell (1998) rich and thick descriptions are important for transferability. In this study, rich and thick descriptions and detailed information were made to give detailed information to the audience so that they could use them in other studies.

e) Members' check: Transcriptions were made by the researcher herself based on audio-records in a correct way without losing any data. After the transcription of the interviews were completed, all of the transcriptions were sent back to the participants to check accuracy of findings. All the feedbacks and confirmations given by participants were included in the data analysis process.

f) Negative case analysis: This study did not have any hypothesis and for that reason negative case analysis could not be used in this study.

g) Clarifying the researcher's bias: The researcher has been working as an expert in International Cooperations Office of Middle East Technical University. The position of the researcher as working in one of the universities under the study may cause a bias and this limitation has been explained in section 3.9. of this paper. On the other hand,

methodologically, the researcher used all the methods mentioned above to conduct the research process objectively. To avoid any bias, apart from colleagues in the International Cooperations office, other interviewees were selected among people who had little or no contact with the researcher before.

3.9 Limitations

There are some limitations worth mentioning. First of all, the study was conducted in four state universities of Turkey. The number of universities in Turkey has reached to 193 (HEC, 2015), however only four state universities explored as case studies. Although generalization is not a main aim in qualitative studies; further studies are needed to explore more results. More studies should be conducted in the other cities of Turkey to reveal different conflicts. Moreover, further studies are needed to reveal the conflicts in foundation universities.

Secondly, the researcher works in the International Cooperations Office of METU and the researcher knew some of the interviewees personally before the interviews. Since, some of these academicians and administrators have been involved in internationalization practices of METU, or participated in mobility programs and hence had contact with the researcher in many occasions. Therefore, their view on internationalization might bear some impressions of their contact with the researcher. This may cause to researcher bias while exploring the results of the interviews.

Thirdly, this study included only academicians and also administrators in the universities. Therefore, other stakeholders of the universities namely students, administrative personnel, parents etc. are not included in this study.

Fourthly, the study conducted in Ankara city. However, other Turkish universities especially in small and less developed cities of Turkey may have other different conflicts due to internationalization and this study does not include them.

CHAPTER 4

RESULTS

According to Yin (2009) multiple case studies' results can be reported in different ways and in this study, the results are reported in "multiple-case version of the classic single case" (p.170). Hence, the results section contains both individual cases through within case analysis and multiple narratives through cross-case analysis.

This section constitutes two major parts. In the first part of this section, the results of the within-case analysis on each of the four cases are reported under different sub-sections. In the second part, cross-case analysis results are presented.

4.1 Within Case Findings

Before analyzing cross case analysis to reveal the results that are found in crossing cases; the four universities were analyzed as a single case. Regardless of how informative cross-case evidence might be, one is unlikely to be satisfied until having within-case evidence (Gerring, 2007), for that reason within case results are analyzed.

4.1.1 Ankara University

Internationalization has been embraced by most of the members in Ankara University. During the interviews, it was stated that internationalization is one of the strategic priorities of the University. The upper administrator stated that one of the priorities in internationalization was attracting more international students and how they were changing the current structure of education through changing Turkish-teaching departments to English-teaching ones.

We are highly caring about internationalization. From the point of our Rector, we try to give acceleration to it. On student scale, our prior aim is attracting more international students. To manage this, we are working on increasing suitable education opportunities like 100% English-taught programs (uluslararasılaşmayı özellikle önemsiyoruz. Rektör bey açısından, daha büyük ivme kazandırmaya çalışıyoruz. İşte öğrenci boyutunda öncelikli ilk hedefimiz yabancı öğrenciyi daha fazla çekebilmek. Bunu çekebilmek için mümkün olduğunca cazip eğitim imkânları, yüzde yüz İngilizce programlar gibi, açmaya çalışıyoruz) – INT II –

All the office administrators participated in the study pointed out that upper administration had full support towards internationalization. They all mentioned that the vision of the Rector himself was very positive towards internationalization and he even hosted international visitors in his office. Office administrators also expressed that the upper administration founded a new office for internationalization and they analyze the implications of other universities to understand why some universities attracted more international students.

During the document analysis, strategic plan of the University was also analyzed. Ankara University Strategic Plan was prepared for 2014-2018. The main aims related with internationalization are supporting international student exchange programs, increasing the number of international students and more cooperation with international organizations. The main strategies are organizing international congresses; restructuring educational programs in terms of international standards; supplying scholarship and online learning opportunities for international students; supporting faculty an online language support for their international publication; increasing international students on graduate level; developing students' foreign language skills; increasing programs thought in a foreign language; and more promotional activities for international students. In this plan, "international exchange programs" and "potentiality of international cooperation" were defined as opportunity in SWOT analysis.

4.1.1.1 Contributions of Internationalization

The research has shown that the most visible academic contribution of internationalization for Ankara University is the changes made in the language of instruction. An office administrator explained that their method for changing education in Turkish was opening the English version of the same department and they opened seven English taught departments along with their Turkish taught ones. The upper administrator also explained that they lost some international students through forcing them to learn Turkish in their first year in TOMER and then study in the University; for that reason, they decided to open English-taught departments.

A middle administrator expressed that Ankara University was weak in terms of European scientific and research projects; however, the strength of the University is European study and traineeship programs. In parallel with that statement, when exchange programs were asked, most of the participants gave positive feedback about the Erasmus Program. They stated that they found the Program important since it gave their students the chance to get experience abroad.

An office administrator explained that they were working to increase the number of Erasmus agreements not only through proposals from other universities but also through proposing to good-quality universities. The upper administrator stated that international

visitors came to the laboratories of the University and they proposed them many kinds of international collaboration.

Moreover, Ankara University is giving special importance to administrative staff and traineeship mobility. An office administrator stated that the University had awarded a prize for sending high number of administrative staff ranging from secretaries to technicians of the institution. She also stated that the University is the one who sent highest number of students to traineeship abroad in the last 2-3 years.

The office administrators explained that one of the most important advantages of the University is Faculty of Languages, History and Geography. The faculty includes many language departments such as German, American, Spanish, Italian, Greek, Japan, Korean, Indian, Hungarian, Dutch and mostly these departments were participated in exchange programs. They mentioned that these departments even concluded bilateral agreements with other university and a class of 40 students went to study abroad in recent years.

Ankara University had special ties with African students and during the interviews many participants told about African students they had received. An academician stated that Turkish government urged the University to receive African students by giving special scholarship to them. Another academician expressed that high number of students accepted from Africa with the dream of "Ottoman Geography". One academic staff expressed the reason of inviting African students in the following way:

The selected students are mostly the children of wealthy families, the aim behind that was establishing a political relationship between Turkey and African countries. (İşte bizim bunun arkasındaki amaç da ileride bu öğrenciler döndükleri zaman ülkelerine zaten, zaten gelen seçilen öğrenciler genellikle de varlıklı önemli ailelerin çocukları falan oluyordu. ...Yani şey böyle hani ileride de kendi ülkelerine döndükleri zaman politik açıdan Türkiye ile Afrika ülkeleri arasında mesela böyle bir bağın kurulması açısından) – INT G7 –

Concerning Bologna Process, positive outcomes were only cited three times during all of the interviews by Ankara University participants. One academician stated that implementations through this process made him think about his own course. Moreover, one office administrator stated that preparing syllabuses through this process were new for this university since there were no such tradition before.

An academician stated that how this obligation of international publication was important in his department. He mentioned that although his department was the second largest one in Turkey, there were no academicians who had international publication until 2005. When it became obligatory for all academicians, everyone did an international publication until 2008 or they left the job.

The upper administrator stated that they had a policy of encouragement of international publications in all scientific areas; they revised their policy through more and more incentives for that. About the additional financial payments for international publications, Ankara University academicians are more content than the other participants. Five of the six academicians from Ankara University stated that they were satisfied with the financial support for international publications. The upper administrator of this University that the Rector himself made efforts to increase this support to double. They all explained that if an academician did an international publication, they got financial support for participating an international meeting and the support depended on the impact factor of the journal. The upper administrator stated that the Rector's vision was to send academicians to international meetings for three-four times in a year, depended on their international publications.

4.1.1.2 Conflicts due to Internationalization

An academician expressed that teaching staff in Ankara University had two barriers for internationalization: one is language barrier and the other one is nationalistic vision that resists to globalist vision. Similarly, a middle administrator confirmed that most of the teaching staff did not know a foreign language or had basic knowledge which they used for following publications. Moreover, an office administrator explained that since the University is a rooted one, it was not easy to change its traditional structure. Another academician stated that there was not a bottom-up structure for internationalization, mostly upper administration asked for that.

During the interviews, it was shown that some departments had more problems in internationalization than the others. In Ankara University, academicians from geography and law departments mentioned this due to their nationalistic curriculum. Moreover, office administrators stated that the departments of science and health are more open to changes coming with internationalization than social sciences' departments. Academicians mentioned that some subject areas have their own tradition of science and it is so difficult to change this tradition with the new requirements of internationalization. The main problem is expecting the same requirements like international publication in citation index journals, participating in international projects etc. from all departments and academicians without taking their specific cases in to account. Academicians expressed the incompatibility that they experienced in internationalization practices due to their subject area. One teaching staff from law department reflected this conflict in this way:

...In Turkey, very few teaching staff in law know a good level of English since the research language in law is not English but German, French or Italian; my area's language is German because we exported our laws from Switzerland. I can't make research without knowing German for this reason very few people know English on

the level that they can write. It is almost impossible to ask these persons to make publication in citation index or any international journal (...çok az hukukçu Türkiye’de bu düzeyde İngilizce bilir çünkü hukukta araştırma dili İngilizce değil daha ziyade Almanca, Fransızca ve İtalyancadır, benim alanımın dili Almancadır çünkü kanunlarımız İsviçre’denir. Ben Almanca bilmeden araştırma yapamam o yüzden İngilizce bu düzeyde yazı yazabilecek düzeyde bilmek gerçekten çok az kişide karşımıza çıkar. Bu kişilerden de sen git hani citation indeksi de geçtim yurt dışında İngilizce yayın yap demek imkansız istemek gibi bir şeydir) – INT J3 –

The participants mentioned that since the language of education is Turkish, European students did not want to study one year Turkish before their main study but African, Asian or Middle Eastern students accepted to do that. However, even they learnt one year Turkish, since the courses were conducted in 300-400 people lecture rooms, they did not understand well. Some faculties, such as Political Science Faculty, offers courses in English; and other departments directed their incoming students to take these courses without taking their subject area into account.

Most of the participants stated that nearly all international students come from Africa, Middle East, Asia, Turkic Republics and Erasmus students were mostly from Poland.

When incoming teaching staff were asked most of the interviewees stated that they had no experience with international teaching staff. An office administrator mentioned that incoming teaching staff mostly came to language departments and they stayed in the University for shorter periods. Participant also mentioned that the University had not a guest house for incoming teaching staff.

Negative attitude towards Bologna Process were mentioned by many participants in Ankara University. First of all, participants explained that this process was stayed on paper and was not internalized in the University. They even claimed that since the Process was implemented without explaining its benefits, everybody did it since it was compulsory by copying from the others. Five participants from this university stated that they found it as drudgery. One academician stated that this Process is a kind of “McDonaldization” and some others stated that academic societies were capable to define their own internal processes therefore it was not acceptable to offer the same thing to different universities.

Some academicians depicted three negative views about this Erasmus Program. Firstly, one academician mentioned that the Program did not lead to any scientific outcome such as publication. Secondly, one academician stated that incoming students had not any academic contribution since they could only attend to the courses taught in English. Lastly, one academician mentioned that due to incompetency between curriculum, the courses that students took abroad were not recognized in Ankara University. For Mevlana Program, five academicians from this University stated that they did not know what Mevlana Program was.

Moreover, one academician mentioned that turning our way to East would not bring any benefit to the University.

Participants also mentioned that the University had institutionalization problems for internationalization. One academician stated that he had to apply for identity cards for each Erasmus incoming students and he complained that the University had not institutionalized administrative processes for incoming students. Moreover, stakeholders of the University also indicated that most of the content of the official websites were in Turkish.

Although nearly all participants had positive thoughts towards international cooperation, one academician warned about the quality of agreements and incoming students/teaching staff. He stated that making agreements with good quality universities is important to talk about academic contribution and he believed that Ankara University had some deficiencies on that.

We don't make cooperation with West universities such as Humboldt University. Two teaching staff came from Yemen... they could not speak English... we even could not communicate... academic contribution is not possible (biz batı üniversitesi ile Almanya'daki Humboldt Üniversitesi ile işbirliği kurmuyoruz... bize Yemen'den iki hoca geldi... adam İngilizce konuşmıyor... düşünün ki anlamadık bile... Kaldı ki akademik katkı...) – INT E23 –

Although teaching in English is one of the targets of the University, during the interviews with Ankara University stakeholders, “insufficient language skills of academicians” were cited for 14 times. They mentioned that the number of academicians who had sufficient language skills to teach in English is very limited in the University and academicians also mentioned that the ones who had sufficient language skills had disadvantageous since they had to give all English-thought courses and they did not get any incentive for that. Therefore, the academicians who can offer courses in English have more work load than the others. This might cause different negative consequences, for example, a middle administrator stated that when an international delegation visited them only the ones who know English can participate in meetings instead of the specialists of that subject. Academicians also mentioned that the language requirements for hiring academicians are still under expectation. A middle administrator expressed this language problem in the following way:

Rectorate...sent us message to open 2-3 department, which are international, but the infrastructure was not sufficient. It goes like that; the ones who can give courses in English, they give; the ones who can do this job, they do; but nothing happens to the others that can't do this...Since it is not possible in this way; we asked for postponement (Rektörlükten geldi...2-3 uluslararası bölüm açılın diye ama biz burada mantıklı olarak altyapısı hazır değildi. Yani iş şöyle gidiyor yabancı dil dersi

vermeye yeterli kişiler dersi versin, bu işi yapabilenler yapsın; yapamayan da hiç bir şey yok gibi.. Bu şekilde olmayacağı için biz erteleme istedik) – INT D1 –

4.1.2 Gazi University

The upper administrator stated that “The main aim of this Rectorate, this administration is making Gazi University an international university (Bu rektörlüğün, bu yönetimin temel hedefi Gazi Üniversitesinin tamamen uluslararası bir üniversite haline getirmek)” – INT O5 – Moreover, the upper administrator also mentioned that in addition to the main target of internationalization; they had also the aim of being one of the top universities in international rankings, increasing cooperation with international partners such as joint degree programs and gathering international agreements in central office to enable their sustainability. Moreover, he also stated that their aim was to raise students who might be accepted in universities abroad.

One office administrator mentioned that upper administration spent remarkable time and energy for internationalization. Another office administrator stated that the Rector gave special importance to internationalization and allocated some of the budget for this aim. Moreover, the institutional Erasmus coordinator explained that the University planned to send students and teaching staff in three ways: to USA with University budget; to Europe with Erasmus Program and to East with Mevlana Program.

The upper administrator explained that the University had a plan to open a joint-center with Michigan State University in İstanbul Technopolis. In addition to that the technopolis of the University became full with the companies and the budget of international projects was doubled. They also tripled the number of TÜBİTAK projects. The university also had the policy of encouragement of international publications with high impact factor and the upper administrator stated that they had the target of decreasing the number of academicians who had language barrier for international publication.

During the document analysis, the strategic plan of the University was also analyzed. Gazi University Strategic Plan is done for 2014-2018. The main aims on internationalization are internationalization of Gazi Technopolis; a more sustainable brand value in international arena and monitoring international developments in health area. The main strategies are more international publication and presentation from graduate thesis; being one of the first 100 universities in rankings; more opportunities for faculty to go abroad and to develop foreign language skills. “International exchange programs” and “international cooperation” were defined as opportunities in SWOT analysis. Moreover, the vision statement includes the aim of being one of the “esteemed and leader international university”.

4.1.2.1 Contributions of Internationalization

When exchange programs were asked to participants, they had a positive attitude towards Erasmus and Mevlana Program. They stated that Erasmus student exchange program led their students to experience a new education system and to make internship abroad. Moreover, among four universities under case study, only Gazi University participants stated “language development” as a positive consequence of exchange programs for students and staff. The office administrator mentioned that Gazi University accept exchange programs as an opportunity for language development for both students coming from different cities of Anatolia and for teaching staff with low level of language competency. For that reason, the University organized language courses for the students who were selected to participate in exchange programs. Especially, for Mevlana Program, the most positive views came from Gazi University. The upper administrator stated that sending teaching staff from Mevlana Program is one of the priorities of the University. The office administrator noted that after these exchange programs, these academicians started to go to Turkic Republic Universities as administrators or academicians. Moreover, one academician indicated that these teaching staff participated the above exchange programs gained the ability to teach in English.

Most of the participants from Gazi University stated that academicians in this University had not have sufficient language skills. Therefore, one of the most important targets of the University is to improve language skills of academicians. For that reason, the rectorate made a decision of changing this through either free language courses cooperated with American Culture Association, conducting English speaking clubs for teaching staff or sending academicians to abroad through three different ways: to Europe through Erasmus Program, to East countries through Mevlana Program, to U.S.A. through university foundation funds. Moreover an “academic writing center” was established to help academicians in writing in English. The upper administrator also mentioned that one of the aims of the University is to increase the number of international academicians from U.S.A. The upper administrator explained that the University sent more than 300 teaching staff which was 1/5 of 1500 academicians to U.S.A. in the last two years. For the ones who went to U.S.A., they received a financial support in addition to their salaries for three to five months. According to the agreement with an American University, teaching staff participated not only in language course, but in also training for leadership and academic matters like writing an article or being integrated to international research. The upper administrator explained that they wanted to send academic staff since one academician could motivate 300 international students and if the academician did not have international motivation; his/her students would be static.

Developing the language skills of academicians is a means for opening English-taught courses and programs. The administration opened English-taught departments especially in Engineering and Administrative Sciences Faculties. The University Senate took the decision of transforming %30 English-taught programs into %100 English-taught programs.

When Bologna Process implementation were asked to the participants, they mentioned some positive views on these implementations since they lead to some positive changes in the university. First, the tradition of training new academicians by their own experienced professors has been changed with Bologna Process and they had a chance to write more standardized learning outcomes for their courses and evaluate their teaching/assessing methodology. Moreover, course loads of some departments were decreased. Furthermore, participants were content to have learning outcomes for every course in the University and they thought that this would make application for accreditation process easier for them. Last point mentioned by Gazi University participants is defining ECTS credits which would make transfer of students' credits easier. At that point, participants explained that before ECTS system, the credit load of the course were defining according to prestige of that professor. However, with Bologna implementations, even experienced professors evaluated their own courses and their teaching methods.

Increasing the number of incoming students is one of the aims of the administration. The upper administrator stated that they increased the number of international students from 200 to 2000 and increasing more was still a target for them. A middle administrator expressed that the upper administration unit wanted to develop their relationship with Middle East countries to increase the number of incoming students. In addition to that, stakeholders of Gazi University give special importance to them since they believed that incoming students are as much as important than outgoing students especially to disseminate Turkish culture to the world. One professor expressed his thoughts in the following way:

We have to be international urgently for many reasons. Of course, it has ideological and cultural sides. It is soft power, TV series are soft power; having an international student is also a soft power. Learning your cultures, having used to it, learning what is your "bayram" is; affected from the values of your history, civilization, belief, tradition are all great advantages. I say this with the following assumption: If we expect to have a role in our civilization geography (we have to expect it), this is an important part of it. Sending is also an important part but receiving is important in that sense (Acilen pek çok sebeple çok daha hızlı uluslararasılaşmak gerekiyor. Bu da bir şey yani tabii işin ideolojik boyutları da var kültürel boyutları da var. Yani bu soft power biliyorsunuz bir diziniz soft power ise bir öğrenciyi buraya getirmek de soft power. Sizin kültürünüzü bilmesi sizin döneminize alışması sizin bayramınızın ne olduğunu bilmesi sizin tarihinizin, medeniyetinizin, inancınızın, geleneğinizin değerlerinden etkilenmesi kadar da büyük bir avantaj yok. Bunu ben şu varsayımla söylüyorum. Eğer bir medeniyet coğrafyamızda bir role talipsek bir rol oynayacaksak

ki oynamalıyız; o zaman bu onun da önemli bir ayağı...Göndermek de önemli bir ayağı öğrenmek anlamında ama getirmek de o açıdan çok önemli.) – INT T4 –

Not only for incoming students, some other academicians also mentioned that internationalization of higher education is important to make Turkey a regional power. Moreover, academicians and office administrators depicted that sending students are important in a sense of eliminating prejudices towards Turkish people in Europe. One office administrator also stated that since %80 of the Gazi students were from different cities of Anatolia and had no international experience; sending these students abroad had a special importance for them.

4.1.2.2 *Conflicts due to Internationalization*

Some problems in implementation of exchange programs were mentioned by middle administrators, academicians and office administrators. First of all, a middle administrator mentioned that they recognized very unrelated courses at the beginning of the Program (such as recognizing Portuguese Language course for Civil Law course). Contrary to this, the office administrator mentioned that some academicians did not accept to recognize courses instead of their own courses and they had to write an official letter from Rectorate to solve this problem. Lastly, two middle administrators stated that the academic level of incoming students were low and one academician stated that she knew a lot of academicians who went to U.S.A. for sightseeing.

Participants also stated that there was no balance among incoming-outgoing Erasmus students since the University sent more students than it received. An academician also complained that the quality of Erasmus agreements were not good enough. An office administrator explained that they had difficulty to sign agreements because good quality universities refused them since they had already signed agreements with Ankara, Hacettepe and METU and they do not want to sign more agreements in universities in Ankara city. Moreover, it was stated that most of the degree-seeking students were from Turkic Republics.

About international teaching staff, the participant mentioned that they had very few international teaching staff in the University since the language of instruction is mostly in Turkish. Moreover, an academician stated that their education was towards KPSS exam and they had no course in the curriculum that could be offered by international teaching staff. An office administrator explained that they received international teaching staff through exchange programs, but they could not administer it in a systematic way; the responsibility was mostly on the Erasmus coordinator of that department.

For Turkish taught programs, incoming international students get one year Turkish language course in TÖMER; however the academicians explained that it was not a solution since the student learnt the academic terms of that field in Turkish in his/her third grade.

When differences in the departments were concerned, office administrators mentioned that social sciences departments were more resistant towards internationalization than the other departments. Moreover, an academician from dentistry faculty stated that they had problems of receiving international students since they might not have communication with Turkish patients and this caused problems for them. On the other hand, the same academician also mentioned that incoming students prefer to study in their University since they can examine as much as patients that they could not do in their country. Another issue mentioned by dentistry department academician is the fact that they experience conflict in internationalization since their subject area is based on Turkish speaking patients:

As dentists, these kinds of projects are not so effective. Since patient and human is included in our work, we cannot implement so many international projects. As I told you European Projects may be more in engineering field but when health is included there is not so much joint project, as far as I know there is no so much project in dentist departments (...hani biz dış hekimleri olarak ... o tür projelerimiz hani çok efektif olmuyor. İşin içine hasta ve insan girince hani çok fazla bizde uluslararası ortak proje çok fazla yürütülemiyor.... Avrupa projeleri dediğim gibi gene hani mühendislik branşlarında falan daha fazla olabilir ama sağlık işin içine girince çok fazla ortak proje en azından kendi bildiğim benim dış hekimliği camiasında yok) – INT S2 –

During the interviews with participants from Gazi University, they mostly criticized about academicians' reluctance towards internationalization and their passive attitude towards internationalization due to their civil servant status. To give an example, participants mentioned that academicians did not want to offer English-taught courses since there is neither a system of punishment or encouragement. The upper administrator stated that academicians got their salaries in any case since they were civil servants; for that reason there was no accountability; they might get their salaries without publication. Insufficient language skills and reluctance of academicians lead to have very few numbers of courses in English. For that reason, incoming students should choose their courses among very few choices. Office administrator stated that even Erasmus coordinators in departments might not have sufficient language skills for that reason they sent template e-mails to start partnership building process.

Some participants have negative views on Bologna Process and stated that nothing has changed in daily practices and it was a self-deception. Office administrator stated that academicians saw this process as a bureaucratic drudgery and they received so much complain about that. Moreover, the upper administrator summarized his views in the following way:

Tiring jobs that was created by the same vicious cycle... Universities should create their structural systems by themselves. Imposition in this way is not suitable with our universities' structure... If the system is not derived from internal necessities but imposed from abroad; it becomes always an imposed system (Aynı kısır döngünün yarattığı yorucu işler... üniversitelerimiz kendi yapısal sistemini kendisi yaratmalı. Hani bu şekilde bir dayatma bizim kendi üniversitelerimizin işleyişi açısından çok uygun değil.... yurtdışından dayatılan bir sistem kendi içinizde gerekliliği ortaya çıkmıyorsa hep dayatma bir sistem oluyor) –INT O13 –

4.1.3 Hacettepe University

Hacettepe University gives special importance in developing international vision of the University. The upper administrator stated that the priorities of the University were increasing the number of international students and teaching staff; as well as international publications. The University have a project to receive more international teaching staff by using University funds. Furthermore, the upper administrator also stated that their main aim is making Hacettepe University one of the first 100 universities in the world.

During the document analysis, the strategic plan of the University was also analyzed. Hacettepe University Strategic Plan was prepared for years 2011- 2017. The aims related to internationalization are increasing the number of international students; restructuring educational programs according to Bologna reforms and getting accreditation for them and developing projects and programs to solve foreign language problems of the whole stakeholders (students; faculty and administrative personnel). The main strategies defined in the strategic plan are renewing the content of graduate programs; giving opportunity to faculty to visit abroad; making educational and instructional programs compatible with international standards; developing institutional reputation in international arena and more international publication from graduate thesis. In SWOT analysis, “departments having international accreditation”, “publications in international indexes”, “diversity in international exchange programs” were defined as strengths; “slow progress in Bologna Process implementation” was defined as weakness; and “potentiality of EU and international exchange programs” was defined as opportunities.

4.1.3.1 Contributions of internationalization

The upper administrator stated that for supporting teaching staff internationalization, the University gave 10.000 dollar to all academicians from research assistants to professor to stay abroad from six months to one year to renew their vision. If academicians were accepted from one of the top 200 universities in the world, this support was increased to 21.000 dollars.

The upper administrator also mentioned that they had joint projects with other universities in the world and they had agreements with international institutions for project partnerships. Moreover, they gave full support for international TUBITAK projects. They had a project office to where academicians apply with their project thoughts and the office helped the academicians to transform their thoughts into EU Research Projects.

Office administrators also mentioned that one of the basic targets of the University is internationalization and this target was embraced more in the last three years. Erasmus Office administrator mentioned that they could get every kind of support from upper administration. Office administrators also mentioned that Rectorate spent most of their time and increased allocated budget for this aim.

When exchange programs were concerned positive views were mentioned for the participation of students to Erasmus Program since their vision changed positively.

International publications had a special importance for Hacettepe University. The upper administrator explained that international publications published in web of science journals were very important for them. They believe that these publications were important for the reputation of the University as well as for rankings. One middle administrator explained that they had higher criteria than HEC in terms of international citations for promotion. They publish the number of international publications and citations daily on web site and they follow them daily as administration. They established an office in Hacettepe Technopolis, which offered free translation for academicians. When academicians wrote a paper in Turkish, this office sent them to native speakers in U.S.A. for translation, and the finance was supplied by the University. Moreover, the university send academicians to international conferences as a reward for the international publication. Every academician has a right to participate in an international meeting once; they can increase it up to three with their publications.

For the implementation of Bologna Process, Hacettepe University had a unique practice among four universities under this case study. University Administration has founded a coordinatorship to implement Bologna practices and to supply financial incentive to academicians, a Scientific Research Project (BAP) was submitted and financial incentives were given. Academicians either got some additional salary in cash or they might buy computers, printers etc. for their departments. The positive outcomes of Bologna Process cited by 14 times by upper and middle administrators, office administrators and academicians.

The main positive outcomes of Bologna Process mentioned by participants are increasing international visibility; defining program outcomes to evaluate how they raise their graduates and having a standard system which is easy to control. Moreover, they also stated

that the number of elective courses were increased; concrete information for every course (such as the aim of the course and what the teacher teaches for this aim) were prepared, curriculum of departments was re-evaluated and re-structured, young and new academicians were included in this re-structuring processes and the trend of defining ECTS credits according to experienced senior teachers' preferences was abandoned. It was stated that although young academicians were giving syllabus for their courses, they learnt to define learning outcomes and senior academicians started to prepare syllabus for their courses. For ECTS credits, one participant mentioned that this system showed that the University evaluate their students in a standardized system and this was important for student/teaching staff exchange. Moreover, an academician from Nursing department stated that nursing is one of the professions that be traded freely in Europe therefore defining standard learning outcomes was a must for them.

As a philosophy, Hacettepe University is the case which gave special importance to Bologna Process. They established a "Bologna Coordination Office" consisting of academicians from different departments. The signs as "Bologna Coordinator" were hanged on top of their doors. Vice-director of this office told that they participated in "Bologna Researchers" Congress" where the other countries were represented with minister level. Moreover, Hacettepe University was also organized "1.Bologna Process Research Congress" in September 2015.

Concluding more and more bilateral agreements is one of the priorities of the University. Upper administrator have the aim of signing more and more international cooperation agreements for reputation and other reasons. The upper administrator expressed in the following way:

In the leadership of our Rector, our administration believes in this framework, we are the first university who signed agreement with Vietnam Social Sciences University or Vietnam Diplomacy Academy (Biz bu çerçeveye inandığımız için yönetim olarak Rektör hocamızın önderliğinde Vietnam Sosyal Bilimler Üniversitesi, Vietnam Diploması Akademisi ile falan ilk işbirliği yapan Türkiye'deki üniversiteyiz) – INT Z10 –

4.1.3.2 Conflicts due to internationalization

Although the upper administrator mentioned about signing more and more agreements; a dean from the same university complained about signing more and more agreements and not using them at all. He mentioned in the following way:

What comes to our desk, it is raining...but I think, in terms of international agreements, universities are in a pool, fluttering, everyone tries to hold the other one's hand; I don't know what benefit this will bring to us (Önüne ne gelirse yani yağmur

gibi yağıyor ...ama bence üniversiteler uluslararası anlaşmada tamamen bir havuz içine düşüp çırpıp durumlar herkes birbirinin elini kolunu tutuyor bu ne fayda getirecek bilmiyorum) – INT AI10 –

As this quotation shows there may be inconsistencies between the approaches of administrators at different levels. Another middle administrator stated that they signed many bilateral agreements with many universities in the world but they expect to see the results of these agreements in the next five years. Moreover, an academician complained that many agreements were signed with low quality universities consisting of one “signboard”.

When departments were concerned specifically, an academician from Medicine Faculty mentioned about many difficulties in Medicine Faculties in implementing different practices. An academician from that faculty stated that since patient could not speak English, they had difficulty with incoming students of study and traineeship. Moreover, for outgoing students, Medicine Faculty and Nursery Faculty participants stated that it was not possible for them to recognize courses due to different courses between Turkish and European Universities. Moreover, the academician from Medicine Faculty mentioned that some academicians were directed towards patient care and they did not need to make international publication. However, since it was compulsory for all academicians they devoted special time to comply with this requirement.

Negative views were also mentioned for exchange programs. Two academicians stated that exchange programs had not lead to academic contribution such as an Erasmus agreement with a Greek University. Moreover, a middle administrator and an academician pointed out that they could not get any concrete contribution from incoming students under Mevlana Program and he mentioned that East countries had no academic contribution at all to us. Another complaint is about the lack of administrative support for exchange programs. A middle administrator explained that in the University exchange programs were mostly conducted by academicians who did their PhD studies abroad.

Three academicians from Hacettepe University mentioned about the drawbacks about the implementation of Bologna Process. One of them stated that they completed all process as requested but he was curious whether there would be a change in daily implementations. Another one stated that he was not sure that it was correct to force to implement this system even students and teachers were not ready for this change. Last academician stated that they revised all the programs without understanding Bologna philosophy.

Middle administrators stated that the lack of a master plan for internationalization cause ad-hoc decisions taken by upper administrators and this in turn cause a conflict between middle administrators and academicians since academicians do not want to accept more

responsibilities. A middle administrator complained about the lack of plan in the following way:

They have to find something they have to define the direction, a priority list is needed. One is coming and one is going, it can't in that way, it causes to time loss. Everybody send you something, you send them to departments, meeting are organized, delegations are coming, so what? (Yani işte bir şey bulmaları lazım. Bir yön çizmesi lazım. Öncelikler listesi lazım. O gelsin bu gitsinle olmuyor, büyük vakit kaybı. Herkes size bir şey gönderiyor sürekli siz bölümlere gönderiyorsunuz, toplantılar düzenleniyor, heyetler geliyor, so what yani?) – INT AI 13 –

4.1.4 Middle East Technical University (METU)

According to the interviews with upper administrators, one of the main priorities of the University is internationalization. Main targets of METU were increasing the number of qualified international students, international research projects, international cooperation based on thematic focus. Academicians also embraced the role of University and behave according to that:

Since one of the visions of the University is internationalization, we can't isolated or separated ourselves from this dimension. ...As an academician, since the University's vision and mission affected us, we perform and we want to perform our duties such as international research or publication (üniversitenin vizyonlarından bir ayağı da uluslararasılaşma olduğu için, kendimizi izole edemeyiz, ayıramayız bu boyuttan.bir akademisyen olarak bizler ... Uluslararası araştırma, uluslararası yayın yapma boyutları çerçevesinde ve de üniversitenin tabii vizyonu ve misyonu bizi etkilediği için de diğer boyutuyla da verilen görevleri de yaparız, yapmak isteriz) - INT AT2 –

During the document analysis, the strategic plan of the University was also analyzed. METU Strategic Plan was prepared for the years for 2011-2016. The aims mentioned in the strategic plan are ensuring the preference of METU by qualified international students for both undergraduate and graduate programs; developing services for current international students and internationalization of METU Technopolis. Many strategies were mentioned to reach these aims among them the most striking ones are increasing promotion of the university abroad through documents and participation; developing international accreditation mechanisms; developing joint degree programs; increasing international publication numbers; more international staff and international projects.

4.1.4.1 Contributions of Internationalization

Although, among four case universities, METU has the highest proportion of international students and academic staff, the participants had higher targets for that. They mentioned that their aim is to reach the proportion of 30% for international teaching staff like the universities in U.S.A. According to the upper administrator, the main target was to have % 10 international

students in undergraduate programs and more than %10 on graduate programs for each department.

Reputation of the University was seen as one of the strengths during the interviews. Academicians mentioned that since the faculty at METU is highly active in international arena, the reputation and recognition of the University is high. Nearly all stakeholders of METU mentioned about their positive attitude towards internationalization mostly for academic reasons such as professional network, partnership for research, getting feedback for their academic works etc. A middle administrator stated that since the University is a research university, in parallel with that internationalization is also research oriented. Furthermore, an upper administrator expressed that the upper administration did not want to sign international agreements just as a formality; instead, they look for international cooperation which might lead to further cooperation such as joint degree programs.

An academician expressed that the advantage of METU is having academicians who had international experience, which enables an impetus for internationalization of the University. For METU, since language of instruction is English, all academic staff have necessary language skills, and some academicians explained how this asset supplied an impetus for the internationalization this university:

The ones who went abroad are more open to this subject. The ones who went to USA or any other place, are more open to internationalization, they saw how this job is doing in the world. The advantage of METU is this. Since most of its academicians went abroad, it supplies an impetus for them, it encourages them (Yurtdışına gidip gelenler biraz daha açık o konuya. Yani Amerika'ya giden şuraya buraya giden gelenler biraz daha uluslararasılaşmaya açık dünya görüyorlar biraz bu işin dünyada nasıl yapıldığını görüyorlar. ODTÜ'nün avantajı o zaten yani. Çok sayıda hocası gidip gelmiş olması o onun uluslararasılaşmasını bir şey sağlıyor impetus sağlıyor özendiriyor yani) – INT AJ2 –

In parallel to that, an office administrator explained that for internationalization, there was no resistance from academicians. On the contrary, since most of the academicians had their PhD abroad, they all had communication and relationship with universities abroad.

An upper administrator mentioned that they were much more forward than the other universities in terms of internationalization. She also stated that METU had many targets such as increasing international research, increasing the number of graduate international students or increasing the number of joint degree programs. Moreover, office administrators pointed out that upper administration devoted most of their time for internationalization efforts.

When international publication was asked 10 participants from METU including upper and middle administrators and academicians stated that international publications were

absolute must and indispensable. Academicians also mentioned that METU had higher criteria of international publication than HEC for promotion of academicians.

Among four universities, positive thought about international projects were mostly cited by METU participants as 13 times. An upper administrator stated that the applications for Horizon 2020 projects were increased steadily for both social and natural and applied sciences. Participants gave importance to academic cooperation with international partners and economic contribution. An academician stated that experienced universities gained more in terms of financial resources than newly established universities. Five academicians mentioned that they had a chance to hire researcher through international projects.

About the Bologna Process, some positive outcomes were mentioned by METU participants. First, one academician stated that to implement Bologna Process at METU, Education Faculty was included in the planning of program outcomes in the whole University. Some academicians stated that the University's curriculum was examined for the first time since 1950's. They stated that although METU academicians had the tradition of preparing syllabus for their courses since the foundation; they firstly thought about the outcomes of their courses and programs. Moreover, participants stated that although METU Engineering Faculty was used to prepare these documents for their courses; this process of defining standard outcomes was new for the other faculties. One participant stated that this was a kind of accreditation for these other faculties. The office administrator responsible for Bologna implementations mentioned that some academicians participated in this process expressed that this Process helped them to think about the outcomes of their courses and some of them decided to decrease the course load for students. Moreover, office administrators stated that ECTS credits were must for recognition of courses in international exchange programs.

In METU case, since internationalization has started before the other universities and education language is English; course syllabuses were already existed in English. However, one academician from METU mentioned the contribution of this Process was to review them:

It is so important to define learning outcomes, by this means we came together. We analyzed the courses, we defined aims and outcomes. For this reason, universities should look at themselves about what they are doing and writing them on paper is really critic. This (Bologna Process) helped to manage this. It helped even at METU, since METU had applied it before, already had the syllabus of the courses but it led people to think and write on that (Öğretim çıktılarının belirlenmesi çok önemli ya; o sayede hani biz bir araya geldik. Oturduk dersleri inceledik çıktılarını amaçlarını belirledik. O yüzden üniversitelerin bir kendilerine bir bakıp biz ne yapıyoruz ve bunu kağıda dökmeleri açısından çok kritik, bence o (Bologna Süreci) onu sağladı. ODTÜ'de de sağladı ki; ODTÜ zaten hani yapıyordu her dersin syllabusu falan vardı ama biraz daha insanları bunu yazmaya düşünmeye sevk etti.) – INT AP6 –

4.1.4.2 *Conflicts due to internationalization*

In economic terms, upper administrators pointed out how their administration developed the system of payment for internationalization activities. They mostly mentioned that they increased financial incentives for international publications and per diems for international visits. However, most of the individual academicians mentioned that they were not content with the economic incentives supplied by the university. Academicians found financial supports given by university insufficient for international activities. An academician commented on that in the following way:

Think that they give 1500 TL for an international publication. If you divide this to 12 months, it makes 160 TL... In our faculty, you need one year to make such a publication; 6 months research and 6 months writing if you are not teaching. If you are teaching you need 2 years. It becomes 75 TL. Nobody makes international publication for 75 TL... It is not a sufficient incentive (1500 lira verdiğini düşün şimdi bak bir tane uluslararası yayın bunu aya böl 12 aya böl ona bölersen 160 TL falan geliyor... Bu adam bizim fakültede böyle bir yayının çıkması için en az bir sene lazım. 6 ay araştırma 6 ay yazma. O da ders mers vermeyen bir adam için. Ders veren bir adam için bu 2 senedir. Düşer sana 75 TL. Ayda 75 TL'ye kimse yayın yapmaz yani anlatabildim mi? Bütçesine 75 TL kazanç girecek diye kimse uluslararası yayın yapmaz. ... Yeterince teşvik edici değil) – INT AJ11 –

Another important point mentioned by METU academicians is the lack of incentives for projects. They mentioned that they voluntarily participate in international projects but they could not get any support from the university administration for their efforts. A middle administrator stated that although METU academicians are eager for internationalization practices, they are not content that the administrative burden is also their responsibility. She gave the example that academicians completed the administrative duties for ABET accreditation and complained about that.

Many critics were depicted by METU stakeholders towards Bologna Process. First of all, some academicians stated that they were against the upward communication of HEC and they mentioned that it did not have any benefit for the development education system. Some academicians pointed out that although METU defined ECTS credits at the beginning of 2000's; these credits were defined as dividing 30 ECTS work load of one semester into the number of courses. Some academicians depicted that they were against to nominalization of work load; in other words, student, may spend half an hour for a homework but it may be equal to five-hours work. Some other academicians also stated that this system was already abandoned in Europe and was implemented in Turkey without explaining its benefits and it brought an extra work load to academicians and departments. Last but not least, METU stakeholders explained that they are against homogenization which is required by neo-liberal economy and they believed that differences between universities/departments are important

for academic experiences. They stated that university is not a high school that one-type curriculum could be offered or outcomes could be chosen from five choices defined before.

When exchange programs were concerned METU participants stated that exchange programs had more socio-cultural contribution than academic ones. Three different academicians pointed out that students travelled around instead of studying during their exchange period; due to course differences students lost time in their academic studies and there was no academic development because of exchange programs.

About the recognition of the courses, METU is the most rigid University among the other. An office coordinator depicted that the resistance that came from academicians is the reluctance to recognize courses studied abroad since they did not appreciate partner universities and thought that they were not academically equal to METU. The middle administrator stated that full recognition was not possible for Engineering Faculty since they could not change the pre-requisite chain in the departments. Moreover, an academician stated that architecture faculty asked additional documents such as portfolio or examination to recognize courses taken abroad. Office administrators stated that there was a resistance from METU academicians for recognition for years. For Mevlana Program, an academician from Engineering Faculty expressed his views in the following way:

I don't think that this Program is used and found attractive by universities, students or academicians... as an engineer, by taking the target countries in Mevlana Program, I don't prefer that my students study in these countries... I think we have many problems in Erasmus Program, we will have more in Mevlana Program (Üniversitelerimiz, öğrenciler ve akademisyenler tarafından çok kullanıldığını, çekici olduğunu düşünmüyorum...bir mühendis olarak Mevlana programının hedef aldığı ülkeleri göz önüne alırsak, bir akademisyen olarak öğrencimin oralara gitmesini tercih etmem...Erasmus programında bu kadar sorun varken...Mevlana programında daha çok sorun olacaktır diye düşünüyorum) – INT AT7 –

Among four case universities, the problems with administrative personnel were mostly mentioned by METU participants. Since METU is a campus university, many administrative personnel work in the campus and have interaction with international students in dormitories, library, sport center etc. One academician stated that international students were indigent to Turkish speaking friends in their non-academic activities. Five stakeholders from METU including both of the upper administrators, academician and office administrator mentioned that administrative personnel had not sufficient language and intercultural skills and this was one of the obstacles for internationalization of METU campus. Moreover, a middle administrator stated that METU did not have sufficient orientation program for international students and complained about being responsible for the integration of these students to University.

4.1.5 Summary of Within-Case Results

Within case results give us detailed information about internationalization practices each of the four universities investigated in this study. Before giving the summary of results, it should be mentioned that in all universities, participants expressed a deliberate effort exist towards internationalization exists in all four universities. The strategic plans of the universities also include objectives related with internationalization. The quantitative information taken from activity reports, brochures and web sites were given in Section 3.3.1.

The summary information of within-case findings were given in Table 5.

Table 5. Summary information on within case results

	Ankara	Gazi	Hacettepe	METU
Strategic plans	International exchange programs are opportunity	Intl cooperation is an opportunity. Objective: Increasing international publication, create more opportunity for sending faculty abroad	Slow progress in Bologna reforms is a weakness. Objective: Restructuring educational programs through Bologna Process, increasing international publication	Objective: increasing qualified international students. Intl research through Technopolis, increasing the number of international teaching staff, international projects and joint PhD programs
Activity reports	Highest number of exchange agreements. Prize for sending highest number of administrative staff. Highest number of outgoing students under Erasmus student and traineeship mobility.	Highest number of outgoing teaching staff. Highest number of Mevlana outgoing students.		Highest ratio of international students and staff. Medium of instruction is English
Other document (web sites, brochures etc.)	Language, History, Geography faculty: sending and receiving most students		Bologna Office have been founded for Bologna reforms. Announcing of international	Most of the academicians graduated from foreign universities. Intl Relations Office

Table 5 (cont'd)

			publications through main web site	founded before the launch of Erasmus Program
Academic Contributions	Special ties with African universities. having successful African students	Training of faculty: free language courses and sending abroad. Increased number of international projects through Technopolis	1st Bologna Research Congress organized	
Economic Contributions			Academics were paid for Bologna reforms	
Politic Contributions		Mevlana program: good opportunity to re- exist in ex-Ottoman territory		
Socio-cultural Contributions		Outgoing students: first time going abroad		
Academic Conflicts	Rooted university- resistance from academics	Dentistry faculty: difficulties in exchange programs. Outgoing students don't have sufficient level of English. Low quality of exchange agreements	English-taught departments benefit more from international	Intl is seen as "taken for granted"
Economic Conflicts	No incentive for English-taught courses/ international publication	No incentive for English-taught courses		Insufficient incentives for international projects
Politic Conflicts	Political intervention: pressure to have students from Africa			

Table 5 (cont'd)

	Huge number of Turkish students: adaptation problems of international students.	Accommodation. Problems related to city and public transportation	Beytepe campus is located far away from city center/ Accommodation	Low language level of admin. staff
Socio-cultural Conflicts	Problems related to city and public transportation	Lack of bilingual directions in university buildings		

The content analysis of four strategic plans showed that these universities have some similar and different objectives and strategies in terms of internationalization. Ankara, Gazi and Hacettepe universities included SWOT analysis in their strategic plan and all three universities defined international exchange programs as an opportunity for their institution. Moreover, both Ankara and Gazi universities defined international cooperation as an opportunity and Hacettepe University defined diversity in exchange programs as a strength. Furthermore, Hacettepe University defined slow progress in Bologna Process as a weakness. METU did not include SWOT analysis in the strategic plan.

In terms of objectives related with internationalization Ankara and Hacettepe Universities defined one of their objectives as increasing the number international students. Differently, METU expressed this objective as “ensuring the preference of METU by qualified students” in which the emphasis was made on the number and the quality of students. Internationalization of Technopolis objective is embraced by both Gazi University and METU. Another objective of Hacettepe University is restructuring the education programs through Bologna Process. As the University which has highest number of international students, METU also aimed at enhancing services provided for international students.

In terms of strategies defined in these plans; Gazi, Hacettepe universities and METU have the aim of increasing international publication through graduate students’ thesis. Furthermore, Gazi and Hacettepe universities embraced the strategy to create more opportunities to send their faculty abroad. Moreover, Ankara and Hacettepe universities planned to restructure their academic programs in compatible with international standards. Different from all the other three universities, METU expressed strategies of increasing the number of international staff, international projects and joint PhD programs.

In addition of the results revealed from strategic plans, interview analysis were also given in this summary for each case.

Ankara University was defined as a “rooted university” by the participants in which the stakeholders resist to the changes coming with internationalization. Especially participants

from geography and law departments complained about their departments' nationalist orientation which cause conflicts in internationalization practices. Ankara University has the aim of increasing the number of English-taught programs however since the number of academic staff with language skills is low, the University experience conflicts while realizing this aim. The participants found the University successful in terms of exchange programs. The University has won prizes for the high mobility numbers in especially student training and administrative personnel. Among four universities, this University has the highest number of sending traineeship students as given in Section 3.3.1. In student exchange, participants mentioned that the biggest advantage of the University is the Language, History and Geography Faculty which send and receive highest number of students. The University established many partnerships with foreign universities and in terms of the number of Erasmus agreements it has the highest number of agreements. Moreover, the University has special ties with African universities and a great number of international students consist of invited African students with scholarship.

Gazi University gives special importance to the education of its faculty. According to the participants, one of the main aims in terms of internationalization is sending teaching staff. As the upper administrator and office administrators explained the University has the aim of sending teaching staff to Europe through Erasmus Program; to East countries through Mevlana Program and to U.S.A. through University funds. The University has founded a special office to send teaching staff and made agreements with U.S.A. universities for teaching staff mobility. According to numbers in activity reports given in Section 3.3.1., the University has the highest number in terms of outgoing teaching staff. On the other hand, administrators complained about academicians which are not reluctant to internationalization activities and do not give effort by relying on their civil servant status. Moreover, Gazi University is the one which embraced Mevlana Program most. Most of the participants expressed that Turkey has to establish ties with the Ottoman territory and Mevlana Program is a great opportunity for that. For that reason, for establishing relationships with Middle East, Balkans and Turkic countries, the participants and administrators of the University embraced Mevlana Program. For Erasmus student mobility program, the participant from dentistry faculty mentioned that they had difficulty to accept incoming students since the patients did not know English. In terms of outgoing students, office administrator mentioned that they had difficulty to find students who have sufficient language skills to study abroad.

Hacettepe University is the one which most prioritized Bologna Reforms. The University established a special unit for conducting the processes of defining course contents, ECTS credits, reforming curriculum and similar changes in compatible with Bologna Process.

Hacettepe University also supported efforts of the academicians through paying them. Moreover, the University organized first Bologna Reform Implementation Conference. As a result of interviews with the departments of medicine and nursery, both departments complained that their practical courses and nationalistic curriculum made it difficult for student exchange. For that reason, other departments, especially the 17 ones which taught courses in English benefit more from the exchange programs. The University also pays attention to increase the number of international articles and have a special aim to exist at high levels in rankings.

Middle East Technical University (METU) is different than the other three universities for many reasons. At METU, the medium of instruction is English at all levels and in all programs. Most of the academicians had their graduate degrees abroad. Among METU participants of this study, 11 out of 13 participants stated that they studied abroad. For these reasons, METU has the highest number of international student and teaching staff among the four universities under the study. It should be mentioned that METU is the only university which has founded an international relations office and conducted the exchange programs before the Erasmus Program. Although the other three universities started to conduct student/staff exchange with Erasmus Program, METU had already initiated its exchange programs through its ties with U.S.A., Canada and Australia universities. International projects were mostly supported by METU participants. Among four other universities, METU can be accepted as the most “international” one but this caused the University to take internationalization taken for granted. In other words, since the University have international students, teaching staff and Turkish academicians with international skills; the University did not pay so much attention to internationalization. The participants complained about the low incentives given for internationalization. The strategic plan of METU also did not have a specific target for internationalization but it was integrated to the other objectives. Lastly, although the other three universities’ main problem was the language problems of the academicians and students; in METU’s interviews, the problems about the low language skills of administrative personnel were mentioned.

The results also showed that there are different views within the cases between different levels of participants. In each case, conflicting views were founded expressed by participants from different levels. To give examples, in Ankara University, the upper administrator mentioned about their aim to open more English-taught programs but the dean stated that he refused this request from Rectorate since they did not have sufficient number of faculty who knows English. In Gazi University, the upper administrator mentioned that they favor Mevlana Program and they have the aim of increasing the number of outgoing students

through that program; on the other hand, the office administrator mentioned that most of the academicians did not recognize the courses taken in these countries. In Hacettepe University, the upper administrator mentioned about signing more and more international cooperation and the dean complained about the huge number of agreements which don't be used actively. Lastly, at METU, the administrator of office mentioned that they have the aim to increase the recognition of courses studied abroad but the vice-dean mentioned that their academic structure is not suitable to recognize most of the courses taken abroad due to prerequisite courses.

4.2 Cross Case Findings

Following the within-case results for each University, cross-case results on the four cases presented in this section. Merriam (1998) indicated that the level of cross-case analysis is more than unified description of across cases; instead, it can lead to categories or typologies that conceptualize data from all cases to build a substantive and integrated framework covering multiple cases.

Cross-case results are presented under three sections. First of all, contributions of international activities on multi-level is presented under academic, economic, politic and socio-cultural dimensions. Secondly, emerging and existing conflicts of internationalization on multi-levels are presented in the same four dimensions. Lastly, the sources of conflicts in higher education institutions between internationalization trends and institutional structures are presented.

4.2.1 Contributions of International Activities on Multi-Levels

Internationalization as being existed from the history is an important concept for HEIs and has many contributions for universities. In this study, participants from four different Turkish public universities mentioned academic, economic, politic and socio-cultural contribution of internationalization. Participants mentioned about either individual contribution of internationalization to their professional life or institutional contribution to universities.

In this study, four different types of contributions were mentioned by the interviewees. Participants felt that academic contributions had vital importance for academicians' professional development and universities as institutions. Economic contributions were expressed for both individual academicians to conduct their research or institutions to make international activities sustainable in their universities. National contributions were mostly mentioned as political in nature. Lastly, although a preference ranking of four domains' contributions was not asked; most of the participants believed that socio-cultural contributions

were dominant on individual level; especially for students participated in internationalization activities.

4.2.1.1 Academic Contributions

Academics expressed various academic contributions of different internationalization practices such as international conferences, projects, publication, mobility etc. for their professional development, for their students and for the institution. It was noted that not only the experience lived by specifically that academician; but also sharing this experience to the colleagues and students in the home university was important. Therefore, an academician participated in an international activity gets an important contribution for his/her academic development and this contribution also extends to his/her students and colleagues and have an effect for university community. Teichler (2004) explained that learning and doing research in an international setting has four different contributions for an individual: confronting with different theories and methodologies; broaden one's horizon; think comparatively and develop more complex perspectives.

As mentioned before, internationalization became an indispensable part of higher education. Similarly, participants emphasized that universities had no chance of not being internationalized in this global era. According to the participants, in today's world, universities cannot be evaluated in the national framework and especially the scientific activities should be analyzed on the global level. Therefore, since scientific knowledge is international; universities and its stakeholders are also internationalized. For that reason, participants supported different kinds of academic contribution of internationalization in higher education system.

These contributions are categorized under five headings namely dynamics of international academic network; collaboration, cooperation, competition and dissemination; learning interaction and reflection; imperatives for adopting international students and lastly academic contribution in relation with Bologna Process. Although contributions coming through the implementations of Bologna Process were mostly stated in relation with the organization of academic programs; these contributions were also given under this heading.

Dynamics of International Academic Network. Most of the participants emitted establishing international academic network as an important contribution for their professional development and felt that meeting face-to-face is an important way of establishing international academic network. According to participants, participating in international conferences is highly important to build a network in their research field. It was noted that this

network enabled them to establish further academic cooperation either in research or publication and developing this cooperation through sending their students to these universities.

For both being informed about current research in that subject and through establishing personal relationship for further research cooperation; I found these activities so beneficial (Gerek konusunda güncel çalışmalardan haberdar olmak, hem de o toplantılarda kişisel ilişki kurarak ileride yapılabilecek araştırma işbirliklerine zemin hazırlamak için bu tür etkinlikler çok faydalıdır) – INT AT3 –

They mostly found useful to participate in international academic conferences to meet with their colleagues face-to-face. Although establishing academic networks through internet is also possible in this era, it was noted that most of academicians prefer to meet with their international colleagues face-to-face. They also mentioned that these face-to-face meetings during international conferences followed by further steps of cooperation like international projects. The contribution of this network to the professional development of academicians was mentioned in many ways but the most common concern raised by them is the contribution to publication.

...meeting with these professors really accelerates the relationships. We have information about this journal, the theme of that journal. Without having a prior intention, we say that we have a publication or study which fits on that. We say that we can send it to there and it is really encouraging in this sense (...hani o hocalarla tanışmak gerçekten de bu o şeyi de ilerletiyor ilişkileri. O dergiden haberimiz oluyor derginin temasından haberimiz oluyor hiç aklınızda yokken benim buraya uygun bir yayınam var benim şöyle bir çalışmam var. Buraya göndereyim yayınlayayım diyorsunuz bu anlamda çok teşvik edici) – INT V7 –

Moreover, according to participants international academic network does not contribute to only their professional development but also to the development of their colleagues in their university and their graduate students. They indicated that they shared their experience and contact details of the researchers they met in international meetings with the other colleagues in their university. Furthermore, they mentioned that they supported the participation of their graduate students to conferences and this had a very positive effect on them in academic terms. In addition to that, another contribution of international academic network mentioned by participants is finding places for their students to study and make easier to get acceptance for their study abroad period. They expressed the problem of graduate students registered under Faculty Development Program (OYP) who had to find a place abroad for their research. One academician expressed it in the following way:

I know a lot of people from various countries that I went and this contributes to me If one of my students will go there, I make a phone call... please accept my student; and they accept and the students goes (Şimdi ben hasbel kader çıkıp; gidip geldiğim için birçok ülkeden insan tanıyorum; bu da ne yapıyor bana katkı sağlıyor katkı

sağlıyor bir öğrencim bir yere gidecekse “alo” diyorum. Lütfen benim öğrencimi kabul edin kabul ediliyor gidiyor) – INT C5 –

Establishing international academic network is possible not only through conferences but also through international projects. Participants mentioned that international projects also enabled them to establish academic network and they found it as a positive side of internationalization. One academician stated that in the following way:

It enables you to go out of the limits of your university, your department or your research limits and opportunities. It enables you to consult with academicians or researchers that work in your academic field. Of course this has a concentrator side. These features cannot be ignored or denied, they are positive by themselves (sizi kendi üniversiteniz kendi bölümünüzün kendi belki ülkenizin araştırma sınırları ya da imkanlarının dışına çıkartıyor. Başka sizinle aynı alanda çalışan akademisyenlerle ya da araştırmacılarla görüş alışverişinde bulunmanızı sağlıyor. İlla ki bunun zenginleştirici bir yanı var vs. Bunlar herhangi bir şekilde göz ardı edilebilecek ya da inkar edilebilecek özellikler değil; başlı başına; kendi başına olumlular.) – INT AV2 –

To sum up, participants emphasized the importance of establishing international networks for their academic work and they believe that this contributes to their international activities such as publication or international project, sending students or further cooperation in academic works and research.

Collaboration, Cooperation, Competition and Dissemination. Another academic contribution mentioned by the academics is the contribution to science and research. Participants pointed out that learning from each other, sharing academic works with international community, learning to work together with international community are so important in academic profession.

Nowadays, nobody can't do anything by himself/herself. Everything is possible with collaboration. Even in medicine, if I work with Americans, Indians, the studies will be straighter (Yani artık günümüzde hiç kimse tek başına çalışarak bir şey yapması mümkün değil. Her şey kolaborasi halinde oluyor. Tıpta bile işte ben Amerikalıyla Hindistanlıyla vs. çalışırsam bir şeyler daha düzgün oluyor) – INT AH4 –

Participants also think that sharing this experience contributes to universal scientific knowledge and the development of science and they demonstrated a positive attitude towards international sharing of knowledge for scientific development:

We live in a global world, I think the research that I do should have an effect to not only Turkish case but to the whole world. I always say this to my students, if you do something it should not be left local. Of course, you will reply to local needs but while preparing a work, prepare it through thinking somebody from Indonesia will read it... As I told before I care that a publication that I made should be known in the world, other people read it and made some other works. The science will be developed in that way (Yani artık çok daha global bir dünyada yaşıyoruz ben yaptığım araştırmanın sadece Türkiye konteksine değil tüm dünyada bir etkisi olması gerektiğini

düşünüyorum. Öğrencilerime de hep onu söylerim yani bir iş yapıyorsanız lokal kalmasın. Elbette lokal gereksinimlere ihtiyaçlara karşılık vereceksiniz ama bir iş hazırlarken Endonezya'dan birinin bunu okuyabileceğini düşünerek hazırlayın... Yani yaptığım işin dediğim gibi yaptığım bir yayının dünyada bilinir olmasını önemsiyorum bunun üzerine insanlar okusunlar başka işler yapsınlar. İşte bilim öyle gelişir zaten) – INT AP2 –

Academicians depicted that without sharing the results to the international community, it is not important to produce it on its own. They argued that an individual academician might find an important innovation or developed a new concept and they had to share it with international community to announce it. Therefore, internationalization helps them to announce their works and research to other colleagues in the world. They also mentioned that sharing it with international community not only contribute to science but also helps the researcher to get evaluation from international colleagues for this work. In other words, it brings an important opportunity for researcher to get feedback for his/her research and update it according to that; which will be a contribution to that scientific area at the end:

You may do the best work in the world, you may bring a great big invention in scientific terms; if you don't publicize it to the world, nobody has a chance to know it. You put it on the shelf and it stays there. It can a super work or it may have deficits ... I don't think that an academic work should be left on national level (siz dünyanın en iyi çalışmasını yapmış olabilirsiniz bilimsel anlamda çok büyük bir yenilik getirmiş olabilirsiniz ama o çalışmayı dünyaya tanıtmadığınız anda onu siz anlatmadığınız zaman hiç kimsenin bunun bilme şansı yok. Onu sen rafa koydun ve o rafta kaldı. En iyi süper bir çalışma olabilir. Ya da belki çok hatası olan bir çalışma. Yani akademik faaliyetin ulusal düzeyde kalmasını asla doğru bulmuyorum) – INT AS5 –

Moreover, many participants emphasized the importance of international publication in contribution to universal knowledge since international publication gives them the opportunity to share their knowledge and research with international community. They indicated that international publication was important not only announcing their research; but also, to transfer new knowledge from international community and test it in national context. The participants emphasized the importance of international publication in a foreign language to reach international community. One academician mentioned it in the following way: “Therefore to be known in the world, we have to write in English, when you write in Turkish nobody reads it... (Dolayısıyla şey yani tanınmak için mesela dünya ölçeğinde bir kere İngilizce yazmak lazım Türkçe yazdığında kimse okumuyor.) – INT AB4 –

In summary, according to the participants, internationalization of higher education has an important academic contribution to science and research since it enables sharing the research conducted in a specific country with the entire scientific world. Moreover, the academicians have the chance to get knowledge from the world and apply it to their country

case. At that point, participants warned about the language of publication which should not be in local language to communicate with international community.

Learning, Interaction and Reflection. Academicians emitted that another category of contribution to academic domain is learning from international experience. This topic was mentioned in four dimensions: students' learning from international experience; academicians' learning from international experience; learning standard application through internationalization and lastly learning from international projects.

First of all, many of the participants stated that study abroad experience has changed the vision of individual students and give the students the chance to see different academic environments. Positive experience of students through international activities was expressed as below:

Students have a change of vision. They understand that pharmacy is not only this building; they see how pharmacy is doing in Italy, Spain, Belgium or France. They see how pharmacy education is made (Bir vizyon deęiřimi yařıyor öğrencilerimiz. Yani eczacılıęın sadece buradaki fakülte binasından ibaret olmadığını, yurt dışında İtalya'da, İspanya'da, Belçika'da, Fransa'da nasıl eczacılık yapıldığını görüyorlar. Eczacılık eęitiminin nasıl yapıldığını görüyorlar) – INT I4 –

Most of the academicians mentioned about their support to students to have this experience through encouraging them to go abroad. They supported to participate in an international activity during higher education study which makes important contribution to students' self-development and which leads the students to research other academic initiatives such as applying to master program in another country.

In addition to contribution to students' academic life; academicians themselves emphasized that they learn from their international experience in academic terms. Academicians mentioned mostly about updating themselves through interaction with international colleagues and renewing their thoughts with the new developments in their scientific field. In other words, they mentioned that they mostly benefit from the comparative environment of international experience. On the other hand, upper and middle administrators mostly mentioned about learning on infrastructure and administrative issues. For example, one middle administrator from veterinary faculty expressed in the following way:

There is academic contribution. ...I went to USA ... I saw eye showers, body showers in laboratories, in corridors everywhere, I said that it is required. I came and I started the procedure to make body shower in all laboratories. What does it mean? Yes it is beneficial to see the system (akademik katkısı var ...Amerika'ya gittim ... Göz duřlarını boy duřlarını falan gördüm laboratuvarlarda koridorlarda her yerlerde demek ki dedim bu gerekli. Geldim burada řimdi hemen işlemlere başladım tüm laboratuvarlarıma boy duřu göz duřu taktırmaya başladım. Bu ne demek? Bu evet görmekte fayda var sistemi görmekte var) – INT C5 –

Thirdly, academicians demonstrated positive attitude towards international evaluation system which they found objective and fair. In other words, they mentioned that becoming a part of standard evaluation process in the international community helped them to learn to be more objective and scientific through this experience. According to the participants, especially the feedback given by international referees contribute them academically. At this point, participants criticized patron-client relationship in Turkish journals and for that reason they learnt more from international journals since it was not possible to reach high standards in some national journals. An academician expressed this in the following way:

It is compulsory because we can't change patron-client relationships or ideological point of views in national journals. Secondly, it is compulsory since we can't meet the specified criteria from impact factor to number of getting cited therefore international publications disciplined us... More than everything I find internationalization important for this practical reason... we have to learn from these standards (Kendi dergilerimizdeki ahbap çavuş ilişkilerini, ideolojik bakış açılarını değiştiremediğimiz için şart. İkincisi işte belirli kriterleri, bir ölçüt değer buna impact faktöründen tutun da işte ne biliyim atıf alma sayısına kadar kendimiz geliştiremediğimiz standartını tutturamadığımız için şart. o yüzden ne yapıyor uluslararası yayınlar biraz disipline ediyor ...uluslararası yayınlar biraz en azından gerçekten er meydanına çıkmak. Uluslararasılaşmayı ben her şeyden önce böyle bir pratik gerekçeyle lazım diye görüyorum ... bizim oradan o standartlardan öğrenmemiz gerek) – INT T1 –

Lastly, the participants of the study pointed out that academic contribution of international projects. Especially the academicians, who participated in an international project before, emphasized the importance of international projects in terms making a comparative analysis on international level through equal participation with other countries.

An academician learns real life more and more through making projects. Through international projects, a faculty starts to learn their problem, the level of application and information (of knowledge) in the world and how to transfer this knowledge to practical life. It is the know-how in itself (bir hoca ne kadar çok projeye çıkarsa o kadar çok gerçek hayatta öğrenmeye başlıyor. Onların sıkıntısını öğrenmeye başlıyor. Uluslararası proje olduğu zamanda en azından dünyadaki uygulama ve bilgi düzeyinin işte bilgiyi pratiğe dönüştürmenin nasıl olduğunu yani bu bir know-how'dır, kendisi bir know-how'dır) – INT T3 –

In short, participants mentioned about four different learning processes through international experience. First one is the experience of individual students who has the opportunity to experience different academic environment through studying abroad. Secondly, academicians themselves expressed how they learnt and updated themselves through this experience. Thirdly, the objective and standard evaluation systems of international journals and projects contribute academically. Lastly, international projects themselves gave academicians the chance to learn how to apply theoretical knowledge into practical life.

Imperatives for Adopting International Students: Some of the participants mentioned the positive contribution of international students which led them to learn more about different application in different countries. The most emphasized point is the information supplied by international students on their home countries. The academicians pointed out that they mostly follow American or European model in their scientific field and they learn other models/systems from their international students since these students were coming from non-American and non-European countries. One academician also mentioned that “this encouraged me to read new things and it is exciting for me (O açıdan beni yeni okumalara teşvik ettiğini ifade edebilirim. Bu da benim için heyecanlandırıcı bir şey oluyor.)” – INT K1 –. Moreover, one academician reflected about the contribution to course content in the following way:

The feedback that you get for the discussion in the course or the type or content of this discussion is increasing. I think it is a positive thing. They bring their own experiences and backgrounds. Therefore, you can enter areas that you have never been before such as “we had discussed this in that context”. This is what I get from this, it becomes something that I think in that way: “oh, I can also use it”. In every case, it causes an enrichment in the content (derste yürüttüğünüz tartışmayı ve bu tartışmanın biçimine dair içerik ve biçimine dair bir anda aldığınız feedback sayısı artıyor. Bunun çok olumlu bir şey olduğunu düşünüyorum ben. kendi deneyimlerini ve backgroundlarını getiriyorlar. Dolayısıyla şunu biz bu kontekste tartışmıştık siz de öyle düşünüyor musunuz filan gibi şeyler bizim daha önce hiç girmediğimiz alanları şey yapabiliyor. Bu benim aldığım bir şey haaa burası da kullanılabilirmiş diye düşündüğüm bir şey haline geliyor. Her durumda içerikte zenginleşme sağlayabiliyor) – INT AV9 –

In addition to this contribution, the participants stated that the existence of international students contributes to the curriculum and instruction in universities. Due to increase in international students, some academicians from nursery, public administration and political science departments mentioned that they reviewed their curriculum and added more international dimension and decreased national emphasis to make their program as universal as possible. An academician expressed her experience on how she had to change the curriculum for an international student in the following way:

The students coming from different countries also change us. For example, as an academician, I have to check my curriculum not only in national but also from the international point of view for my student coming from Colombia. I have to review my curriculum or syllabus; not totally changing it but I have to make it special for this student, I have to make a program which is suitable for him, I have to make it universal (farklı ülkelerden öğrenciler bizi de değiştiriyor. Mesela ben öğretim elemanı olarak bu sene işte Kolombiya’dan gelecek öğrencim için müfredatımı biraz daha böyle şey bakmak durumundayım hani ulusal olduğu kadar uluslararası boyutunu da biraz daha irdelemek zorundayım. Bu müfredatımın konu için ya da ne bileyim öğretim programının syllabus’u tekrar gözden geçirmek zorundayım hani tamamen değiştirmek anlamında değil ama o öğrenciye de özel yapmak, yani ona da uyacak bir program yapmalıyım, evrensel hale getirmeliyim) – INT AG3 –

Moreover, the existence of foreign students also positively affect instruction and some academicians mentioned that they tried to understand their education system and changed their instructional methods according to them. An academician stated that “The students who come from various countries have various educational understanding... We try to make programs focused on them. For that reason, the existence of international students may lead an academician to change or develop instructional methods (çeşitli ülkelerden gelenlerin çok işte farklı eğitim anlayışı oluyor ... İşte onlara odaklı yapmaya çalışıyoruz belki. O yüzden yabancı öğrencilerin olması, bir akademisyeni ders metotlarını da değiştirebiliyor, geliştirmek zorunda da bırakabiliyor) – INT M2 –

In short, it is certain that international students have positive contributions in academic terms either as a contribution to content or curriculum and instruction.

Academic Contributions in Relation with Bologna Process. Although Bologna Process is overarching structural arrangements for the whole university system; participants of this study mentioned about academic contributions of Bologna Process. Most of the contributions related with Bologna Process are mainly on organizational and administrative levels of academic programs.

Some academicians stated their positive view towards Bologna Process as for its contributions for developing internationalization. Participants mostly mentioned about its contribution to academic recognition through credit transfer which makes mobility easier for students.

Moreover, an academician from nursery department expressed that this recognition was especially important for professions which were included in free circulation system of European Union like nursery. She explained that “in the process of being a member of European Union, it is one of the musts, it is more important to prepare them especially for professions which are recognized in free circulation, like nursery (Hele ki Avrupa birliğine gireceğiz süreçte de konuşulan olması gereken şeylerden birisi herhalde ki hemşirelik tanınan meslek gruplarından biri mesleklerin serbest dolaşımı kapsamında bizim için daha da önemlilik arz ediyor bunları hazırlamak)” – INT AG8 –.

Furthermore, another academic contribution was mentioned as its help to Turkish universities to review their curriculum, to review program outcomes and course outcomes along with that. Academicians pointed out that this Process helped them to review their programs in terms of European standards. First of all, it helped to decrease the course load in some universities. One academician mentioned that “It pushed universities to decrease course load in the universities where there were huge course load like high school (Lise formatında

işleyen korkunç ders yükü yükleyen üniversiteleri biraz o yoğunluğu kırmaya zorladı)” – INT T8 –

Secondly, another requirement of Bologna Process was to increase elective courses in the departments and some academicians found it very useful for the personal development of their students and let the students to take courses other than their academic field. The vice-coordinator of Bologna Office in Hacettepe University mentioned that she was content about increasing elective courses and she mentioned that elective course numbers were highly increased through Bologna Process:

Students could not take courses about their talents or areas that they are interested in, they couldn't get information. Now there is an equality of opportunities and we have a lot of elective courses and now students are competing with each other to get elective courses in Hacettepe University (biz de hiç yoktu, hiç yoktu bazı bölümlerde ve öğrencilerimiz belki de içlerinde olan yetenekleri olan ilgi duydukları alanlara yönelik ders alamıyorlardı. Bilgilenemiyorlardı, fırsat eşitliği olmuş oldu şimdi artık Hacettepe üniversitesinde de pek çok seçmeli ders var ve öğrenciler yarışıyorlar o seçmeli dersleri alabilmek için) – INT AF5 –

At that point, in addition to general contribution of these reviews; nearly all of the upper and middle administrators expressed their gratitude of this Process which helped them to deal with especially senior academicians who had a resistance towards internationalization. In other words, this compulsory reform requirement by HEC led some academicians, especially the senior ones, to think about their courses, writing learning outcomes for the first time and preparing official syllabus for courses. One upper administrator from Hacettepe University complained about old teachers who had never prepared even a syllabus for their courses and thanked to Bologna reforms which encouraged them to do so. For example, an academician from the architecture department mentioned that:

It is a good thing since people turn and look at themselves, they thought about the acquisitions of their courses. Especially old academicians give the same course for years in the same way, however the profession of architecture is changing from yesterday to today (Aslında güzel bir şey insanlar çünkü kendilerine dönüp baktılar ve bu dersimin kazanımları ne diye tekrar düşünmeye başladılar. Çünkü hani eğer işte özellikle yaşlı hocalar verdikleri dersi veriyorlar, veriyorlar yıllarca aynı şekilde o kadar çabuk değişen bir meslek ki mimarlık, dünden bugüne değişiyor) – INT V6 –

Therefore, it can be stated that Bologna Process contributed to prepare learning outcomes, course syllabus and similar informative documents in Turkish and English.

In summary, both academicians and administrators mentioned that conformity with Bologna process enables them to make structural changes in their departments such as increasing the number of elective courses, defining learning and program outcomes and preparing course syllabuses.

4.2.1.2 *Economic Contributions*

In addition to academic contributions, interviewees also shared their views and experiences about economic contribution of internationalization to their institutions and directly to the economic well-being of themselves or to their students. For direct financial contributions, academicians mentioned about many different sources such as university budget; national scientific institutions like TÜBİTAK; funds supplied by international organization such as European Union, United Nations, World Bank etc.; and funds supplied by international education institutions such as Fulbright, DAAD, Humboldt Foundation etc. It is certain that both universities and individuals need extra financial resources other than their salaries to participate in international activities or to conduct international projects. Therefore, without the economic contribution from the above-mentioned sources; universities and individual academicians would not have to chance to benefit from other types of contributions, since it is a prerequisite for all international activities which is more costly than national ones.

Probable Long-term Economic Benefits Occurring out of Increasing Competences and Qualifications of Students. Other than the direct funds for internationalization, participating in international activities has important economic contribution for individuals either for academicians or students. In other words, academicians or students see international experience as an investment for the future career opportunities which will have long-term economic benefits and they have this rationale to participate in international activities. An academician explained this long-term benefit for its students as the following:

A student who has an acquainted with a foreign culture will be more advantageous in terms of finding a job abroad comparing to students who did not take courses from a foreign teacher, who did not work with a foreign teacher even they know a foreign language (yabancı kültürle tanışık olan bir öğrencinin gidip yurt dışında iş bulması eminim geçmiş yıllarda hiç bilmeyen; dil bilse bile bir yabancı okulda ders almamış yabancı bir hoca ile çalışmamış bir öğrenciden çok daha avantajlı hani) – INT V7 –

Other than long-term economic benefits on individual level; this also occurs on national level through incoming students. In other words, incoming students are seen as an ambassador for long-term economic relations between their country and Turkey. An academician indicated it as follows:

The first thing that will come to his mind for commerce or technology transfer will be Turkey. Because it is about his long experience of living here and established networks. All the research done shows that the immigrants from other countries establish a network. After establishing it, when they return to their country, they continue this network, it is reflected in commercial and economic relationship. It is not a coincidence that today our most important partner for commerce, export and import is Germany (İlk aklına geleceği yer ticaret yapabileceği ya da teknoloji transfer edebileceği yer Türkiye olacaktır. Çünkü burada yaşadığı çok uzun deneyim ve kurduğu network ilişkisi bununla alakalı bir şey. Yapılan bütün araştırmalar şunu

gösteriyor bir ülkeden gelen göçmenler orada belli bir network oluştururlar. Oluşturduktan sonra ülkelere döndükleri zaman bu networkü devam ettiriyorlar ticari ya da ekonomik ilişkilere bunun mutlaka yansımaları oluyor. Bugün bizim en büyük ticaret ihracat ithalat partnerimizin Almanya olması bir tesadüf değil) – INT E22 –

Therefore incoming students are expected to establish and continue economic relationship between Turkey and their country. In other words, internationalization of higher education and especially international students have an economic contribution in long-run for the countries.

To sum up, internationalization of higher education has possible long-term economic outcomes either for students who had international experience during their higher education studies or for nations through establishing economic networks with the help of incoming international students.

Generation and Transfer of Funds for Higher Education Institutions and Individuals. Other than long-term economic benefits on internationalization of higher education; income and revenues received through this process is also an important contribution for institutions and individuals. First of all, on institutional level, tuition fees paid by international revenue for universities. Some academicians thought that this was an economic contribution especially for state universities:

Especially students may come from underdeveloped countries and a revenue can be obtained from education like the case of UK. For example, medicine education is the most expensive education in the world and through students coming from Iraq, Syria, Africa, a revenue has been created for both the university and for gross national product of the country (Özellikle az gelişmiş ülkelerden bu ülkeye öğrenci gelebilir ve İngiltere'nin yaptığı gibi eğitimden kazanç elde edilebilir. Mesela tıp eğitimi tüm dünyada pahalı bir eğitimidir ve işte Irak'tan, Suriye'den, Afrika'dan buralara öğrenci gelerek hem üniversite kaynak yaratılıyor hem de ülkenin gayri safi milli hasılasına kaynak yaratılıyor) – INT L4 –

Another source of income from internationalization of higher education for institutions is the contribution of international projects to the infrastructure of the universities. Academicians mentioned that they might receive a great amount of grant for permanent investments in their laboratories which had an economic contribution for the university.

Secondly, on individual level there are different source of economic contributions. International projects are one of the most important sources for mainly two reasons: direct fund received for their projects and hiring research assistants through projects. A great amount of academicians mentioned that international projects became a solution for their financial problems for their research. An academician explained it as the following:

They become a solution for our financial problems because you can't always find a resource for you want to and you can find solution to that through projects. For example, you think of conducting a research project or a society-based service project, you can't find a resource for that. Projects, TUBITAK projects or European Union projects, contributes to us financially for the things that we want to realize, when you can't get support from university (Maddi problemlerin çözümü oluyor. Çünkü her zaman yapmak istediklerinizi maddi olarak destek bulamıyorsunuz. Projelerle buna da çözüm bulmuş oluyorsunuz. Yani aklımıza bir mesela bir araştırma yapacağız ya da başka bir şey toplum temelli bir hizmet projesi mesela parayı bulamıyorsunuz. Üniversiteden ya da başka şeylerden de alamadığınız zaman ama herhangi bir TÜBİTAK projesi ya da başka Avrupa Birliği projesi dediğimiz zaman bu projeler aynı zamanda da maddi boyutu olarak ta katkı sağlıyor yapmak istediklerimize) – INT AG3 –

In addition to find necessary fund for research; international projects have another advantage of hiring young researchers as project assistants and academicians emphasized that this is an important economic contribution.

International projects are so beneficial. They are more beneficial for young people, they are developing young people more than us. You can supply scholarship to assistants, they may participate in travels. From the project that I conducted, assistants were benefited mostly. We even published one of their PhD thesis through the project (Uluslararası projeler bir kere çok faydalı oluyor. Gençler için çok faydalı oluyor çünkü onlara özellikle gençler için yani bizden çok gençleri çok geliştiriyor. Asistanlara burs sağlanabiliyor onlardan seyahatlere katılıyor asistanlar. ...Genç araştırmacıyı, benim yaptığım projeden aslında en çok onlar faydalandı yani asistanlar faydalandı. Bir tanesinin doktora tezini bastık o sayede) – INT AJ4 –

Although many academicians mentioned economic contribution of international projects; an emphasis were made on the projects submitted to Turkish Scientific and Technical Research Institution (TUBITAK) in terms of three different funds: Funds supplied for international students; funds given academicians for their participation in international meetings and funds given to academicians for their international publication. Especially for the third one, an academician explained this contribution as follows:

TUBİTAK gives 3000 Turkish Lira award ... You do the things that you have to do, the system pays you money. What we will complain about? (TUBİTAK üç bin lira mı ne ödül veriyor size ... Ya zaten asli olarak yapmamız gereken şeyi yaptığımızda yani cebimize para koyuyor bu sistem bizim hani bir anlamda. Hani şimdi burada hani neyi şikayet edeceğiz?) – INT AN 11 –

In addition to funds given by TUBITAK for international publication, most of the academicians mentioned how they were funded by their university for their international publications which is another contribution for them for their international activities. Although in some universities an amount of money is directly paid to academicians, in some universities award for publication is financial support for an international conference. An upper administrator explained the support given by his university as follows:

We send our personnel who did publication in indexed journals to international congresses... Everybody has an automatic right to participate. If they publish in an index journal, they will have second, third therefore let's say they don't want to participate in congress; then they can use this right as a financial support. They can buy computers, books... We have a basic policy of giving award to ones who working (Endekli yayın yapan personelimizi uluslararası kongrelere gönderiyoruz.....Herkesin bir tane otomatik bir hakkı var. Eğer bir indeksli yayın yaptıysa ikinci bir hakkı var üçüncü bir hakkı var dolayısıyla en son diyelim hiç gitmek istemiyor kongreye o hakkına karşılık kendisine maddi destek verebiliyoruz kendine bilgisayara alabiliyor kendine kitap alabiliyor.... Hani üretene ödüllendirmek gibi bir temel politikamız var) – INT Z5 –

However, at this point it should be mentioned that although upper administrators mostly praised about the support given by universities; on the other hands academicians mostly finds university support insufficient. This issue was explained under theme of conflicts.

Developing New Technology and Innovation. There is a positive correlation between internationalization of higher education and research and development (R&D) capacity of a university since international collaborations enables to develop the capacity of universities though new insights from international arena. This contribution of internationalization into economic development of the country will be mentioned in this section. A participant pointed out this contribution as follows:

If internationalization will increase the academic level in general terms, this situation will positively contribute to the country's R&D accumulation and industry, therefore to the country's economy. Other than the universities direct or indirect contribution; it is clear that internationalization will contribute to the marketing of the products which are produced in our country. In addition to export, internationalization will also increase import through consuming foreign products. In those terms, in terms of producing the products with high economic return, I think it has a great importance of developing universities academic level (uluslararasılaşma eğer genel anlamda akademik seviyeyi yükseltecekse bu durum ülkedeki ARGE birikimine ve sanayiye, dolayısıyla ülke ekonomisine olumlu katkı yapacaktır. Üniversitelerin doğrudan veya dolaylı sağlayacağı ekonomik katkı bir tarafa bırakılırsa, ülkemizde üretilen ürünlerin yurtdışına pazarlanması konusunda uluslararasılaşmanın katkı sağlayacağı açıktır. Tabi burada ihracatın yanı sıra uluslararasılaşmanın yabancı ürünlerin tüketimini yani ithalatı da artıracığı gerçeği var. Bu anlamda ekonomik getirisi yüksek ürünler üretebilme açısından üniversitelerin akademik düzeyinin artırılmasının ayrı bir önemi olduğunu düşünüyorum) – INT AE4 –

This quotation shows that internationalization of higher education is both important for developing R&D capacity of universities and country and also for marketing the national products to international society. Therefore, internationalization practices are important for a country's future R&D development.

4.2.1.3 Political Contributions

Although, in all interviews, the opinion of interviewees were asked on political contribution of internationalization in higher education institutions; it is the domain which is less directly replied. During the interviews, political contribution was mostly commented from the point of foreign policy. The interviewees mentioned that internationalization in higher education contributes to country's foreign policy directly and also it will have more benefits for countries in the long-run. Therefore, political contribution was mostly evaluated in national terms and the participants mentioned about the country's benefits due to internationalization of higher education.

Peace, Prosperity and International Cooperation. Political benefits of internationalization was mostly perceived as its general contribution to better relationship between countries, positive contribution to foreign policy and contribution to world peace. The participants believe that internationalization of higher education will give people the opportunity to develop a positive attitude towards other countries and in the long run it will affect the relationships between countries in a positive way. The participants mentioned that this long-run effect will be possible either from good relationships on individual level or institutional level. On individual level, the generations who are knowing more each other are rising; and it is believed that these people will have a positive effect on positive relations on national level. An academician explains it in the following way:

I think this will decrease hostility among countries and will bring peace, I found it very valuable in that sense. When the generations who got acquainted to each other raised, I don't think that these will happen, such as having an attitude against to each other (Bu düşmanlıkları çok azaltacak ve barışı getirecek diye düşünüyorum bu anlamda çok değerli buluyorum yani. Şimdi gittiğinde işte ileride bütün bu politik süreçler işte ülkelerin birbirlerine tavır alması şunlar bunlar olduğunda bu tanışık nesil yetiştiği zaman bütün bunlar olmayacak diye düşünüyorum.) – INT V8 –

Moreover, establishing good relationships with other countries' universities on institutional level will have a positive effect on foreign policy with this country on national level. An academician also stated that universities are independent from politics and the initiatives that universities started to establish a relationship with a country may lead a change in the foreign policy of the country:

I think this will be more beneficial to do it not only through politicians but through some cooperation established between universities. It is not in a way that "ok, we agreed to each other politically, universities can come after us". A platform should be thought where schools can be pioneer and canalize political relationship to this way. Because we always have a state oriented point of view. The thing that I say is a change process from the bottom. ... Universities have their own autonomy in that sense, they are autonomous to some extent from politics (Yani sadece ülkedeki siyasetçilerin de değil, yani burada üniversitelerin kendi arasında oluşturacağı bir takım birlikler

üzerinden bunun yapılması çok daha yararlı olur diye düşünüyorum. Yani daha böyle siyasi ilişkiler üzerinden bir böyle tamam biz anlaştık, hadi şimdi ... okullar arkadan gelsin şeklinde değil. Önce okulların buna öncü olabileceği, oradaki siyasi ilişkileri de o yöne kanalize edeceği bir platform düşünülmesi gerekir. Çünkü bizde hep daha böyle devlet merkezli bir bakış vardır. Bu benim söylediğim daha tabandan bunun dönüşme süreci. Üniversitenin bu anlamda ilk ortaya çıkışından beri belirli bir özerkliği vardır. Siyasetten de belirli düzeyde bağımsız olmuştur) – INT K6 –

As this quotation shows, academicians believe that universities, as autonomous institutions; universities may have the capacity to manipulate foreign policy strategies of a country through its cooperation. In other words, instead of being diverted by political decisions of the government, universities should take the initiative to have effect on the country's foreign policy.

More specifically, a great number of academicians mentioned also about foreign students' contribution to Turkish foreign policy. Even an academician from Ankara University stated that they invited students from Africa for political reasons:

We invited various successful students from Africa for their master studies. ... Politically establishing a relationship between Turkey and Africa (Afrika'dan çeşitli başarılı öğrencileri Ankara üniversitesinde yüksek lisans yapmaları için davet ettik. ... Yani şey böyle hani ileride de kendi ülkelerine döndükleri zaman politik açısından Türkiye ile Afrika ülkeleri arasında mesela böyle bir bağın kurulması açısından) – INT G7 –

As this quotation shows that universities believe in the politic contribution of international students in the long-run in other words after returning to their country. Furthermore, an academician commented that “these students might have an effect on being a regional power in terms of international relations (yani bölgesel güç olmaya da vesile olabilir uluslararası ilişkiler boyutunda)” – INT L5 –

All these ideas have the main point that either on individual level or on institutional level; establishing international relationships will have a positive contribution in politics on national level in the lung-run.

Contributions to Foreign Policy. Participants mentioned that internationalization in higher education contributes to foreign policy in terms of the country's image in the political arena. Participants stated that internationalization of education would help to make Turkey's reputation better in the world through either the exchange of students or research. Moreover, they also expressed that internationalization of higher education helps a country to exist in the current political situations and processes in the world and this will help to develop the image of the country in political terms.

At this point, especially Turkish foreign policy towards EU was an important subject in academicians' interviews. They mostly believe that participating actively in EU education programs will make a very important contribution to Turkey's accession process. Especially, on higher education level, the importance of Erasmus Program in terms of its contribution through Turkey's integration to EU was highlighted by academicians. International office administrators defended Erasmus Program since they had a chance to observe its contributions at first hand. One academician which is the ex-office administrator expressed it in the following way:

It (Erasmus Program) is the biggest advantage for Turkey in European Union negotiation process and progress reports ((Erasmus programı) Avrupa Birliği ilerleme raporlarına falan da zaten Türkiye'nin ilerlemesi Türkiye'nin işte müzakere sürecindeki belki en önemli artısı) – INT G5 –

In terms of contribution to foreign policy, in addition to Erasmus Program, Mevlana Program was also mentioned by academicians with a belief of its benefits to Turkish foreign policy in the world. Although Erasmus Program which enables student and teaching staff exchange with European countries; Mevlana Program was launched by Higher Education Council which offers mobility with non-European countries. Some of these non-European countries that exchange of students and staff was started with are the ones that Ottoman Empire was sovereign in the history. Therefore, some participants mentioned political contribution of this program in terms of reviving political relations with these historically connected countries.

There is a need to embrace Mevlana more in terms of politics by the upper administrators, the idea is good I support the idea, it should exist both for incoming and outgoing. For all justifications from financial to being soft power by using it in our civilization geography including Morocco, Kazakhstan, Ukraine (Mevlana'nın biraz daha sahiplenilmesine galiba politik anlamda üst tepe yönetimler tarafından sahiplenilmesine ihtiyaç var gibi görünüyor ama fikir iyi ben destekliyorum olması lazım. Hem gitmek hem gelmek anlamında. Yani her gerekçeyle maddisinden işte soft power olmasına kadar yani bizim medeniyet coğrafyalarımızda kullanabilecek olması yani buna Fas da dâhil Kazakistan da dâhil Ukrayna da dâhil.) – INT T8 –

Lastly, contribution to foreign policy was emphasized in terms of underdeveloped and developing countries. Some participants claim that Turkey can help underdeveloped or developing countries in terms of internationalization through receiving students from these countries. The participants remarked that Turkey turned her direction towards the West from the foundation; but more and more relationships should be developed with the countries in the East and internationalization of higher education may be a bridge for that:

Turkey turns its direction towards the West from the establishment but there is also a world in the East. We don't know the universities there in China, India, Pakistan.... I think, it is the world that we should direct for our country's interests. Turkic Republics, Far Asia, South East Asia, Pacific etc. we don't have so many things with them.

Therefore Mevlana Program may open a door for that (Türkiye doğal olarak kurulduğundan beri biz yönümüzü batıya çevirdik ama bizim doğumuzda bir dünya var. Mesela biz oraların üniversitelerini bilmiyoruz. Çin'in Hindistan'ın Pakistan'ın; Bence ülkemizin çıkarlarının bizim yönlendirmesi gereken bir dünya orası. Türk cumhuriyetleri Orta Asya işte Uzak Asya vs. Güney Doğu Asya Pasifik oralara çok şeyimiz yok. Dolayısıyla bence Mevlana programı buna bir kapı açabilir) – INT Z8 –

In summary, academicians remarked that internationalization of higher education would have a positive contribution to Turkish foreign policy either through EU Education programs towards accession to EU or through Mevlana and other exchange programs towards establishing relationships with other countries in the world.

4.2.1.4 *Socio-cultural Contributions*

When socio-cultural contribution was asked, nearly all participants supported the idea that internationalization of higher education had important socio-cultural contributions for individuals and institutions. Two main stream of thought raised from interviews were as the following. First of all, they mentioned that technology or computing systems or internet has removed physical borders but cultural borders cannot be removed without being there physically. Therefore, a great number of participants mentioned that socio-cultural contribution of international experience is more important than academic, economic and politic ones.

Secondly, they pointed out that especially for the international activities which makes people from different countries together, socio-cultural contribution emerged without any question even if academic contribution does not exist. Therefore, this type of benefit is more widespread for international activities.

Learning from Other Cultures. One of the most important concrete result of international experience is learning the other cultures. Academicians mentioned that internationalization of higher education helped individuals to learn other cultures, other people with different cultural habits such as food, music etc. and they believed that learning them would make an individual culturally rich. An academician expressed it in the following way:

Even walking around the streets is a contribution, I think so, sitting in a cafe; they are positive for the development of humans (yani sokaklarında gezmek bile bence katkıdır yani ben öyle düşünüyorum yani kafesinde oturmak insanları şeyi tekâmülü için herhalde olumludur) – INT B5 –

Since they believe in importance of this socio-cultural development of individuals, some of the academicians disregard the academic dimension of student exchange and found that this cultural development will be sufficient on its own:

Let him go even without taking courses but studying in another country, going to that country, recognizing the culture; he may not even participate in any class (Gitsin isterse orada hiç ders almasın ama bir ülkede okumak yabancı ülkeye gitmek yani o ülkenin kültürünü tanımak o ülkede bulunmanın bile ders dışında bile olsa hiç ders gitmeye derse bile girmeyebilir) – INT AM4 –

As this quotation also shows academicians strongly believe in the socio-cultural contribution of internationalization especially in terms of learning other cultures of people from different countries.

Avoiding Prejudices and Increasing Tolerance Towards Different Cultures. Nearly all participants shared their views and their own experiences about how internationalization, in other words, knowing people from other countries personally, decreased individuals' prejudices towards other cultures through increasing an awareness about them. To give an example, an upper administrator gave an example from his life:

Bulgarian woman turned to me and said “X, I did not know Turkish people like that” after being together for 6-7 months... Similarly, our students who go abroad became best friends with Greek people in three months who were the “national enemies” before, because it is common culture... If this circulation did not exist, I was still saying “national enemy” to them, they will say to me “national enemy”; therefore I think that these circulations in education between countries and in the world have great contributions. Because it helps to cultures to know each other and to not marginalize the other cultures (Bulgar kadın döndü bana 6-7 ay sonraki beraberliklerde dedi ki “ya X” dedi “ben” dedi “Türkleri böyle bilmezdim”.Yani bizim tıpkı yurtdışına giden öğrencilerimizin “milli düşman” Yunanlı birini görüp ondan sonra 3 ay sonra da can ciğer olmaları gibi. Çünkü ortak kültür.....Ama eğer bu circulation olmasaydı yani birbirimizi tanımasaydık ben hala onlara “milli düşman” onlar bize milli düşman dolayısıyla eğitimde bu dolaşımların hem ülkeler arası hem dünya dolaşımı çok önemli katkıları olduğunu düşünüyorum. Çünkü kültürlerin birbirini tanımasını kültürlerin birbirini ötekileştirmemesini sağlıyor) – INT Z9 –

Beside to get acquainted with the other cultures, participants expressed that these cultural interactions would help people to be more tolerant towards other people and to make them less fascist and racist. An academician from medicine faculty summarizes this as follows:

It will help human to be less fascist and racist. You may abstain from the unknown whereas it is so different if you stay on the same desk and listen to the course or if you care for a patient together (insanların daha az faşist olmasını ırkçı olmasını sağlayacak bir şey yani. Ya bilmediğiniz yabancı şeyden insandan daha çok çekiniyorsunuz hâlbuki aynı şeyde sırada oturup ders görürseniz veya beraber hasta bakarsanız tabii ki çok daha farklı) – INT AH4 –

In other words, being together with the other people from different cultures during education increases individuals' awareness and teach them to respect to other nations' beliefs, traditions and not to criticize them.

Experiencing and Witnessing New Life Styles. Last topic under socio-cultural contributions of internationalization of higher education is that it helps individuals to develop an intercultural vision. Participants depicted that their students had an intercultural vision after their study abroad period. Two very striking examples expressed during the interviews were students who faced with pork and a student who wore short trousers at first time in their life. An office administrator told about how she convinced her students to make their internships in restaurants where pork was served:

Because they met with pork. Some of our students who are going for internship they work in restaurants or cafes. They met with pork in the restaurants. Some of them said that they would not work there since they are strict. We advised them, “you will go there and you should be ready for that, otherwise you will not go”. (Çünkü domuz eti ile karşılaştılar. Bizim öğrencilerimizden bir kısmı bunlar gittiklerinde staja lokantalar, restoranlarda çalışıyorlar. Veya işte kafelerde çalışıyorlar. Restoranlarda domuz eti ile karşılaşmışlar. Bir kısmı birazcık daha sert olduğu için ben çalışmam burada demiş. Onlara telkinlerde bulduk, gidecekseniz hazırlıklı olmanız gerekiyor bunlara. Yoksa gitmeyeceksiniz.) – INT U11

As this quotation shows the internationalization experience contribute socio-cultural development of students and teach them to be more intercultural. Moreover, an academician mentioned that how the vision of his students changed through international experience in terms of personal development and self-confidence:

These students are in 2-3 upper levels than the students who did not go in terms of vision, language, self-confidence... For example it affected my student who came from Van. He was an extremely religious person, he was grown up in a close environment; he went and came. He dressed short trousers. He said to me that “if I go to my town, my dad will shoot me, I can’t go with short trousers to Van (Bunlar görece bizim öğrencilerimizden gitmeyen öğrencilerden 2-3 gömlek daha yukarı çıkıyorlar. Hem vizyon anlamında hem dil anlamında kendilerine güven anlamında dolayısıyla da kesinlikle öğrenci bir fark yaratıyor... Mesela Van’dan gelen öğrencimde şöyle bir etki yaratmıştı. Son derece biliyorum dindar bir çocuk çok kapalı büyümüş gitti geldi kısa şort giymiş. Dedi ki böyle gidersem babam vurur beni. Böyle bir kısa şortla Van’a gidemem dedi) – INT E25 –

As these examples show international experience of students led them to examine the values that their own culture does not have. Therefore, academicians believe the importance of this experience for socio-cultural and personal developments of their students in terms of learning other cultures and developing intercultural skills.

4.2.2 *Emerging and Existing Conflicts of Internationalization on Multi-Levels*

In the first section, the contributions and benefits of internationalization of higher education for individuals, institutions and nations were mentioned. In this second section, the conflicts that arise from the implementation of internationalization are elaborated. At this point, it should be pointed out that remarking these conflicts should not mean a normative

stand of the author towards internationalization rather these conflicts indicate the malfunctions in the structural and functional issues in implementation of internationalization practices. Ennew (2012) stated this in the following way:

The benefits of internationalization (whether at institutional or national level) have been articulated in economic, academic, political and cultural terms to build a compelling case for internationalization in higher education an unambiguous force for good. And while some may challenge this prevailing optimism, critiques have tended to focus more on problems in implementation rather than on rejecting the principle, per se. (p.70)

Even the academicians who are critical to the concept of internationalization in normative level; these academicians also embraced the view that being a part of international relations with other colleagues in other parts of world is naturel for universities from the foundation of university. As mentioned in the first section, the participants of this study mentioned various points that explained the contribution of internationalization of higher education in four different domains. However, this did not prevent them to express their negative thoughts, feelings and beliefs that they noticed along with this process. Therefore, in this second section, these conflicts and problems will be given again in academic, economic, politic and socio-cultural domains.

4.2.2.1 Conflicts in Academic Domain

Participants rendered that both themselves and their students experienced problems during the implementation of internationalization processes in academic terms. These problems are listed under six headings namely language conflicts; curriculum mismatch; exchange programs lagging behind expectations; publish or perish; low institutional and individual capacity in international research projects; fraud, commodification and marginalization of academic publishing and event.

Language Conflicts. During the interviews the interviewees stated language as an important issue in internationalization. Most of the academics believed in the importance of language in internationalization and mentioned that without necessary language qualifications it is impossible to be part of international teaching or research. This issue was explained from different dimensions namely language problems raised from language of instruction; language problems of current registered students; language problems of incoming students and staff; and language problems in classroom environment.

In three of the universities which were selected as case studies in this study, the language of instruction is Turkish and in one university it is English. The Turkish-teaching universities also offer limited number of programs or courses in English and this information was given in Chapter III. Turkish-teaching universities complained about their disadvantage

to be active in internationalization processes. An office administrator from a Turkish-teaching university stated that "For internationalization, it is a big disadvantage to not make English as the language of instruction. (eđitim dilinin İngilizce olmaması büyük dezavantaj oluyor uluslararasılaşmada) – INT H3 –

Language of instruction is especially important in attracting foreign students, concluding agreements with foreign universities and in general international cooperation of universities. Another office administrator stated this in the following way:

We can't attract students since there aren't many programs which offer education in English or many teaching staff who can offer English-taught courses. This may cause problems (Çünkü öğrenci çekemiyorsunuz İngilizce eğitim alabilecek bölüm fazla olmadığı için veya ders verecek hoca çok fazla olmadığı için. Sıkıntı yaratabiliyor bunlar) – INT AC1 –

In addition to office administrators; upper administrators also remarked that point. This problem was recognized by upper administrators and two vice-rectors of different universities mentioned that their goal was set to increase the number of English-taught courses and programs.

We're working on changing Turkish programs into 100% in English... We can attract foreign students with these programs... Otherwise, you receive student, he is studying one year Turkish and then he starts his education. And he doesn't like it. In fact, we let them escape, not only from Ankara University but from Turkey (Türkçeleri yüzde yüze getirmeye çalışıyoruz... Yabancı öğrenci çekebileceğiz bunlarla Aksi takdirde öğrenciyi alıyorsunuz bir yıl Türkçe öğreniyor ve ondan sonra gelip eğitim alıyor. O da onun hoşuna gitmiyor. Yani yabancı öğrenciyi Türkiye'den kaçırmıyoruz aslında. Sadece Ankara Üniversitesi değil Türkiye'den kaçırmıyoruz) – INT I2 –

Another upper-administrator mentioned his university's efforts to increase courses in English as the following:

This year, in the departments of engineering, English-taught programs are opened, we accepted 25 students for each... Our existing program was nearly %80 English-taught. But when you offer English-Turkish together, students choose the easiest one, their motivation became low and they want to use Turkish more. I think that, opening English-taught programs is important since mixed programs, even they are 80% or 90%, are the programs that student can't benefited from them (Bu sene bütün mühendisliklerde İngilizce programımız açıldı, 25'er öğrenci aldık. ... Biz kendi programımızda daha önce zaten %80'e yakın İngilizceydi. Fakat bu İngilizce Türkçe birlikte verince öğrenciler biraz kolaya kaçıyorlar Türkçeye daha çok ağırlık vermek istiyorlar motivasyonları düşüyor. Bu şekilde İngilizce programların açılması bu anlamda önemli çünkü karma programlar %80 de olsa %90 da olsa sonuçta öğrencilerin çok fazla verim alamadıkları programlar olduğunu düşünüyorum) – INT O3 –

Turkish-teaching courses become an obstacle for incoming students since they can't take all the courses they want. Instead, only the academicians who have sufficient language skills can offer courses in English and incoming students should select courses among them:

English taught courses are not always open in our university, this is the biggest problem for us... The students can't be integrated to classes, teaching staff should specifically help them...In the department, the student should choose only the course that its teacher teach in English, they have no other choices. Moreover, the teaching staff should be willing to accept the student since the incoming student will perform project or presentation other than Turkish students... (İngilizce ders her zaman verilemiyor bizde, en büyük sorunumuz o bizim...Sınıflara dahil olamıyorlar, hocaların özel ilgilenmesi gerekiyor...Bölümde kim ingilizce ders verecekse, öğrenci o dersi seçmek zorunda, başka şansı yok. Bir de o dersi veren hocanın da gönüllü olması lazım çünkü ayrıca o öğrenciye proje ya da sunum yaptırıyor) – INT U3 –

In addition to language requirement to establish international partnerships, the language qualifications of students were also mentioned as an important conflict especially to organize mobility of students. An office administrator reflected about the insufficient language skills of Turkish students which became a problem for them in their mobility experience:

Our students' background is not so good. Since we receive students from the Anatolia, our students are not from colleges, Anatolian High Schools... I advise them to participate in language activities before going abroad and develop their language skills of the country that they will go (Öğrencilerimizin backgroundları çok iyi değil. Dediğim gibi Anadolu'yu kucakladığımız için kolejlerden, Anadolu liselerinden gelen çok fazla öğrencimiz yok bizim... gitmeden önce lütfen biraz dil faaliyetinde bulunun, İngilizcenizi geliştirin işte diğer hangi ülkeye gideceksiniz oranın dilini birazcık öğrenin diyordum) – INT U2 –

As this quotation shows that these low language skills prevent students to participate in international activities. Academicians stated that in Turkish-teaching universities most of the students who participate in mobility programs are from language related departments like English Language Teaching.

Furthermore, low language skills of incoming students and teaching staff were also mentioned. Academicians complained about insufficient language criteria for international students which in turn caused to receive students who did not know neither English nor Turkish. They mentioned that this issue has a great burden over academicians and one professor stated the following:

We had an Iranian student who was doing his PhD, he had a very few English. His Turkish was Azeri Turkish which is speaking in Iran. In our program, it is possible to write the thesis in English; but he can't write his thesis neither in Turkish nor in English. I had to translate his thesis from Azeri language to Turkish. This both prevents student's self-development and brings a big burden for academician (Bir İranlı öğrencimiz vardı doktora yapan. İngilizcesi çok çok azdı. Türkçesi de İran'da konuşulan Azeri Türkçesi şeklindeydi. Ne İngilizce tez yazabiliyordu ki bizim doktora programımızda İngilizce tez yazmak mümkün. Ne de Türkçe tez yazabiliyordu. Onun

tezini neredeyse ben Azericeden Türkçeye çevirmek zorunda kaldım. Bu da hem öğrencinin iyi yetişmesini engelleyen bir şey hem de hocalar üzerinde çok ciddi yük getiren bir şey) – INT AD5 –

A similar problem was also mentioned for incoming academic staff by stating that especially staff coming from underdeveloped or developing countries did not have sufficient language skills which hinder academic contribution from their visit.

Last conflict mentioned by academicians is the language problems in classroom environment mostly caused by the existence international students which cause the academician to teach completely in English. Teaching in a different language limits the effectiveness of teaching because the teachers feel bounded. Academicians mentioned the difficulty to use English all the time which prevent them to make Turkish explanation if needed, making Turkish jokes to gather attention in classroom or giving examples from Turkey. An academician explains it as follows:

For example in the introduction courses, I have difficulty because I speak in English... a challenge occurs, after the half of the course I lose the 1st year students... Secondly, I want to use examples in Turkish, examples from Turkey; for example I show the video of Cem Yılmaz. It is disgraceful for international students to use Turkish material (mesela giriş derslerimde olduğunda çok zorlanıyorum çünkü hani ben İngilizce konuşuyorum... challenge oluyor bir hani sırf İngilizce konuştuğunu da birinci sınıf öğrencisi kaybetmeye başlıyorum yarısı geçtikten sonra .. İki işte giriş dersi yine birinci sınıf öğrenci Türkçe örnek kullanmak istiyorum yani Türkiye'den örnek kullanmak istiyorum ve o işte Cem Yılmaz'ın videosunu gösteriyorum mesela anlatabiliyor muyum yani bunu şimdi international bir öğrenci olduğunda bu o materyali kullandığımda ona ayıp oluyor) – INT AN9 –

In summary, language problems occur in Turkish universities for many reasons. These problems arise from different sources such as current or incoming students/staff who lack of language skills, practical language problems in class or from the traditional language structure of universities which clashes with the current expectations of international system.

Curriculum Mismatch. As mentioned in Chapter III, the universities chosen for case study are old universities which were founded more than sixty years ago. Although some updates were done in years, their curriculum was designed according to expectations and standards of their traditional structure. Therefore, the participants mentioned that both incoming and outgoing students had experienced problems due to curriculum mismatch. In terms of incoming students, the nationalistic curriculum became a problem for students:

If we always offer courses which are only about the problems in Turkey without any global perspective, if we don't have programs directed to them; students may find it problematic... It is negative, you like yourself much... you focus more on your own problems... In general, I think, our bachelor, master and PhD programs are inward oriented and whelmed with national level comparatively to U.S.A. or UK. I think they don't include any global or European perspective, and it very disadvantageous in terms

of attracting international students (Yani gelen öğrenciye biz şimdi sürekli Türkiye’deki meseleler üzerine hiçbir küresel perspektifte dersler okutmazsak buna yönelik programlarımız olmazsa dolayısıyla öğrenciler için bu bir problem yapabiliyor... Bir negatif bir yani siz çok fazla kendinizi seviyorsunuz ... çok fazla kendi meselelerinize odaklanıyorsunuz... Genel olarak lisans programlarımızın ve yüksek lisans doktora programlarımızla batıya kıyasla özellikle Amerika’ya İngiltere’ye kıyasla çok fazla içe dönük olduğunu çok fazla ulusal düzeye boğulmuş olduğunu düşünüyorum. Böyle bir küresel perspektif ya da European perspektif bildiğiniz anlamda perspektif içermediğini düşünüyorum ve bu uluslararası öğrencileri çekmek bağlamında çok dezavantajlı bir şey) – INT E13 –

To give another example, an academician from European Research Center told that “In the questionnaire that we conducted with 400 students ...they found our programs so nationalist... They think that universal programs will be more useful for them after their return in their working environment. (400 öğrenciyle yaptığımız anket çalışmasında ...bizim programları fazla ulusal buldular...biraz daha böyle evrensel programlar olduğu zaman hani döndükleri zaman çalışma ortamlarıyla falan daha faydalı olacağını düşünüyorlar)” – INT G3 –

In addition to the problems experienced by incoming students; outgoing students also have curriculum incompatibility problems especially in the recognition of courses. Academicians mentioned that most of their students who participated in mobility programs had to extend their study period since their courses were not recognized. Even an academician mentioned that due to incompatibility of curriculum, the students know that their courses will not be recognized. She expressed the following:

Erasmus is very difficult for Medicine Faculties. Our education system and the education system of European Medicine Faculties are not compatible at all. Very few students can go; the ones who participate in the Program, go to spend spare time (Erasmus şöyle Tıp Fakültesi için çok zor. Yani şeydeki bizim eğitim sistemiyle Avrupa’daki şeylerin Tıp Fakültelerinin eğitim sistemi hiç birbirine uymuyor ...çok az öğrenci gidebiliyor. Gidenler de daha çok orada boş vakit geçirmek için gidiyorlar)” – INT AH3 –

Moreover, this difference in curriculum may arise from the different needs of different societies. For example, an academician from nursery department explained that Turkish universities opened courses about infectious diseases; but European universities focused more on the development of human health; they opened courses about senile. These differences make course recognition difficult for outgoing and incoming students.

Exchange Programs Lagging Behind Expectations. Academicians expressed their discomfort with the academic outcomes of exchange programs both for outgoing and incoming students. For outgoing students, insufficient recognition of courses caused students to not give all of their effort to be successful academically. In other words, some of the outgoing students

become unsuccessful since they knew that their grades would not be recognized by their home university.

In addition to that, participants emitted that most of the universities in Europe does not offer their main courses to Erasmus students but they offer some general courses in English so that Erasmus students can take them. This low number of courses offered for Erasmus students decreases the academic contribution of the Erasmus Program. Another point mentioned by academicians is the fact that mobility programs are mostly for a semester and even for graduate students this duration is not sufficient to develop academically or to have academic outcomes.

In terms of incoming students, most of the participants complained about the low academic contribution. First of all, they mentioned that academic contribution of the exchange programs changes from country to country and academic contribution can only be supplied if you have cooperation with West countries.

I think the contribution supplied by incoming students in terms of academic publication, projects is limited. Because in most of countries that incoming students come from, universities are not developed and internationalization is limited. Therefore, we don't have cooperation with a West university, They become patch to us like we become patch to Europe (yani gelen öğrencilerin hani doğrudan akademik bilimsel yayın başka şeyler projeler vs. sağlaması yani etkisinin çok ben sınırlı olacağını düşünüyorum. Çünkü çoğu gelen yerlerde sınırlı miktarda uluslararasılaşma sınırlı miktarda imkânlar ver üniversitelerin çoğu çok gelişmiş değil. Dolayısıyla biz batı üniversitesi ile ... işbirliği kurmuyoruz. biz nasıl yama oluyoruz Avrupalıların arkasına. Bir anlamda "onlar da biraz öyle oluyorlar) – INT E23 –

Moreover, academicians also mentioned low academic contribution for incoming students who study in their university under the exchange programs. The main reason for that seems that the education level in these countries is lower than Turkey and the students can't contribute to Turkish system. One of the middle level administrators explained her experience with students from Turkmenistan as follows:

We had 10-15 students from Turkmenistan through Mevlana Program. They were so weak in academic terms, they had a different understanding of design, they had never made designed, they were so unsuccessful, I was sad about that (Mevlana ile gelen bir on, on beş öğrencimiz oldu şeyden Türkmenistan'dan çocuklar. Çok zayıf geldi çok farklı bir tasarım anlayışı var onlara tasarım hiç yaptırılmamış hepsi çok başarısız oldu ona da üzuldüm) – INT V6 –

Moreover, some academicians claimed that incoming Turkish students who came from abroad is another source of low contribution of exchange program:

Erasmus is started to turn the Program of the Turkish workers' children in some countries which has another danger..... I worked as an Erasmus coordinator for two

years... Namely German students were the Turkish Germans students (Erasmusta giderek bazı ülkelerde Türk işçi çocuklarının Erasmusu haline dönüşmeye başladı onun da ayrı bir tehlikesi var.....Ben 2 yıl boyunca Erasmus koordinatörlüğü yaptım burada ...İsmen Alman değişim programı öğrencileri cismen oradaki Türk Almanlardı) – INT AI5 –

In summary, the low contribution of exchange programs either for incoming or for outgoing students were mentioned by academicians from many different dimensions. Low contribution of incoming students was mostly mentioned by using the stereotypes of the difference between East and West countries. In the interviews, the incoming students and teaching staff from underdeveloped and developing countries found as insufficient skills with insufficient contributions. Although this problem arose through discussing exchange programs; but the general idea for all international cooperation was the same during the interviews.

Publish or Perish. Another academic conflict that was mentioned by academicians is due to international academic publication. A great number of academicians criticized the requirement of international publication in Turkey to get the academic titles such as applying for Associate Professorship Exam. Academicians mentioned that even to stay on their current position such as Assistant to Professorship, they have to make an international publication at least every two years. They mentioned that they knew that they are in this profession to make publication but when it turns into a pressure mechanism they are alienating them from their profession. An academician expressed it in the following way:

This dilemma and problems in the system make academicians alienated to their profession therefore the requirement for publication is real; we are here for that but I'm against to make them a means of pressure and discipline through standardized ways (Sistem içerisindeki arızalar insanı akademisyeni mesleğinden çok yabancılaştıran şeyler dolayısıyla yayın yapma zorunluluğu bir gerçek ondan sonra bunun için buradayız zaten ama bunun böylesine bir baskı disiplin kontrol aracına dönüştürmek standardize edilmiş araçlarla üstüme bir şey gelmesine karşıyım) – INT AV7 –

Most of the participants used the term “publish or perish” to express the situation that academicians live. They mentioned that if an academician wants to continue his/her career, internationalization should exist in this world and they have to publish what they had done to international community. In other words, most of participants agreed the necessity of making international publications but they also mentioned about conflicts coming with this requirement. For example, participants mentioned that not all the academicians in Turkey have sufficient language skills to make an international publication. Therefore, defining this international publication as a criterion of promotion become a conflict in itself. Even an academician told that this pressure has a function of social exclusion since the academicians

graduated from colleges will have more chance to promote in this system. He mentioned that “I find it ridiculous. It is the logic of imperialism, you can encourage, you can give more points but it is ridiculous to make it compulsory as a criteria for selection. It is ridiculous and I think these things works for social exclusion (Çok saçma buluyorum. Sömürge mantığıdır, özendirilebilirsiniz fazladan puan verebilirsiniz ama zorunlu tutulması eleyici bir kriter olması çok saçma. Çok saçma ve bunun bu tür şeyleri sosyal dışlama işlevi gördüğünü düşünüyorum)” – INT F4 –

Another point expressed by the participants is the fact that although publishing the research should be the result of the process, it became the aim for the research. Academicians mentioned that they experience this hesitation in their research.

The results of the working may be published in international journals like they are publishing in national ones; but it should be the result not the aim. I have such a hesitation and I’m sad about that. Of course, international publication should exist but we should not work to reach this aim; the results of the working should be published. I think there is confusion of aim and result in Turkey (Değilse gerçekten çalışmalarını sonucu ulusal dergilerde yayınlanabildiği gibi uluslararası dergilerde de yayınlanabilmeli ama bu amaç değil sonuç olmalı. Böyle bir çelişki yaşıyorum ve üzülüyorum açıkçası. Elbette uluslararası yayın olmalı ama bu çıta bunu sağlamak için çalışılmamalı, çalışmanın sonucu yayınlanmış olmalı. Öyle bir sebep sonuç karışıklığı var gibi geliyor bana Türkiye’de) – INT N2 –

Participants also mentioned that academicians tried to make international publications at the very beginning of their career; however this should be done after reaching to an academic level in national terms. An academician expressed that instead of making international publication as a requirement; it should be a next step after accomplishing some works on national level:

You may define a vision for you, at some point you reach a national level; after this point you start to be known in international level. Without intention, you become a part of this process. But if you push it even starting from graduate education; there is a demand of raising rapidly to international level without some things are settled. I think administrators are also impetuous at that point (Şimdi siz kendinize öyle bir vizyon çizersiniz ki bir noktada ulusal düzeye ulaşırsınız, bir noktadan sonra da artık uluslararası düzeyde de tanınmaya başlarsınız. Yani elinizde olmadan o sürecin bir parçası haline gelirsiniz. Ama siz bunu zorlayıp bunu daha lisansüstüdeyken şey yapmaya başladığımız zaman ... akademik anlamda bir takım şeyler yerleşmeden daha uluslararası düzeye çok hızlı bir yükselme talebi oluyor. Birazcık da yöneticilerin orada aceleciliğinin olduğunu ben düşünüyorum açıkçası) – INT K3 –

Another conflict that arises with the requirement of international publication is the subject areas that are not suitable for international publication. Especially the academicians focusing on national subjects have difficulty to find international journals which will publish their article:

There is no way to publish in a journal for an academician who works on national law, it is almost impossible. Expecting this and making this as a criteria is like asking for impossible, for that reason I don't agree with that. We have an obsession of citation index, and I think we have to give up this obsession for some subject areas since there is no feasibility for that (Ulusal bir hukuk alanındaki bir hukukçunun böyle bir dergide yazı yayınlatabilmesine imkan yok imkansız bir şey hani bunun bizden beklenmesi ve bir kriter olarak ileri sürülmesi de hani imkansızın istenmesi gibi bir şey. O yüzden ben bunu hiç sıcak bakmıyorum yani bir citation indeks takıntımız var bu takıntıdan en azından bazı alanlar için muhakkak vazgeçmesi gerektiğini düşünüyorum çünkü yapılabilirliği yok...) – INT J3 –

Primacy of quantity and results quality vs quantity problem is the last conflict indicated by the participants. Some academics emphasized that the requirement of making publications leads the academic staff to make publication with very low quality; so it should be bear in mind that making an international publication does not mean that it has a high quality. They believed that it is not sufficient to put the criteria of international publication but the quality of journals should also be analyzed with some other criteria such as impact factor. One academician gave the example that cheating mechanisms worked to comply with these criteria and some academicians tried to show some journals as international. Another academician explained it as follows:

I interrogate whether international publication is equal to publication with quality or not.. A publication which got cited is a publication with quality? No it is not; recently two big citation gangs emerged in Karadeniz Technical University, and the memberships of the journals were cancelled. That means we will look at the geographical distribution of citation; as reciprocal relationship they get cited from each other or are there citations from Uganda or Zaire (yabancı yayın eşittir kaliteli yayın mıdır onu bir miktar ben sorguluyorum... atıf alan yabancı yayın kaliteli bir yayın mıdır? O da değil çünkü yakın zamanda atıf çeteleri ortaya çıktı işte Karadeniz Teknik Üniversitesinde iki tane çok büyük atıf alan derginin üyelikleri iptal edildi. Demek sırf atıf almak da burada atıfın coğrafi dağılımına mı bakacağız yani sürekli ahbap çavuşlar birbirine atıf mı vermiş yoksa Uganda'dan Zaire'den atıf var mı) – INT AD3 –

To summarize, the requirement of international publication causes various conflicts for academicians. Some academicians feel alienated due to this pressure system; some of them have difficulty in publishing in English; some feel that research is conducted only to make publication; some have problems since their research area is not suitable for international publication, even some academicians are using cheating mechanism to overcome this problem.

Low Institutional and Individual Capacity in International Research Projects. Although international projects are accepted as very important for academicians' professional life and universities' academic development; academicians complained about the conflicts due to international projects. The participants mentioned three types of conflict that they experienced through conducting international projects: First of all, they reflected that they had difficulty in

finding partners, especially when big consortiums need more than one partner in different countries. They mentioned that they had to work with consultancy firms which became hubs to meet academicians and foreign partners. One academician expressed it in the following way:

These projects have high budgets, so very big consortiums are needed and I think it is very difficult to obtain it.... Because for example there are some companies which work like mafia. These consultancy firms works like a hub and they make the academicians together and they write the projects (bu projelerin bütçeleri yüksek falan orada da acayip şeyler gerekiyor böyle büyük konsorsiyumlar gerekiyor... Çünkü mesela şeye baktım ben orada bir taraftan da şöyle bir şey var orada böyle mafya gibi olmuş şimdi bazı şeyler var. Danışmanlık şirketleri. O danışmanlık şirketleri bir hub görevi görüyor bu akademisyenleri bir araya getirip projeleri onlar yazıyor) – INT AB6 –

In other words, participants mentioned that their institution's capacity of networking is not sufficient for international projects. This prevents them to benefit more from international project schemas designed for academic projects.

Secondly, they complained about huge bureaucracy of the international projects which is a burden for them under heavy working conditions. This is mostly sources from the lack of back office support. Some academicians mentioned that they are hesitating to participate in international projects due to bureaucratic requirements and they complained that they couldn't get administrative support for that. A professor explained his complain as the following:

I can say my project and what I want to do, but don't make me fought with the forms or direct me to the masochist people, if any, who enjoys dealing with forms and I will add them to my project. The biggest barrier for me is this bureaucratic part (Yani ben projemi, ne yapmak istediğimi söyleyeyim ama beni formlarla boğuşturmasınlar veya bu işten zevk alan form mazojistleri birileri varsa onlara yönlendirsinler. Ben de onları projeye dahil edeyim ama asıl bariyer benim için bu bürokratik kısım) – INT AD7 –

Lastly they mentioned about the effects of financing organizations on the results of the projects. At this point, academicians stated about the pressure by financing institutions which is aimed to change the results of the projects. They believe that financing institutions defined the subject and framework of the projects and followed every step to give money which might harm the autonomous outcomes of the project. An academician explains that not only the financing institutions but the market itself has also interventions in scientific projects:

Especially, in the engineering departments, opening research area necessitates to cooperate with private sector. And this means that the outputs of the projects reflect the market therefore the research which is not wanted by the market are not counted as scientific research (özellikle mühendislik fakültelerinde proje yapmak demek araştırma alanı açmak demek daha ziyade özel sektörle işbirliği içine girerek şey oluyor. Bu birebir şu anlama gelmiyor projelerin çıktıkları olduğu gibi piyasaya

yansıtılan şeyler dolayısıyla bu piyasanın istemediği arařtırmalar artık bilimsel arařtırmalardan sayılmıyor) – INT AV2 –

To sum up, international projects are founded as beneficial initiatives for academic purposes but academicians remarked three types of conflict about them. These are low institutional and individual capacity to find partners; huge bureaucracy and paper work which has to be done by academicians and the manipulation by financing institutions and market itself into the autonomous results of the projects.

Fraud, Commodification, and Marginalization of Academic Publishing and Event. Many academicians complained about that a market has been emerged for international publication and conferences in which some people do academic activities in return for money. In other words, they gave such examples of conferences organized by organizational firms, paying huge amount of money to participate in conferences, journals publishing articles in return for money etc. Participants mentioned that although they believed in the benefits of international publication; it did not mean that all of them have high quality just because they were international. An academician expressed it as follows:

I'm not sure whether it is right to participate in the conferences with huge scale organized in return for money... Especially in the fields of science and technical areas, they are so common. I don't advise them... You know many companies arise, they earn money from conferences. Academicians are used, they pay money, they go and come back without seeing anybody... Because they publish your paper without going as if you were there (Yani bazı konferanslar yalnız bu son para karşılığı büyük ölçekte yapılan onları katılmak ne kadar doğru pek bilemem yani. Özellikle fen bilimleri alanında teknik alanlarda çok yaygın. Onları çok önermiyorum.Çok şirket türedi biliyorsunuz konferanslar para kazanıyorlar. Akademisyen de kullanılıyor, akademisyen de gidiyor oraya ödüyor kimseyi görmeden geri geliyor.... Çünkü onlar öyle bir şey oluyor ki gitmeden paper'ınızı basıyorlar gitmiş gibi gösteriyorsunuz kendinizi) – INT AJ3 –

As this professor mentioned high level conferences organized by firms and these firms earned money over academicians. Although one of the most important benefits of international conferences is face-to-face meeting with colleagues; such conferences did not give this chance to academicians. As he mentioned, even some of them published the article without participating in the conference. These types of activities detriment the reputation of international conferences since they did not have any academic contribution to academicians.

Another academician mentioned that special firms had been established for Turkish studies. These firms accept the paper of Turkish academicians who did not have sufficient language background in return for high conference fee. Since state universities in Turkey pay the conference fee of academicians; these firms targeted these academicians who might not get acceptance form other conferences:

Participation is 320 Euro or such I don't remember exactly. Why? Because ... there are entrepreneur faces in Europe especially in the field of Turkish studies, I experienced it twice. Since state universities in Turkey support internationalization, they put higher fees since state pays. For example, in Muğla, Çukurova or somewhere it may be difficult for a person to get acceptance from an international conference especially if he has a Turkish speaking background, therefore it turns to a market (işte katılım kaç üç yüz yirmi Euro mu ne yani tamam mı hani niye çünkü Avrupa'da bazı yeni entrepreneur simalar oluşuyor benim anladığım özellikle Turkish studies alanında bu benim başıma ikinci kez geliyor bunlar biraz şeye yapıyorlar galiba. Türkiye'de kamu üniversiteleri katılımı destekliyor ya internationalize olma anlamında yapıp fee'yi yüksek tutup zaten kamu ödüyor. Şimdi hani Muğla'daki, işte Çukurova'daki bilmem ne yerdeki bir adam içinde hani bir uluslararası konferansa belki gitmek hani özellikle çok Türkçe speaking bir background'dan geliyorsa sıkıntı acceptance da kolay veriyorlar hem dolayısıyla böyle bir markete dönmüş) – INT AN8 –

In addition to the complaints about “conference and publication market”, the academicians also stated about “conference tourism”. Some of the participants reflected that since academicians did not have sufficient resources to touristic travels; most of the academicians used conferences as an opportunity to travel. For that reason, conferences are organized in touristic places. Even one academician in this study confessed that he could not have sufficient language skills and he went all international conferences for sightseeing. Another academician stated that especially in the late years of academia, this aim of tourism and sightseeing became important for academicians' conference choices. A striking example is given by an academician as he mentioned about academicians who had not got even English language skills and participated in a conference in French:

People are right, the income levels are low in Turkey, and they apply to everywhere for seeing these places, let's visit Russia, let's visit China, Afghanistan. Under normal conditions... you don't participate in a French speaking conference. Sometimes in the past, it was a trend, everybody was going to Cuba, and they were going for sightseeing. Please nobody deceives the others, was it a travel which is to the point? Was it really a travel which is done for international science on that subject or let's go to Japan, Let's go to Australia. Such things exist between academicians (biraz da insanlar haklı olarak Türkiye'de gelir durumları da çok kötü şimdi biraz da görmek için Rusya'yı göreyim Çini Afganistan'ı göreyim orada burada her yere de yazıyoruz tabii. Hâlbuki normal şartlar altında...Fransızca konferansa katılmazsın yani. Bir ara çok modaydı herkes Küba'ya gidiyordu, gezmek için gidiyorlar. Kimse kimseyi kandırmasın yani. To the point mi o seyahat yani. O seyahat gerçekten de kendi bilim alanına yaptığı uluslararası bilim alanı için yapılan bir şey konferans katılımı yoksa işte gidelim Japonya'ya gidelim Avustralya'ya gidelim. Bu tür şeyler var akademisyenlerde) – INT AJ3 –

Last point on this subject is about international publications. Academicians criticized the publications based on paying money and said that these publications have no contribution to academia. A great amount of academicians mentioned about these journals which published academic works in return for money. Moreover, the other international journals also ask for

payment for editing the article and state universities has no fund for such expenses. An academician expressed it in the following way:

It becomes so expensive to make international publication; in the first years that I was preparing for Associate Professorship exam it was not like that... When I look now, today one of them asked money from me for edit of the graphic, they all are in return for money and there is no payment for that (uluslararası yayın yapmakta artık bayağı pahalı oldu. İlk yıllar bizim benim doçentliğe hazırlandığım dönem böyle değildi ... Şimdi bir bakıyorum onlar da direk hani işte edit istiyorlar işte bugün bir tanesi grafik editi için benden para istemiş falan yani bunlar bile artık paralı. Paralı ve bununla ilgili hiçbir şey yok ödenek yok) – INT S4 –

In summary, although academicians believe in the importance of international publication and conferences; they criticize the standard and fee-paying examples which had no contribution to academic domain. Organizational firms' conferences in huge sizes; high fees of conferences which publish articles without participating; “conference travel” trend of some academicians and international publications in return for money were criticized by the participants.

4.2.2.2 *Conflicts in Economic Domain*

Second type of conflict mentioned by academicians is the economic conflict. As explained in the first part, internationalization has many benefits for individual academicians and higher education institutions in economic terms. However, as economic problems occur in every part of life; here also some conflicts occur due to many reasons. First of all, academicians complained that they couldn't find sufficient funds for their international activities and secondly incoming international students and teaching staff as well as outgoing Turkish students experience some economic problems.

Insufficient Financial Support for International Activities. Many academicians complained about insufficient financial support for their international activities. A great amount of the participants mentioned that the support given for participation in an academic activity abroad is not sufficient for their payments and they have to pay themselves. Most of the academicians complained that the salaries in state universities are low and they have to allocate some of their salaries for international activities. At that point, an important contradiction exists between upper administrators and academicians. All of the upper administrators mentioned about how they increased the financial contribution to academicians' international activities and but academicians find it insufficient. A participant mentioned this problem in the following way:

..you go to an international conference to present a paper, the university gives you a support. However, in general this support is only sufficient for plane ticket and conference registration fee. That means that participating in conferences necessitates for academicians to spend some of their limited income. (.. uluslararası bir konferansa bildiri sunmak üzere gidiyorsanız üniversitenin bize verdiği bir destek var. Ancak, o

destek genel olarak, sadece uçak parası ve konferans kayıt ücretine yetiyor. Yani bu şu demektir. Konferanslara katılmak akademisyenlerin zaten sınırlı olan gelirlerinin bir kısmını ayırmasını gerektiriyor) – INT AT5 –

Insufficient financial funds for international visits defined as a problem by different academicians in different universities. Although upper administrators stated that they allocated important of their budget for supporting academicians' international activities; the interviewees did not think the same. In addition to direct funds for international meetings, universities also offer scientific research projects (BAP) to academicians for their research. However, these projects were also criticized due to low economic benefits for internationalization. Academicians complained about that these projects were done for research and they did not give support for participating an international conference or going abroad for another reason.

In addition to university supports, other source of funds also exists for academicians. Another economic conflict arises from the low contribution through TÜBİTAK projects. For TUBITAK projects, academicians stated that they applied but their projects were not chosen to be supported, since the number of selected projects are low.

Another source to participate for international activities is Erasmus and Mevlana program teaching staff exchange. For Mevlana program grants, nearly all participants who participated in this Program found the grants insufficient for teaching staff exchange:

We already know how Mevlana support is low...You give someone as like civil servant payment system, it will not help at all. With this little payment, how people will survive? They go for 3-4 months, there is no sufficient money. They pay it monthly, there are problems like that (Mevlana'nın desteğinin ne kadar az olduğunu zaten biliyoruz.... Bir kere yani harcırah usulüyle siz birine devlet yardımında bulunursanız hiçbir işe yaramaz. Yani o kadarcık harcırahla ne kadar geçecek o insanlar? 3-4 aylığına gidiyorlar, doğru düzgün bir para yok. Bir de aylık olarak yatırılıyor filan gibi sıkıntılar da var) – INT AC4 –

When EU projects are concerned, academicians did not mention about low funds through these projects but a great number of academicians stated that there is a conflict since Turkey couldn't get the amount that she paid for research projects. Participants reflected about low economic return from European Union projects and they expressed that Turkey got less than she invested in these projects. Academicians expressed that this conflict caused low contribution of EU research grant for Turkey:

If I don't remember wrong, we invest 450 million Euro, the return of it is less than 10 percent, and therefore it is not possible to talk about economics. Turkey still can't get the money that she invested from EU projects. If we do so, if we can get the money that we invested, then economic contribution can be realized but for now on there is no economic contribution (Kaç milyarlık yanlış 450 milyon Euro mu ne ülke olarak yatırıyoruz geri dönüşü işte yüzde 10 bile değil bu ülkeye dolayısıyla bunun bir

ekonomisinden bahsetmek mümkün değil. Türkiye hala yatırdığı parayı geri bile alamıyor AB projelerinden. Bunu yaparsak yatırdığımız parayı geri alabilirsek o zamanda ekonomiye katkı belki gerçekliğe dönüşür ama şu an için ekonomiye katkı yok yok öyle bir şey) – INT C4 –

Moreover, international students are accepted as a source of income for universities. However, academicians and administrators mentioned that it is not the case especially for state universities in Turkey. One academician who is former upper administrator mentioned about low tuition fee that state universities take from foreign students which prevent them to be a financial resource for universities:

In the current conditions, I don't think that foreign students economically contributes to universities because university can get a limited tuition fee. It gets a very low tuition fee and educate them under the cost.... Since state does not give any support for that and limits the tuition fee in a low level; the number of foreign students is just an indicator of internationalization (Yabancı öğrencilerin, mevcut koşullarda, üniversitelere ekonomik katkısı olduğunu çok düşünmüyorum aslında. Çünkü üniversite zaten kısıtlı harç alabiliyor. Yani çok düşük bir harç alıyor ve maliyetin altında eğitmek durumunda kalıyor üniversite.... Çünkü devlet bu konuda özel bir destek vermediği için ve harçları da özellikle sınırlı ve düşük bir seviyeye indirdiği için yabancı öğrenci sayısı şu anda sadece uluslararasılaşmanın bir indikatörü olarak anlamlıdır) – INT AT8 –

As this quotation indicates, especially in state universities, international students' tuition fees don't contribute to University budgets as expected.

To sum up, academicians needs financial support to be active in international activities but they found the existing founding systems insufficient. Moreover, although EU research programs is an important financial source for Turkey, the country could not get even the amount that was invested. Lastly, due to limits put by the state, the tuition fees taken by international students are low and don't contribute financially to universities.

Financial Problems Related to Students and Incoming Teaching Staff. Other than academicians' financial problems to participate in international activities, participants of the study mentioned about financial problems of incoming/outgoing students and teaching staff. The financial problems of international students can be evaluated in two holds; namely the problems of incoming students who study in Turkey and Turkish students who go abroad to study.

For incoming students, one of the biggest problem is lack of scholarship for international students. Academicians believed that this is a national problem and their international students could not find scholarship to study in Turkey and they suffer much due to economic problems. An academician states that “Especially African countries, Syrians, Palestinians, students coming from Turkic Republics...The students who come from low

economic level have economic problems (Özellikle Afrika ülkeleri, Suriyeliler, Filistinliler, Türki Cumhuriyetlerinden gelenler....Düşük gelir grubu ülkelerden gelenlerin mali sorunları oluyor) – INT AI3 –

The academicians mentioned that similar financial problems were also valid for incoming teaching staff. Although most of the participants had not experienced to host an international teaching staff; the ones who experienced them stated that they either paid the costs by themselves or the hosting Turkish staff paid for them. It is stated that universities had no special budget to host international academic staff. A middle administrator expressed his own experience as follows:

When somebody comes from abroad, we had difficulty there, we don't have budget to host or accommodate them... The Dean's Office has not such a fund... therefore you pay them by yourself, you are not shamed from that but the number is high. If you intent to host everybody pay for their dinner, then we have to beg here, for that reason there is serious problem (yurt dışından birisi bize geldiğimizde esas orada çok zorlanıyoruz onları ne ağırlayacak ne yatacak ne bir şey yapacak hiçbir bütçemiz yok.... Dekanlığın böyle bir fonu yok. ... dolayısıyla kendiniz cepten ödüyorsunuz onunla da hicap duymuyorsunuz ama buraya oturduğunuz zaman buradaki sayı ciddi anlamda yani gelen giden herkesi de yemeğe götürmeye kalksanız burada o zaman mendil açmaya kalkarız yani onun için ciddi sıkıntı var) – INT D3 –

As these quotation shows neither individuals not institutions could not allocate their budget for international teaching staff and this might be the reason of low number of visitors in Turkish universities.

For Turkish students, most of the university students are going abroad through the Erasmus Program which is the most established exchange program settled in every university in Turkey. Erasmus Program offers a financial grant for the outgoing students based on the country that they will go. The administrators and academicians participated in this study complained about insufficient amount of Erasmus grants given to students.

Now the grants are so low... therefore it is no more a program that a student who doesn't have sufficient financial resources. We say to all students that "go if you have sufficient money because this scholarship will only cover the obligatory payments... If you don't have money, don't apply to this program you will be miserable there". This decrease in scholarship caused a decrease in students' motivation (şimdi o kadar düşürüldü ki...dolayısıyla maddi durumu iyi olmayan bir öğrencinin yararlanabileceği program olmaktan çıktı. Biz öğrencilerin hepsine diyoruz ki "paranız varsa gidin. Çünkü bu para sizin ancak orada çok zaruri giderlerinizi karşılar ... Paranız yoksa hiç başvurmayın çünkü orada sefil olursunuz. Paranın azalması öğrencilerin motivasyonunu düşürdü) – INT R2 –

As it was stated in the quotation, due to decreasing the grants of Erasmus Program, only the students from middle or upper socio-economic levels can participate in this program which is conflicting with the aims of the program. Moreover, as it was stated the low

scholarships affect the reputation of the programs and decreased the motivation of students to participate in the Program.

To sum up, economic conflict was mostly mentioned on individual level in various dimensions: individual academicians complained about low funds supplied for their international activities; incoming students and teaching staff had financial problems due to the lack of scholarship opportunities for them and outgoing Erasmus students' grant were not sufficient to live abroad so students from low-socio-economic class could not participate in this program. On institutional level, most of the upper administrators mentioned that their university supplied sufficient grant for academicians; however academicians did not confirm this. Moreover, a dean complained about that he had not a budget allocated for international visitors and he had to pay himself.

4.2.2.3 *Conflicts in Political Domain*

Third dimension of conflict is the political one. As mentioned in the previous section on contributions, participants mentioned that internationalization of higher education had some political contributions, mostly for foreign policy and developing relationships with EU and other countries. In this section, political conflicts will be mentioned as conflicts between different levels of policy making; resistance to structural change for higher education policy and political intervention into international cooperation.

Conflicts between Different Levels of Policy Making. Although internationalization of higher education seems to happen by itself appearing in universities from the foundation; most of the internationalization practices were directed by supra-national international organizations such as OECD, United Nations, EU etc. One of the participants criticizes Bologna decision making process since the decisions were made supra-nationally and applied in the countries without discussing in the national public:

I think a political decay and a democratic weakness emerges with the transfer of decision making processes from national or public sovereignty to supra-level organs in the subject of higher education. For example, Ministers or National Education Minister can apply the decisions made in Bologna without asking to National Assembly (Ulusal egemenliğin halk egemenliğinin yükseköğretim konusundaki karar verme meselesinin biraz ulus ötesi organlara devredildiği yani bu bakımında politik bir zayıflama bir demokratik zafiyet yarattığını da düşünüyorum ben. Mesela bakanlar Milli Eğitim Bakanları Bologna'da alınan kararları hiç meclise bile sormadan hayata geçirebiliyorlar) – INT F10 –

As this quotation shows, some academicians believed that the decisions on national education systems should not be implemented as international decision makers dictated; but

they should be discussed in national context before adapting them directly. This was commented a political conflict that arouse due to internationalization of higher education.

In addition to this, another political conflict due to Bologna Process was mentioned by an academician as the following:

We participated in an international Bologna researchers congress in Bucharest. We went and participated and we were really surprised. Because, from the European countries who has been participated in this Process, there were upper-level administrators. Like Prime Minister, Minister of National Education, Minister of Finance, Minister of Social Services; there were representation on the level of different Ministries... and they were really discussed in detail the Bologna Process politically. We asked to ourselves “Our Ministry of National Education has such a knowledge?”... It is a process which requires to take serious political decisions (Bükreşte bir Bologna arařtırmacıları kongresi yapıldı uluslararası. Gittik ve katıldık, gerçekten çok şaşırdık. Çünkü pek çok ülkeden Avrupa ülkelerinden bu sürece dâhil olmuş Avrupa ülkelerinden üst yöneticiler vardı. Başbakan, Milli Eğitim Bakanları, Ekonomi Bakanları, Maliye Bakanları, Sosyal Hizmet Bakanlığı gibi , farklı bakanlıklar düzeyinde temsiliyetler vardı. ...ve gerçekten Bologna’yı politik açıdan masaya yatırıp tartıştılar. Bizde şöyle bir soru sorduk kendimize acaba bizim Milli Eğitim Bakanlığımız bu konuda bilgiye sahip mi? ... Aslında çok ciddi politik kararlar alınmasını gerektiren bir süreç) – INT AF6 –

Although Bologna Process was adopted by Turkish authorities and universities, this quotation shows that Turkish upper administrators were not existed in important processes of Bologna where political decisions were made. This might cause to not represent Turkey in discussions and might not explain implementation problems specific to Turkish case. In other words, this caused a political decay against to supra-national decision makers.

Resistance to Structural Change for Higher Education Policies. As mentioned in the political contribution section, many academicians mentioned the political contribution of internationalization mostly on foreign politics. However, no one mentioned its contribution to internal politics. Moreover, one academician mentioned that internationalization is not contributing to internal politics in terms of being freer:

Internationalization does not make Turkey more autonomous. The structure does not let this. Therefore, it does not matter that we become more mobile academicians, we have touch with the countries whose political regimes are more egalitarian, democratic or more authoritarian than us. As long as the higher education system does not change in Turkey, these don't make universities more democratic, more egalitarian, more liberal (Uluslararasılaşma Türkiye'yi daha özerk hale getirmiyor. Yapı buna izin vermiyor. Dolayısıyla istediğimiz kadar daha hareketli akademisyenler haline gelemim istediğimiz kadar dünyanın farklı yerlerinde siyasal rejimleri bizden daha demokratik bizden daha baskıcı ya da bizden daha eşitlikçi ülkelerle temasa geçelim. Çalıştığımız disiplinlerden bağımsız olarak bu deneyimlerin hiç birisi Türkiye'deki üniversite sistemi değişmediği sürece üniversiteyi daha demokratik daha eşitlikçi daha özgürlükçü bir yer haline getirmiyor) – INT AV15 –

In other words, the political values such as democracy or freedom were not supplied through only internationalization of higher education. Although it may have positive contribution to external relations of a country; internally having more mobile academicians with more international relations does not contribute to internal politics.

Political Intervention into International Cooperation. During the interviews, academicians reflected their experience on political interventions through Turkish history on determining the countries that international students come from. They stated that Turkish governments made decisions on countries to cooperate and they had interventions to international cooperation of universities. Academicians mentioned that first expansion of international students was started in the early 1990's through President Süleyman Demirel government with a "Turkic-Islamist" point of view and most of the students came from Azerbaijan, Kazakhstan, Turkmenistan or Bosnia-Herzegovina. Similarly, recent governments also made political interventions into higher educations system. An academician expressed the following:

When Middle Asian students came between 93-97 during Demirel government time, unfortunately we couldn't get the success that we intended... I think we will have the same disappointment for this time. With another expansion African students or students from Middle East or the students from ex-Ottoman geography; I don't think that will be good for Turkey and it may detriment to our reputation... With AKP government policies especially with the expansion to Africa; Middle East was existed but it revitalized. With the dream of ex-Ottoman geography, internationalization was encouraged more and more and many students came to Ankara University (Orta Asya kökenli öğrenciler geldiği zaman 93-97 dönemindeki Demirel ve koalisyon döneminde maalesef o istediğimiz başarıyı sağlayamadık... Ben aynı hayal kırıklığını bu dönem için düşünüyorum. Başka bir açılım vesilesiyle beraber Afrikalı öğrenciler veya işte Orta Doğu ülkelerindeki öğrenciler veya işte Osmanlı eski Osmanlı coğrafyasına gelen öğrencilerle aynı böyle bir "politika" varsayımsal olarak ne olursa olsun iyi olacağını düşünüyorum ama bazen Türkiye'nin reputation'a zarar verebilir...bu AKP hükümetinin politikaları ile beraber özellikle bu Afrika'ya açılımla beraber ve bu orta Asya zaten eskiden beri var ama canlandı eski Osmanlı coğrafyası "rüyası" ile beraber bir anlamda uluslararasılaşma ciddi teşvik edildi ve Ankara Üniversitesi'ne ciddi sayıda öğrenci geldi) – INT E11 –

It is seen that Turkish governments throughout the history had interventions according to political conjuncture of that period and directed universities towards some countries. In other words, universities' internationalization trends have been affected from the political decisions of the governments and some academicians believed that this caused a kind of political conflict.

4.2.2.4 *Conflicts in Socio-cultural Domain*

Many academicians believe in the socio-cultural benefits of internationalization and found this dimension important for individuals. However, socio-cultural conflicts were also mentioned by the participants. These are adaptation problems and alienation of international students and teaching staff; lack of bilingual directions, accommodation and facilities and cosmopolitanism in cities and bureaucratic obstacles.

Adaptation Problems and Alienation of International Students and Teaching Staff.

International mobility helps people to know other cultures but cultural adaptation problems occurs during this process. Cultural adaptation problems were mentioned by participants in terms of incoming students and teaching staff. One of the reasons of this cultural adaptation problem arises from the nationality or race of the student. The cultural acceptance of students by teachers and other students is not so easy.

African rooted students have some problems since there is no black person in Turkey... Syrian students also are not accepted very much. The other students, teachers are angry with them since they took the others' place (Afrika kökenli öğrencilerin Türkiye'de hiç zenci bulunmaması nedeniyle onların bazı sorunları oluyor.... Suriyeli öğrenciler de pek şey olmadılar, kabul görmediler. Şeyler, diğer öğrenciler onlara kızıyor, hocaların bazıları da kızmışlar. Başkalarının yerini işgal ediyorsunuz filan diye) – INT H7 –

As an important indicator of cultural adaptation problem, most of participants mentioned that international students spent most of their time with other international students; especially from the ones with the same nationality. Participants stated that international students mostly were not integrated with Turkish students and were living with their own community.

Adaptation problems are also expressed for incoming teaching staff by the participants. Academicians mentioned that most of teaching staff visiting their department did his job and went back without integrating and stayed as a “guest”. Academicians complained that some departments left visiting international teaching staff alone and expect to be integrated by himself/herself. Academicians believed that more structured programs should be designed for integration of international teaching staff.

Another socio-cultural conflict is cultural problems arising from insufficient orientation programs. In this study participants depicted that the insufficient orientation programs in Turkish universities cause many problems for foreign incomings. Especially the academicians who studied abroad mentioned that they found orientation programs insufficient comparing to their experience abroad. Academicians believed that due to insufficient

orientation programs, the incoming person could not learn something if he/she hadn't got sociable character:

Yes, when our student goes to Europe, there are good orientation programs, I think the biggest problem is orientation here. In the institutional terms, we don't give sufficient support to them, we don't introduce the environment or the areas that he's interested in... we should be given a written document in the beginning, what can be found where, how to go to this place; I think the biggest problem is that. Sometimes two-three years pass; if the person is not sociable, he can learn nothing (Evet bizden bir Avrupa ülkesine bir öğrenci gittiği zaman oryantasyon çok iyi yapılıyor bizde en büyük sorun oryantasyon olduğunu düşünüyorum. Kurumsal anlamda biz onları o desteği vermiyoruz geldiği zaman çevresini ya da ilgi duyabileceği alanları tanıtmıyoruz. ...başta yazılı kendisine doküman verebilmemiz lazım neyi nerede bulur nereye nasıl gidilir en büyük sıkıntısının o olduğunu düşünüyorum bazen iki üç yıl geçiyor kişi girişken değilse hiçbir şey öğrenemiyor) – INT N3 –

Furthermore, an academician criticizes this system stating that insufficient orientation programs for incomings caused academicians to be responsible for practical matters. Although academicians' duties don't include to deal with administrative and cultural problems of international students; lack of orientation programs caused this problem:

If we compare with the applications in abroad, there are problems in the services to incoming students in the international student offices. When they were studying abroad, we were international student, we highly benefited from the services of the offices there. How you will manage with a foreign language, how you will integrate; we got support in many subjects, we participated in organizations.... There were expert people, if a psychologist is needed, he was there but here we left it to academicians. It is a bit problematic since it is not duty of an academician (Yurtdışındaki uygulamalarla karşılaştırınca bu uluslararası ofislerde gelen öğrencilere verilen hizmetler, öğrencilerin sorunlarla baş etmeleri gibi konularda sorunlar olabiliyor. Yurt dışında okurken bizlerde de uluslararası öğrenci olduk, oradaki ofislerin hizmetlerinden çok faydalandık. Yabancı dille nasıl baş edebilirsiniz, entegrasyonu nasıl yaparsınızdan, .. birçok konuda destek aldık organizasyonlara katıldık. ... Ve oradaki ona göre yetkin olan insanlar ilgilenir psikolog gerekiyorsa psikolog vardır vs. ama burada biraz biz akademisyenlere bırakıyoruz /paslıyoruz bu meseleyi. Bu durum bana biraz sorunlu geliyor, akademisyenin görevi bu değil çünkü) – INT AL3 –

Academicians believed that in universities there should be offices dealing with different problems of students and these offices should offer service to international students. The lack of administrative offices and orientation program caused more burden over academicians helping students overcoming cultural adaptation problems.

Lack of Bilingual Directions, Accommodation and Facilities and Cosmopolitanism in Cities.

The incoming students and staff live conflicts related with directions in Turkish and also accommodation and other problems in the cities and universities. An academician stated that some cultural adaptation problems arise from lack of bilingual directions in universities and these problems would affect internationalization negatively:

We will be international but are we doing our signboards, web sites, exam calendar in English? Without finding the toilet or without writing in English in Registrar's Office, how you will internationalize? There is such a problem (uluslararası olacağız ama tabelalarımızı, web sayfalarımızı, sınav takvimimizi İngilizce yapıyor muyuz? E şimdi helayı bulamadıktan sonra öğrenci ... ne bileyim Öğrenci işleri bankosunda İngilizce yazmıyorsan nasıl uluslararasılaşacaksın? Öyle bir problem var) – INT T4 –

These bilingual directions lack also in cities and participants mentioned that their students had difficulty because of that. Participants mentioned that incoming students had difficulty to find their way even in inner-city transportation. An academician mentioned that the students waited for half an hour in a station since they couldn't find a person who knew English:

The infrastructure service by Municipality may affect the satisfaction of one student. Transportation, for example, believe me I know it from most of my students for example in the past students did not know. When they couldn't find a person who knows English, for example Erasmus students, they were in the bus stop for half an hour without knowing to which bus he will get in (Bir belediyenin alt yapı hizmeti bile bir öğrencinin memnuniyetini etkileyebiliyor. Yani işte ulaşım, mesela inanın ben çok öğrencimden ben de biliyorum mesela zamanında öğrenciler şeyi bilmezlerdi. İngilizce bilen kimse bulamayınca Erasmus öğrencileri falan hani bir saat, yarım saat durakta sırf hangi otobüse bineceğini bile bilemeyen öğrencilerim oluyordu) – INT G8 –

Accommodation problems of incoming students and teaching staff were almost stated by all participants. Academicians shared their experience with their students who could not find an appropriate place to stay for a long time and could not concentrate on his/her studies due to this problem. Almost all academicians supported the idea that universities should have dormitories specialized for international students and teaching staff. Academicians also mentioned that some quotas in dormitories should be allocated for international students.

Not only dormitories; students also have problems to rent an apartment. Due to insufficient economic conditions of incoming students, they have to live together in apartments to share the rent. An academician who conducted a questionnaire with international students mentioned the following statement.

We remarked in our research that students generally share a dormitory or a room for 7-8 people... 4 or 5 people rent a house, and these have effects. This affects the success of the student he can't find a straight working environment in this crowded setting, there are such problems (mesela bizim çalışmamızda gördük öğrenciler genellikle 7-8 kişilik yurdu paylaşıyorlar bir odayı paylaşıyorlar... 4-5, 4 kişi falan ev kiralayanlar oluyor falan, yani bunlarda etkiliyor. Hani özellikle başarısını da etkiliyor tabi yani çoğu düz çalışma ortamı bulamıyor, edemiyor. Böyle sıkışık bir ortamda, öyle sıkıntılar var tabi) – INT G4 –

Not only students, but also teaching staff has serious accommodation problems during their academic visits. A great amount of academicians stated that they had difficulties to find

an accommodation place for their international visitors and advocated the idea that there should be guest house opportunities for international teaching staff:

Similar to the accommodation problems of students, it (teaching staff accommodation) is also problematic. We reserve a hotel; a hotel that an academician can stay is 150TL per day, it is a serious amount. And this causes problems either you pay it for him or saying him to pay, you invited him...Second important problem is the problem of guest houses... Each campus should have guest houses for 3-5 people (Öğrencilerde yaşanan konaklama sorununa benzer sorun da bu. Bir otel ayarlıyoruz şimdi otellerin bir o öğretim üyesinin kalabileceği bir otelin günlüğü 150 lira çok ciddi bir rakam az buz değil. Bu da sıkıntı yaratıyor tabi sen cebinden karşılarsan problem ona ver desen davet ediyorsun adam o oda olmaz yani bu tarz sıkıntılar var. İkinci önemlisi öğretim üyeleri için misafir hane sıkıntısı ... kampüslerin her birine en az üçer beşer kişilik öğretim üyesi misafir haneleri yapılmalı) – INT C3 –

Other than accommodation problems, the cities are themselves may cause conflicts for international students. Academicians shared their experiences on the complaints of incoming students and teaching staff. According to participants, most of the Erasmus students and teaching staff complained about insufficient green and recreation areas in Turkish cities.

I listened many negative experiences from incoming Erasmus students... What they see in Europe is greener, quieter, nested with nature... I asked them what they missed most, they said “there is no lake, no duck, there is not a place that I can go on weekends to walk or bike. In general what they say is that: “Ankara has not so many recreative places or parks with green area and nature where they can relax”. The man says that he misses to step on land (Erasmusa katılanlardan Türkiye'nin kentleri konusunda çok negatif şeyler dinledim...Avrupa'dan gördükleri daha yeşil daha sessiz doğayla iç içe ...Neyi özledin en fazla dedim burada göl yok ördek yok hafta sonu gidebileceğim yürüyüş yapabileceğim bisiklete binebileceğim yer yok yani genellikle hep söyledikleri şey şu: Türkiye'deki kentlerin özellikle Ankara'nın çok fazla rekreatif doğayla yeşille kafasını dağıtabileceği parkların ortamlarım yerlerin olmaması. Adam diyor ki toprağa basmayı özledim diyor) – INT E26 –

A middle administrator mentioned that socio-cultural structure of Turkish cities, not only Ankara but in most of the Turkish cities, is a conflict itself for incoming students and teaching staff. He mentioned that the conservative socio-cultural structure of cities might become a conflict for incomings; campuses are far away from city center and social life is limited for them:

They bike to their school in Europe in USA. It is very difficult here. If he stays in campus, they will be so far away from city life; it is not possible since in Anatolia campuses are far away from cities. Social life is limited. Anatolian conservatism affects them. Life is difficult in Kayseri (Yani adam Avrupa'da Amerika'da binip bisikletine okuluna gidiyor. Bizde çok meşakkatli. Kampüste kalsa bu sefer şehir hayatına çok uzakta kalabiliyorlar o da olmuyor pek çok kampus Anadolu'da şehirden çok uzakta. Sosyal hayat kendine göre kısıtlı. Anadolu muhafazakarlığı etki alanıdır. Kayseri'de hayat çok zor) – INT A14 –

To sum up, academicians explained that it is not easy to adopt for incoming students and teaching staff to Turkish universities or cities due various reasons. Lack of bilingual directions and low number of people who can communicate in English may cause a problem for foreigners during their stay. Moreover, accommodation was mentioned as a very common problem for both students and teaching staff. Lastly, conservative socio-cultural structure of cities may prevent incoming students and staff to have a lively social life in Turkish cities. This shows that international cultural values do not sufficiently exist in these institutions; therefore this should be evaluate in terms of organizational culture. In other words, organizational culture of these institutions are not familiar with international and intercultural values and this sometimes cause socio-cultural problems especially for incoming students and teaching staff.

Bureaucratic Obstacles. Bureaucratic problems were also mentioned by participants both for students and teaching staff which make their life difficult. Academicians mentioned that many of their incoming students complained about long and complicated bureaucratic procedures that they had to deal with. All of the office administrators complained about difficult residence permit procedures for their incoming students. They stated that incoming student had difficulty to deal with these procedures at the same time with their studies and some students had a danger to be deported because of this reason.

Other than residence permit, using health services in Turkey is another problem for incoming students. An office administrator stated it in the following way:

We had difficulty the recovery of a student who came here without health insurance despite we are a university which has a Medicine Faculty (Sağlık sigortasını bir şekilde yaptırmadan buraya gelmiş bir öğrencin biz hastanesi olan Tıp Fakültesi olan bir üniversite olmamıza rağmen gidip bizim öğrencimiz olduğunu söylememize rağmen hastanede tedavisiyle ilgili sıkıntılar yaşadık mesela) – INT P3 –

Incoming teaching staff, especially the ones who are permanently employed, have also many bureaucratic problems in Turkey in terms their cadres, titles and also other procedures. Academicians mentioned that foreign teaching staff had many difficulty in administrative terms. They couldn't get their titles and also they had problems in their payments. In addition to them, one of the biggest problems is the uncertainty of the continuity of their employment since their contracts were done mostly for a year and renewal is subject to employer university. An office administrator mentioned that these bureaucratic problems prevent foreign academicians to come to Turkey:

The coming of international faculty is problematic due to Higher Education Council, and since it takes long time, the academic staff waive to come. These kind of problems occur, we experience them... I know from my department. In anthropology a teaching staff gave up to come since the process took for 1,5 year, then Higher Education

Council did not accept him (yabancı uyruklu hocaların gelişi zaten YÖK'ten problemli olduğu için, çok uzun sürelerde olduğu için hocalar gelmeden vazgeçip gelmeyenler olabiliyor. Bu tip sıkıntılar yaşanıyor, duyuyoruz ve görüyoruz.... Yani ben kendi bölümümden biliyorum. Antropoloji 'de bir hocanın gelmesi 1,5 sene sürdüğü için adam başka bir yere gitti. Yani çünkü YÖK'ten izin çıkmadı) – INT AC3 –

In summary, bureaucratic obstacles exist for both students and teaching staff and they affect the quality of the period that these visitors spent in Turkey; even these obstacles prevent them to come to Turkey. This shows us that not only organizational culture on institutional level; there are some other systematic problems on national levels. Although the universities want to hire international teaching staff, national system may not be compatible with universities' demands and this mismatch between different levels become a barrier for internationalization.

4.2.3 The Sources of Conflicts in Higher Education Institutions between Internationalization Trends and Institutional Structures

In the second section, academic, economic, politic and socio-cultural conflicts that institutions and individuals experienced due to internationalization practices were mentioned. In this section, the findings on the sources of these conflicts are given. The causes of conflicts are presented two main headings in this section: Neo-liberalism, globalization and current conjuncture; and conflicts between institutional imperatives and emergent dynamics.

4.2.3.1 Neo-liberalism, Globalization and Current Conjuncture

Current circumstances along with internationalization have affected both universities and individuals in many ways. Moreover, neo-liberalism and its effects as well as globalization and standardization coming with that revealed global prescriptions for internationalization. All these current developments caused dramatic transformations in the relation between internationalization concept and universities and became a source of conflict. The sources of conflict are categorized under three sections namely internationalization as a policy in higher education under neo-liberalization and globalization, hegemony of developed countries and instable foreign policy.

Internationalization as a Policy in Higher Education under Neo-liberalization and Globalization. The concept of internationalization has been evolved throughout the history and gained a new form. Although the concept of internationalization exists in universities from the early times in history (De Wit, 2002; Enders, 2004; Marginson, 2000); the concept has been transformed with effects of globalization and neo-liberalism into a new form. The

definition of internationalization has been changed from natural international relations of institutions and academicians; into strategic aims including quantitative objectives with standard means for all universities. Contrary to “internationalization to disseminate universal knowledge” aim; systematic policies have been embraced with standard implications developed on supra-national and global levels. In other words, internationalization of higher education became a compulsory policy for all higher education institutions in the world with effects of neoliberalism and globalization. Brandenburg and De Wit (2011) mentions that activities more related with globalization such as higher education as a tradeable community are executed under the flag of internationalization.

The main source of conflict arises between the old and new meaning of internationalization for higher education institutions. As mentioned in Chapter II of this study, internationalization is a natural part of university concept from the history. This view was also mentioned by participants. They expressed that universality exists in the concept of university from the beginning and this universality includes internationalization of people and ideas produced in universities. Even one academician indicated that “internationalization of universities” is a repetition since universities are already international.

University comes from universitas, universality. When you say “internationalization of the university”, it is a repetition of word. Universities are universal institutions... Therefore we can't talk about “internationalization of universities” but we can talk about “internationalization of higher education” (Üniversite zaten evrensel bir kurumdur. Enternasyonal bir kurumdur. Meslek kazandıran, öğretim yapan, araştırma bilim bilimsel bilgi üretimi zaten onun ulusu yoktur ki uluslararası olsun. Zaten doğası gereği enternasyondur....Dolayısıyla “üniversitenin uluslararasılaşması”ndan değil, “yükseköğretimin uluslararasılaşması”ndan söz edebiliriz) – INT F1 –

Participants also stated that this new form of internationalization existing in universities has dramatically changed and got a new meaning. Academicians stated that new meaning of internationalization is more than a simple scale change from national to international. They stated that new meaning of internationalization includes new meanings like trade and marketization. Participants stated that quantitative objectives have been set to universities such as recruiting more international students but universities should critically evaluate these objectives.

As mentioned in Chapter II, neo-liberalism has important effects on today's higher education system. The participants of this study mentioned about the effects of neo-liberalism in their academic life and universities decision and explained how this became a source of conflict for them. Academicians explained that they felt the pressure over them for international publication, ranking etc. by their own administrators or by HEC and believed

that this pressure is highly related with neo-liberal system. An academician expressed it in the following way:

Neo-liberal university format will determine it definitely and it has some problems and drawbacks... Mostly administrators want them, the agenda of Higher Education Council is international publication, there is a huge pressure in global scale. It is related with Bologna Process, neo-liberal policies and neo-liberal academic view (neoliberal üniversite formatının getirdiği sakıncalar ve problemler var...Bunu daha çok yöneticiler istiyorlar...YÖK gündemi ranking uluslararası yayın anlamında muazzam küresel ölçekte bir baskı var. Bu tabii Bologna süreciyle neoliberal politikalarla; neoliberal akademik anlayışla da alakalı) – INT E20 –

As can be seen from this quotation, national and institutional authorities mostly adopted the view that they are in a system and they directed academicians to give more efforts to compete in this system; such as being in a good place in rankings.

Another important point coming with neo-liberalism is standardization and standards implementations coming with internationalization. These standards implementations were criticized by some academicians by stating that it was not suitable to borrow the implementations in the world without special adaptation mechanisms to our own system. Some academicians mentioned that since market doesn't prefer heterogeneity; the neo-liberal system tries to make everything in the same standard to administer the market easily. An academician explained this relationship between internationalization and standardization in the following way:

It does not mean that it is good if it is internationalized. Internationalization can't be something good on its own because it certainly comes with an argument of standardization in education, in university administration, in the will of research of an academician, in the presentation of the results of a research. However, the nature of academia is contrast to that....And in this sense every standardization required by internationalization is in fact something which is good for the market. It becomes an actor that can be accepted everywhere, every time. Breaking universities' heterogenic structure is accepted for this reason. Market does not like heterogeneity since it can't cope with it. This relationship should be broken. Therefore, universities should reject the standard implications coming from internationalization (Bir şey uluslararasılaşıyor diye iyi demek değil.....uluslararasılaşma kendi başına iyi bir şey olamaz çünkü mutlaka bir standardizasyon iddiası ile geliyor. Gerek eğitimde gerek üniversitenin idaresinde gerek akademisyenin araştırma yapma şevkinde ve araştırmasının çıktılarını sunma biçimlerinde. Oysa ki akademi doğası itibarıyla bu standartlaştırmaya aykırı bir şey....Ve bu anlamda uluslararasılaşmanın zorladığı her standardizasyon adımı aslında piyasanın çok işine yarayacak olan bir şey. Her yerde her zaman kullanabileceği aktör haline geliyor. Üniversitenin heterojen yapısının bozulmaması tam da bu yüzden geçiyor. Piyasa sevmez heterojeniteyi. Bununla baş edemez. O ilişkinin kırılması lazım. Dolayısıyla uluslararasılaşma ile gelen standardizasyon prosedürlerini uygulamalarını üniversitenin karşı çıkması lazım) – INT AV5 –

Another academician also commented on standardization in higher education and its relation with market by stating that knowledge is standardized to raise the standard graduates for the market needs. He mentioned it in the following way:

If you commodify information, you have to make it standard, these are activities which aim standardization. Higher education is your commercial product, and you will standardize it to market, these are the thing which are made for marketization. You have to give the guarantee of the same quality to customer, so that he chooses this product. If you will hire higher education graduates, they should have the same qualifications in terms of professional skills, either they work in Turkey or in Greece, it should make standardized (Yani bilgiyi metalaştırırsanız standardize etmek durumundasınız. Bunlar standardizasyon amaçlı etkinlikler. Yani yükseköğretim ticari malınız standardize edeceksiniz ki pazarlayabilesin. Pazarlama gayesiyle yapılan şeyler bunlar....Müşteride aynı kalitede eğitim güvencesini vermeniz gerekiyor ki gelsin o mala. Eğer oradaki üniversite mezunları istihdam edilecekse aynı vasıflara sahip olabilsin ha Yunanistan'da çalışmış ha Türkiye'de çalışmış bir fark olmamalı. Sahip olduğu mesleki bilgi beceri bakımından. Onun standardize edilmesi gerekiyor.)– INT F8 –

Münch (2014) argues that reduction of grants has led the universities to turn into enterprises struggling for rankings, money, scholars and intelligent students and as a results science loses its creative power by becoming a part of economy. Marketization in higher education is criticized by the academicians to accept students as customers in a commerce system like a firm:

Are we doing higher education for attracting or sharing customers by seeing it as a commercial area? Commercial competition; do we do this for getting more students or academic/intellectual concerns?...If it is done with commercial concern, to be higher in the competition; then it bring more harm than benefit (Yani yükseköğretimi bir ticaret alanı olarak görüp onun için şeye müşterileri paylaşmak müşteri kapmak rekabet amacıyla mı yapıyoruz? Ticari rekabet, daha fazla öğrenci kapmak için mi yapıyoruz yoksa akademik kaygıyla mı entelektüel kaygıyla mı? Ama ticari kaygıyla rekabet unsuruyla rekabette üstünlük sağlamak için yükseköğretim pastasından pay kapabilmek için yapılıyorsa yarardan çok zarar getirir) – INT F7 –

As well as the commercial activities of universities; accreditation institutions were also criticized by participants. Academicians mentioned that neo-liberal system asks universities to be accredited but universities had to pay a great amount of money for even application. An academician explained his thought by stating that many countries use these accreditation mechanisms as a means for their own financial interests.

Last but not least, as a result of neo-liberal system, states decreased the budget of state universities and universities are more dependent to their own resources. Nearly all academicians and administrators participated in this study accepted that especially state universities have financial resource problems especially for internationalization activities. This problem cause different kinds of conflicts in universities. Especially it prevents the

sustainability of international activities which in turn decreases the motivation of academicians. Academicians stated that for internationalization of higher education; there should be a sustainable financial policy in universities:

When budget is limited you can get it once; but let's say you do this for five times, you can get the support for only once... If we want that education is internationalized in that sense, there should be more sustainable institutional financial policies (Şimdi bütçe sınırlı olduğu zaman bunu mesela bir sefer yaptığımızda alabiliyorsunuz ama diyelim ki bunu 5 kere yaptınız, bir sefer alabiliyorsunuz....O yüzden eğitimin eğer bu bağlamda uluslararasılaşmasını istiyorsak, bir süre sonra dediğim gibi kurumsal olarak bunun daha sürdürülebilir finansman politikalarının gelmesi gerekir) – INT K9 –

To sum up, academicians believe that although internationalization is a natural part of university concept coming from its history; internationalization of higher education is something different from this historical mission. Although, the old meaning of internationalization includes the exchange of students, academicians and ideas in a natural way; the new meaning of internationalization includes supra-national standard strategies which emerged as a policy for all higher education institutions in the world. Neo-liberalization process and globalization is effective in this new form of internationalization. Participants of the study mentioned about various inconveniences in neo-liberal policies which affect universities. They were mostly critical about standard implementations, marketization, accreditation mechanisms and decrease in state budget.

Hegemony of Developed Countries. Neo-liberalism and marketization caused internationalization of education to be accepted as commodity which can be sold or bought. In this competitive market of international education, developed countries are more advantageous than the other parts of the world. Although internationalization of higher education is used for all countries in the world, there is an imbalance of development between countries. Western countries are more developed than other countries in the World and they have a hegemony in academic sector. Most of the talented students are accepted by West countries, most of the publication companies exist in these countries, most of the innovations are made in these countries etc. For all these reasons, academicians criticized internationalization since it leads to dependency relationships between countries. Academicians mentioned that academicians got education in other countries however to apply a new technology in Turkey, they needed to buy the infra-structure from these countries. An academician expressed it in the following way:

When you want to continue the research that was started in the country that you studied; when you want to use an infrastructure developed by that country; you have to buy this technology. For example, we experienced it a lot in the field of bio-technology. You got bio-technology education in a foreign country, you use the

systems that were developed by them; to continue these studies here you have to buy these the systems (siz gidip de eğitim aldığınız ülkenin üretmiş olduğu söz gelimi bir alt yapıyı geldiğiniz zaman ülkenizde bu araştırmalara devam etmek istediğiniz zaman oraya bağlı olarak geliştirilmiş teknolojide satın almak zorunda kalıyorsunuz. Örneğin bio-teknoloji çalışmalarında bunu çok, çok fazla yaşadık yani siz bioteknoloji eğitimi alıyorsunuz gittiğiniz ülkede onun geliştirmiş olduğu sistemleri kullanıyorsunuz burada o çalışmalara devam etmek için o sistemleri satın almak zorunda kalıyorsunuz yine ekonomik olarak karşınıza çıkıyor diye düşünüyorum) – INT B6 –

In addition to the dependency on technology for academicians' research; a high number of academicians stated that there is an imbalance between developed and other countries in terms of number of international students. In other words, developing and underdeveloped countries are mostly sending students to developed countries and for that reason developed countries receive more international students. An academician explained how this imbalance cause a problem for underdeveloped countries in the following way:

Less developed countries are more suffered from this competition. Like the case of students, we can send 10 students, did you understand? “They are partners, we are the market”. If you think Bologna as a common market, as a free market place that higher education commerce is done; the developed countries get the biggest piece of cake. ... Center periphery dependent countries therefore developed countries and their universities are privileged. They get more commercial profit from this relationship. We transfer our non-existent sources to them (Hatta az gelişmiş ülkeler bu rekabetten de zararlı çıkar. Aynen öğrenci de olduğu gibi 10 öğrenciyi göndeririz anlatabiliyor muyum? “Onlar ortak biz Pazar” oluyoruz yani. Bologna’ni bir ortak pazar olarak düşünürsen serbest pazar bölgesi olarak düşünürsen biz yükseköğretim ticaretinin yapıldığı; gelişmiş ülkeler buradan pastanın en kalın dilimini alırlar. ...Merkez çevre bağımlı ülkeler var dolayısıyla gelişmiş ülkeler ve onların üniversiteleri daha ayrıcalıklı konuma geliyorlar. Bu ilişkiden onlar daha fazla ticari yarar elde ediyorlar. Biz olmayan kaynaklarımızı onlara aktarmış oluyoruz) – INT F7 –

Academicians reflected that internationalization mostly contribute to developed countries not the other ones. Especially, in economic terms, in the marketization of higher education, internationalization of higher education makes the sales of education easier. Most of the academicians stated that West countries like U.S.A. or UK get most of economic benefit from internationalization. Moreover, some academicians thought that this inequality between developed and other countries caused other inequalities between job distributions in joint projects. For example an academician stated this unfair job distribution between center and periphery countries in the joint projects:

In the relationship of center and periphery; the persons who come from the West write the theoretical part and the ones from the periphery writes the application like “Turkish case” or “Afghan case”. In the research projects, there is an unfair job division since we are not researching the facts but the ways how it emerged, developed or changed in Turkey (Burada merkez ve çevre ilişkisinde, kuramsal kısımları batıdan gelen kişilerin; uygulamalı kısımları işte Türk örneği- Afganistan örneği çevreden gelenlere bırakıldığı bir durum söz konusu. Araştırma projelerinde yine bir olguyu değil de bu

olgunun Türkiye'deki ortaya çıkış veya gelişme veya değişme biçimini araştıran bir rol veya roller verildiği için bence burada bir haksızlık bir görev dağılımında dengesizlik var.) – INT AD5 –

As this quotation states in joint researches, most of the theoretical parts were done by center countries and periphery countries could only contribute by the cases of their country. Academicians believed in that situation caused an unequal job division in their researches.

Some academicians believe that this new policy of internationalization has been rising from the dependency relationships in the world between sovereign countries and other countries. One academician stated in the following way:

We live in a World system where dependency relations exist and we have to place internationalization in this context. It doesn't matter which subject it is; either commerce or higher education or internationalization; the world consists of dependent unequal relations between countries; center- periphery countries, sovereign- ruled countries, developed- less developed countries. You have to look at internationalization from the perspective of a world system of all these unequal asymmetric power relationships (Bağımlılık ilişkilerinin olduğu bir dünya sisteminde yaşıyoruz ve uluslararasılaşmayı bu bağlama oturtmak gerekiyor. Hangi konuda olursa olsun ticaret de olsa yükseköğretimde de olsa uluslararasılaşma böyle bir dünya bağımlılık ilişkilerinin olduğu merkez ülke-çevre ülke, egemen ülke-yönetilen ülke, gelişmiş-az gelişmiş geri/bıraktırmış eşitsiz ilişkilerin olduğu ülkeler arasında. Bu eşitsiz ilişkilerin, asimetrik güç ilişkilerinin bir dünya sisteminde yaşayınca uluslararasılaşmayı bir o perspektiften bakmak gerekiyor) – INT F12 –

Participants also thought that due to this imbalance three important consequences emerged for Turkey. First of all, Turkey is a sending country; in other words, she sends more students to study abroad than the number of students that she received. Secondly, Turkey could not receive students from developed countries on the other hand most of the incoming international students are from developing or underdeveloped countries. Thirdly, Turkish academicians and its students also don't prefer to go East countries but West ones.

Starting with Turkey's status of being a sending country, this statement was accepted by most of the participants. Nearly all of the participants claimed that Turkey is a receiver country which receives more students that she sends. Academicians mentioned that this is a source of conflict since this decreases Turkey's benefits from internationalization of higher education. An academician expressed this issue in the following way:

As Turkey, we are affected negatively from that; outgoing students are too much but incoming student are few...there is ten times difference. Therefore, as Turkey, we can't benefit from it, we have difficulties to attract students (Türkiye olarak biz burada negatif yönde etkileniyoruz giden öğrenci çok fazla ama gelen öğrenci çok az. ... onlarca kat fark var. Dolayısıyla Türkiye olarak bundan yararlanamıyoruz yabancı öğrencileri çekmekte zorlanıyoruz) – INT N4 –

This problem of imbalance between incoming and outgoing students have been confirmed by most of the interviewees and an office administrator mentioned that Turkish universities should increase their activities and courses in English to receive more students than the number of sending students:

Because Turkey with its position a country which sends more and receives less. For that reason this imbalance is a problem for this country. For that reason to prevent this imbalance, I think Turkish universities will lead to increase English taught courses, activities in English (Çünkü hani Türkiye konum olarak çok öğrenci gönderen ama az öğrenci alabilen bir ülke. O yüzden bu dengesizliği de problem olarak karşısına çıkan bir ülke. O yüzden dengesizliği gidermek için İngilizce ders sayısı, İngilizce faaliyet sayısını arttırmaya yöneleceğini düşünüyorum Türk üniversitelerinin) – INT AR8 –

This system of competition and marketization leads universities and individuals to get high benefit from the international students' market and all the universities in the world try to receive more students. The above quotations also show that most of the academicians and administrators participated in the study had the concern of increasing the quantity of international students.

As well as the quantity of incoming students; the quality of these students in academic terms was also mentioned as a second point. Most of the incoming students coming to Turkey are from Turkic, Balkan or Middle Eastern countries. Academicians found it as a source of conflict since these students' academic contribution is very low for Turkish universities. Academicians complained about the nationalities of the students since they receive students from developing and under-developed countries which decrease the academic contribution of the internationalization process. A professor stated that all the incoming students that he met in his university are from Iran, Iraq, Pakistan, India and Africa; and he never received a student from Europe. Similarly, some other academicians expressed their experience of international students from Turkic and Middle Eastern countries. This fact of receiving students from these countries were also confirmed by OECD statistics (OECD, 2017). However, academicians' complain is about the low academic contribution of these students. One professor stated this issue as follows:

Through various programs, we have students from East countries, for example Iran, Pakistan, we had one student from India... Especially the countries in the East have scholarship by their governments. Recently an Indonesian friend was participated in our PhD program... we have a few type of international student. We desire that students who has sufficient English proficiency, who have high academic abilities and analytic abilities come to study. Often, we can't find it ... It is because less students come from the West... (Çeşitli programlarla doğumzdaki ülkelerden gelenler işte nereden var İran'dan var. Pakistan'dan var öğrencimiz. Hindistan'dan bir tane gelmişti.Özellikle doğudaki üniversitelerin doğudaki ülkelerin hükümet bursları var. Yakın zamanda Endonezyalı bir arkadaş mesela doktora programımıza katıldı.... birkaç çeşit uluslararası öğrenci var hani arzu ederiz ki İngilizcesi iyi akademik

yetenekleri analitik yetenekleri yüksek öğrenciler gelsin. Her zaman bunu bulamayabiliyoruz. ... Batıdan çok öğrenci gelmediği için....) – INT AD1 –

As this quotation also explains state scholarships of East countries were given to study in Turkey and this increased the number of students coming to Turkey. Since the selection systems of Turkish universities do not work very well for incoming students; they might not receive students which have high academic quality.

Thirdly, other than incoming students, some academicians told that they don't believe in the academic contribution of East countries and they don't want to send their students to these countries. Even, some participants in the study mentioned that they found West countries more developed in academic terms and they don't believe in the contribution of internationalization with East countries. Although Turkish government has been developing programs and scholarship schemas to increase cooperation with the countries that Turkey had historical ties; some academicians don't want to send their students to these countries for their education:

To sum up, neo-liberal policies caused developed countries to administer the higher education market in the world and other countries suffer from that. Turkey, as a developing country, has more outgoing students than the incoming ones; since most of the students prefer West countries to study abroad. The incoming students of Turkey are mostly from neighbor region countries like Middle East or Turkic republics; and academicians complain about low academic quality of these students. Since most of the talented and best students prefer to study in West countries; the developing and underdeveloped countries should have students which have less developed academic skills. Last but not least; although Turkish universities might establish relationship more easily with Eastern countries than the West; academicians find the academic level low and they don't want to send their students to these countries.

Instable Foreign Policy. Due to fast-changing political interest of countries with each other, foreign policies of the countries have been changing continuously. Participants reflected about the conflict they have due to instability in political conditions of the other countries which prevent them to make strategic decisions of international cooperation. Academicians and administrators have some predictions for future but they are hesitating to establish long-term relationships due to uncertainty. Especially Turkey-EU relations and the instable political conditions in neighbor countries affects the future international relations of universities and this uncertainty becomes a source of conflict for universities. A middle administrator expressed his thoughts in the following way:

What will happen in the future, it depends on EU condition. EU will enlarge or shrink or completely dissolved? If it enlarges it will have positive effects on Turkey. It will

contribute more to Turkey's internationalization and benefit from Erasmus Program...if you look from regionally, it has a strategic position in the region. For example peace in the region is a very important aspect. The political stability in Syria, Iraq, Egypt, Israel, and Palestine will cause to more incoming and outgoing students (Yani ilerde ne olacak yani işte Avrupa birliğinin durumuna bağlı birincisi, hani Avrupa Birliği genişleme sürecine mi girecek yoksa daralma sürecine mi girecek yoksa dağılacak mı? Eğer genişleme sürecine girecekse bu Türkiye'ye olumlu yansıyacaktır. Türkiye'nin uluslararasılaşmasına ve Erasmus programlarının daha fazla yararlanmasına katkıda bulunacaktır.... bölgesel anlamda baktığımız zaman bu sefer bölgesel anlamda da stratejik konuda. Mesela bölgedeki barış çok önemli bir durum mesela Suriye, Irak yani buralardaki istikrarın siyasi istikrarın Mısır, İsrail, Filistin. Buralar işte siyasi istikrarın olması Türkiye ye daha fazla öğrenci gelmesine Türkiye'nin daha fazla gitmesine vesile olacaktır) – INT L5 –

Both on national level and on institutional level, strategic priorities need to be defined for developing international cooperation of Turkish universities. However, instable political conditions both in Turkey and in other countries led academicians to make speculations about the future and they can't make their strategic plans for the future properly. An academician explained his thought in the following way:

It seems that more and more students will come from the nearby countries... If the crisis in Europe will be deepened, if some countries deviates from social state and the tuition fees increases, a trend towards Turkey may happen. You may do many speculations I guess these foreign universities will enter Turkey's market (Bir kere daha fazla insan gelecek çevremizdeki ülkelerden gibi görünüyor...Avrupa'daki kriz derinleşirse bazı ülkeler sosyal devletten biraz daha sapsarsa ve dolayısıyla harçlar artarsa Türkiye'ye yönelik bir ilgi yine olabilir. Yani çok spekülasyon yapabilirsiniz... tahmin ediyorum ki bu yabancı üniversiteler de yavaş yavaş Türkiye pazarına girecek) – INT AD9 –

To sum up, internationalization of higher education is heavily dependent on international relations of countries and it affects from the current political circumstances. The uncertainty in foreign relations of countries caused that academicians and administrators have hesitations to make future plans for their international cooperation strategies. This hesitation stated as a source of conflict by the participants.

4.2.3.2 Conflicts between Institutional Imperatives and Emergent Dynamics of Internationalization

The universities investigated under this case study has long traditions, as the newest one is 60 years old. As explained in Chapter II of this study, in universities there are clashes between institutional imperatives and emergent dynamics (Kondakçı & Van Den Broeck, 2009); accumulated heritage and modern imperatives (Kerr, 1987) or global models and national legacies (Ramirez, 2006). The universities have their own traditions and accumulated heritage but new form of internationalization come up as a modern imperative or emergent dynamic.

This clash in universities is an important source of conflict for universities. An office administrator explained that it is not easy to by-pass the traditional values to apply new dynamics; a natural confrontation occurs in universities during this process. She also mentioned that in her university some departments refused internationalization practices due to their national values:

For example, a faculty in the university could say that we didn't recognize Bologna Process as a whole faculty. ... In some faculties, they don't want to open English-taught courses, we want to give education in Turkish.... There are academicians who are still difficulty in that. European or American ideas are conflicting their ideological ideas of some people... They don't give the content of course in English, since he is against to that... (Mesela Bologna sürecini bir fakülte toptan biz tanımıyoruz diyebiliyor....birkaç fakültede şu var; İngilizce program açmak istemiyoruz, Türk dilinde eğitim vermek istiyoruz.... Bunda hala hani zorlanılan öğretim üyeleri var. Avrupa veya Amerika kendi fikirleri, ideolojik fikirleri ile çatışıyor bazı kişilerin..... İngilizce ders içeriğini vermiyor, ben karşıyım diye....) – INT H3 –

As it is stated here, some individual academicians and some departments see internationalization as a threat to their values and traditions and they reject to adopt them. This is an important indicator of the clash between traditional values and emergent dynamics, they are hesitating to adopt new values and they don't want to change their existing structure.

Another universities' office administrator complained about that she could not convince some teachers to recognize courses:

For example, for recognition, there are some teaching staff who says that they don't want the students to graduate without taking his/her course. We say OK, there are similar courses in host universities, do you accept them?... There are some approaches like "without these courses, they can't be graduated from this department". We try to solve this by talking and sometimes coercively. We sometimes have to send a letter from Vice-Rector like this is the requirement of Erasmus Program, this student was successful and you have to recognize them (Örneğin tanınma konusunda; ben kendi dersimi almadan mezun etmem diyen hocalar var. tamam diyoruz benzer dersler var karşı üniversitede, kabul edin olmaz mı?.. Yani "bu dersler olmadan bu bölüm bitmez" gibi yaklaşımlar görebiliyoruz. İşte bunu birazcık dil dökmeye çözmeye çalışıyoruz. Bazen de zorla. Yazı göndermek zorunda kalıyoruz Rektör Yardımcısından; Erasmus programının gereğidir bu çocuk başarılı olmuş derslerin tanınması gerekir gibi) – INT P2 –

That is another indicator of clash and shows that individual academicians fear losing their power and positions in the departments. They don't want to accept a course taken in another university and they don't want to make the department's structure flexible.

Many such examples were given during the interviews showing that some academicians, especially old ones, were not open to new implications coming with internationalization and they resisted on that. The conflicts between institutional imperatives and emergent dynamics were explained under four headings namely human resource problem,

lack of internationalization strategy and ceremonial and isomorphic implementations and Bologna Process.

Human Resource Problem. To begin with, all universities have human resource problem mentioned during the interviews. This problem emerged for two reasons: Firstly, these universities employed academic and administrative staff from their establishment; but the requirements of personnel were defined according to the conditions of that era. To give an example; although foreign language competency was not a requirement for an academic staff twenty years ago; now it became a requirement with the rise of internationalization. Secondly, the number of personnel estimated for the function of a university is not sufficient any more due to the acceleration of jobs and duties. To give an example, dealing with international students was not a defined job at the foundation of these universities, but now it is an important duty.

The conflict here is the internationalization requirements by national and institutional authorities and human resource problem in universities. In other words, new form of internationalization exists as an emergent trend in universities but universities traditional heritage and structure clashes with that. The academicians participated in the study mentioned about a human resource problem that prevents them to implement internationalization practices. According to interviews, two main reasons of human resource problem are academicians' language inefficacy and huge work load for academicians.

Insufficient language skills of academicians which is an important problem in human resource management is an important source of conflict in universities for internationalization. A middle administrator of a very old faculty founded in 1946 mentioned that either HEC or Rectorate asked the faculties to open new departments where English is language of instruction but they couldn't manage it due to low number of English speaking academicians.

A professor shared his own situation in the interview and he told that although he learnt English to make publication, he could not go abroad for teaching since he couldn't not speak the language well:

In this faculty, I have the highest number of publication... I wish that I could go through Erasmus program give one-two lessons but I don't have an English proficiency to speak with accent. (bu fakültede yayın sayısı en yüksek hocası benim... gönül ister ki Erasmus'tan da gideyim bir iki yerde ders vereyim ama burada yabancı dil yani aksarıyla bir İngilizce konuşacak tabii yabancı dilimiz yok bizim.) – INT B1 –

This quotation shows that some of the academic staff who had not got sufficient language skills, worked to update themselves and comply with the current requirements of the system. Some of the upper administrators mentioned that they design special programs for

their academic staff to develop their language skills. Therefore, we can conclude that although universities and academicians found insufficient language skills as a source of conflict; upgrading the skills of the all academicians needs more time and efforts.

The other source of human resource conflict is insufficient people for more accelerated jobs which in turn causes huge work load for academicians. Especially, internationalization brought new jobs and duties for academicians. They have to write international articles, participate in international conferences, teach in English due to foreign students etc. The participants of the study mentioned that this huge workload was so heavy for an academician who still has the existing duties like research or teaching. Moreover, the academicians who studied abroad or who have language skills feel themselves disadvantageous since all the administrative duties on internationalization were given to them. This was the case mostly in Hacettepe, Gazi and Ankara universities.

Another important point which is a source of conflict due to human resource problems is that there is no institutional official structure for internationalization and volunteer academicians conduct internationalization administrative processes. In other words, internationalization practices are mostly done on volunteer basis. In addition to that although academicians work voluntarily, university administrations don't give any incentives for these activities. In most of the interviews, academicians and administrators mentioned that internationalization practices are voluntary in universities but insufficient incentives decrease the motivation. When the willingness of academicians were asked to a department chair, he replied as the following:

They are certainly not willing...Academicians are so busy, and these activities have not a big return for them; even no return for them. Therefore, after doing for some time, people lose their excitement. Not only financial return but there is no moral return since there is almost no chance to reflect them as prize, or extra point for academic promotion (Kesinlikle istekli değiller. ...hocaların zamansal yoğunlukları çok fazla bu tip faaliyetler de hocalara aslında büyük bir getirisi yok, hiçbir getirisi yok. Dolayısıyla belli bir zaman yaptıktan sonra insanlar buradaki heyecanları kaybediyorlar. Maddi getirisi anlamında değil ama belki manevi anlamda da bir getiri yok yani ödül olarak veya puan olarak bir yerlere yansıtma akademik promotion'larına yansıtma şansları da çoğunlukla olmadığı için) – INT R5 –

Academicians themselves also shared their experiences on this subject. One academician mentioned that he conducted many international projects in the university but had not get any appreciation from Rectorate. Another middle administrator mentioned that she had to work even in the evenings or weekends to finish Bologna forms and neither moral nor financial incentive is given for her efforts. A great of amount of academicians mentioned that their motivation decreased due to these problems.

This lack of incentive issue is also valid for teaching in English, middle administrators told that they had difficulty to convince their academic staff to teach in English. In addition to that academicians mentioned that they preferred internationalization activities which have direct benefit for them like publication; but they don't want to deal with other activities such as Bologna Process. An academician mentioned that most of his colleagues want to go abroad and participate in international activities but they don't want to open courses in English or deal with other administrative issues. He told that he could find many academicians for going abroad for teaching or research but none of them wants to deal with Bologna forms.

Another academician reflected his own experience as the following:

In the context of internationalization, I prefer the activities that directly contribute to me. For example, being Bologna coordinator is not counted for promotion. These jobs are drudgery for us. Therefore most of the people don't prefer them, ok? ... Therefore, among them, the part that I benefited most is publishing in international journal of course since promotion is based on that. The other things, for example giving course is not among them, being Bologna coordinator, ECTS coordinator, Erasmus coordinator; they don't have any points for promotion... so publication in social science index journals, ok? I sit and do them. Why I prefer to deal with all the others?" (Uluslararasılaşma bağlamında yani sonuçta doğrudan bana katkı sağlayacak şeyleri tercih ederim. Şimdi mesela bir yükselme için Bologna koordinatörlüğü hiçbir puan vermiyor sistem. Bu işler angarya bizde. Dolayısıyla birçok kişi tercih etmez yani tamam mı?... Dolayısıyla bunların arasında tabii ki yurtdışı kaynaklı yayınlarda şey yapmak dergilerde yayın yapmak en çok faydalandığım kısım. Çünkü yükselme ona endeksli yani. Öbür şey mesela ne diyor işte ders vermek onların arasında yok da zaten dediğim gibi Bologna koordinatörlüğü falan ECTS koordinatörlüğü Erasmus koordinatörlüğü hiç puanı bile yok yani.... social science citation indeks dergilerde yayın yani tamam mı? Ben de oturur onları yaparım. Ben niye öbürleri gibi uğraşayım?) – INT AB2 –

As this quotation shows some academicians prefer internationalization just for their own benefits and do the activities that directly contribute to them.

Worse than this, some academicians even don't want to participate in any international activities and they even don't want to make international publications with the confidence of being a civil servant. Another important issue in state universities is academic and administrative personnel are civil servants and they are paid automatically since their payment is not dependent on their performance. In other words, academicians don't want to deal with administrative duties of internationalization, since they are already paid for their profession.

Everybody is living the format of civil servant academician. There is no incentive in the system for internationalization. Why we have to make an effort for that? There are people who got 65-70 from associate professorship exam, or the ones who couldn't get it for years... Everybody says this. I get the same payment with the academician in Hakkari, why it is not compulsory for them, why I had to live difficulty through making international publication (Herkes daha çok böyle memur akademisyen formatında yaşıyor. Uluslararasılaşması için bir teşvik yok zaten sistemde herhangi

bir teşvik yok. Yani bunun için niye çaba gösterelim. Zaten zar zor doçentlikten 65-70 dil sınavı almış yıllarca alamayan insanlar var. Herkes şunu söylüyor. Hakkârî'deki adamla ben aynı maaşı alıyorum, onlarda zorunlu değil ben niye uluslararası yayın yaparak zorluk yaşayayım) – INT E6 –

A great number of academicians complained about the low qualification of administrative personnel in universities which became a source of conflict in most cases for international guests. Low qualification of administrative personnel was mentioned as another source of human resource conflict by participants. They mentioned that international students or teaching staff could not communicate with personnel in Registrar's Office, or dormitories or sport center.

Let's say a foreign student who came to study in Gazi, Ankara or Hacettepe University faces with serious problems since the personnel which gives the main services like the personnel in dormitories or security personnel, librarians, secretary in the department can't speak English and the student can't speak Turkish. There are such problems (diyelim ki Gazi Üniversitesi Ankara Üniversitesi hatta Hacettepe'ye geldiğinde yabancı öğrenci esas işini yürütecek olan yurttaki görevli güvenlik görevlisi kapıdaki efendim kütüphanedeki eleman bölümdeki sekreter İngilizce konuşamadığı için bunun da her zaman Türkçesi yeterli olmadığından çok ciddi sıkıntılarla karşılaşılıyor. Böyle problemler var) – INT AI4 –

Human resource problems in universities have many different dimensions which become a source of conflict in internationalization practices. Insufficient language skills of academicians, new jobs that emerged with internationalization which were added to academicians' other duties, lack of incentives for international activities, low qualifications of administrative personnel were mostly stated by participants on this subject.

Lack of Internationalization Strategy. With the emergence of new schemas for mobility and research and with the increase of in number of students and academicians; new administrative units were needed to manage internationalization in higher education institutions. Moreover, internationalization became a strategic area that institutions should make strategic decisions. Therefore, existing traditional structure of universities faced with the new requirements of internationalization management. Not only institutions, but also governments need to have new management units and strategies to manage these processes on national level.

Therefore, internationalization strategy is needed at both institutional and national levels. However, the participants of the study complained that this strategy is missing at both levels. In this section of this study, this issue at both levels will be given.

First of all, to start with national level; academicians complained about national level implementations of HEC and other national institutions for various reasons. An office administrator explained the need of a national internationalization strategy with the following statements:

The government should define an internationalization policy. We should behave in the frame of a strategy as the country... We have to define the countries which targeted Turkey as a destination. Balkan countries, newly established Turkic Republics, Iran, Iraq and the major countries in Asia and Africa. We have to behave to attract students from these countries in the first step, because they want to choose us. But it should be under a plan. We are trying to do this for our university but if we do this in Turkey, it will be a more effective publicity and activity (Uluslararasılaşmalarında bir strateji belirlemesi lazım hükümetin. Yani bizim ülkesel olarak bir strateji ile davranmamız lazım....Yine ülkesel olarak bizim Türkiye'yi hedef almış kendilerine ülkeleri belirlememiz lazım. Balkan ülkeleri, yeni kurulan Türkiye Cumhuriyetleri, İran Irak gibi Asya ve Afrika'daki belli başlı ülkeler. Bunlardan öğrenci çekecek şekilde ilk etapta davranmamız lazım çünkü zaten bizi tercih etmek istiyor bu öğrenciler. O da yine bir planlama dâhilinde olmalı. Hani üniversite içinde biz bunu yapmaya çalışıyoruz ama Türkiye için yaparsak çok daha etkin bir tanıtım ve etkin bir faaliyet olur) – INT H13 –

As this quotation states participants think that national government should have an internationalization strategy and universities should know it for their actions. For incoming students, nationally targeted countries should have been defined and publicity activities should be done towards that.

Moreover, on national level, the ad-hoc decision making strategies of HEC was strictly criticized by the participants in various dimensions. First of all, the launch of Mevlana program and its administration was found as problematic by many participants. In 2004, HEC launched Mevlana Program which will be conducted with non-European countries in the world and stated that the program will have a sufficient budget to support both incoming and outgoing student and teaching staff. However, due to lack of pilot application and ad-hoc decisions of administration; in the first two years of the Program, both the budget of the program decreased dramatically and outgoing teaching staff mobility was abolished. Although universities established many Mevlana agreements with partner universities; the changes in the program caused a conflict for universities. An office administrator stated this process as the following:

Mevlana was not a successful program because dreams were so wide as far as I understand. We pay to incoming, we pay to outgoing... It was planned as a huge project but it should have been supported...it could not be successful (Mevlana pek başarılı bir program olmadı. Çünkü biraz hayal şeyi çok geniş tutuldu anladığım kadarıyla. Gelene ödeyelim, gidene de ödeyelim...Çok büyük bir proje olarak planlanmış. Ama altından desteklenmesi gereken bir şeydi. ... Pek başarılı olmadı) – INT H9 –

Other than Mevlana Program, HEC has some other directions which are negatively affected internationalization in higher education institutions. For example, a professor from law faculty expressed that although language of instruction is Turkish in their faculty, they opened courses in English for Erasmus and their own students. Then, HEC decided to abolish

these courses for the departments who had not 30% of their courses in English. She mentioned this problem in the following way:

We were offering English-taught courses for both our students and Erasmus students. Our language of instruction is Turkish but we were offering some courses in English. Later, Higher Education Council made a decision saying that “if 30% of the courses are not in English, then you can’t teach any course in English”. Our Erasmus students were seriously affected from this decision and for a long time we couldn’t open courses for our students. For Erasmus students, we stayed in between by showing we’re not giving in English; but actually giving in English. I think this is very serious problem in our country (hem kendi öğrencilerimiz için, hem Erasmus öğrencileri için yabancı dilde bazı hukuk derslerini açıyorduk. İngilizce veriyorduk bazı dersleri ama bizim eğitimimiz Türkçe. Daha sonra YÖK yüzde 30 İngilizce ders yoksa bölümde hiç veremezsin kararı çıktı. Bu karar çıkınca bundan çok ciddi Erasmus öğrencilerimiz etkilendi ve biz uzun bir süre hani kendi öğrencilerimize açmadan sırf Erasmus öğrencileri için ama derste veriyormuş, vermiyormuş arasında gözükerek ders vermek durumunda kaldık. Çünkü çocuklar geliyorlar ama alabilecekleri ders yok yani bu tür şeylerin çok düşünülmediğini düşünüyorum ülkemizde yani bunlarda ciddi sıkıntı olduğunu düşünüyorum.) – INT J1 –

These structured decisions of HEC prevents universities to make flexible applications for international students. Another academician mentioned her experience in the following way:

We were offering English-taught courses for both our students and Erasmus students. Our language of instruction is Turkish but we were offering some courses in English. Later, Higher Education Council made a decision saying that “if 30% of the courses are not in English, then you can’t teach any course in English”. Our Erasmus students were seriously affected from this decision and for a long time we couldn’t open courses for our students. For Erasmus students, we stayed in between by showing we’re not giving in English; but actually giving in English. I think this is very serious problem in our country (bütün üniversitelerin Bologna ya geçmesini istedi. Bologna deyince akla gelen şey AKTS ama YÖK’ün AKTS ile ilgili herhangi bir düzenlemesi yok. O anlamda biz şu anda belki de çok büyük güçlük yaşıyoruz. Bir grup öğrencimiz krediyle yürüyor, bir grup öğrencimiz AKTS ile yürüyor. Bazen çakışıyor bazen tamamen ayrılıyor. Yani o anlamda YÖK’ün kendi içerisinde bir organizasyona gitmesi gerektiğini düşünüyorum. Bir de çok hızlı kararlar veriyor işte yüzde 25 seçmeli oranı koydu bütün üniversitelere bunu duyurdu, akabinde hemen lisansüstü programlarda değişiklik yaptı zorunlu dersleriniz yüzde elliye geçemez dedi...YÖK koşuyor bizde ona yetişmeye çalışıyoruz) – INT AF3 –

As this quotation indicates, HEC is taking different kinds of decisions about internationalization but these decisions were not taken under a master plan but mostly ad-hoc decisions were given. This lack of strategy and plan prevents the country to benefit more from internationalization of higher education.

Secondly, institutional level problems due to lack of internationalization strategy were stated by the participants. Although the internationalization strategy is needed in universities, lack of this was one of the most mentioned source of conflict for the internationalization of

Turkish universities and participants explained this problem in several times during the interviews. An academician explained this issue as “An academician can easily be a part of internationalization but the important thing is internationalization of the institution, this is so difficult. There should be institutional policy for that (Yani öğretim üyesi çok rahat uluslararasılaşabilir mühim olan kurumun uluslararasılaşması o çok zor. Yani kurumsal bir politikanın olması lazım)” – INT AJ 11 – In other words, an institutional policy is needed for internationalization of a higher education institution.

Like the national level, academicians believed that universities should define their target countries and regions for internationalization. A middle administrator stated that being selective is important for internationalization otherwise it caused waste of resources:

For example we will give priority to Balkan countries or Turkic Republics or West Europe or USA, such a priority was not determined. .. It may cause to financial waste... There is no development in congresses, people go and come; go and come but... I'm not sure this production has a social benefit or not. It goes to huge intensity but low output... Being selective is important in internationalization (Fakat yani biz kendimiz ben mesela sadece Balkan ülkelerine öncelik vereceğim yani ben sadece Türkiye Cumhuriyetlerine ben sadece Batı Avrupa Birliği... ben sadece Amerikan Üniversitesi böyle bir öncelik tespit edebilmiş değil; etme durumu da bence yok Türkiye üniversitelerinde....Kaynak israfına da yol açabilir....Bu tür ortak kongreler de fazla bir gelişme yok yani ...gidiyor geliyor, gidiyor geliyor ama ... Biz bunun üretimi ne derecede sosyal faydası var tam emin değilim. Biraz şeye doğru gidiyor aşırı yoğunluk ama düşük verim ... Yani bir seçicilik çok önemli uluslararasılaşmada.) – INT A11 –

As this middle administrator stated academicians and students go to some countries and they come back. Since there is no internationalization plan; the outputs of these mobilities were not evaluated by administrators, in his own words “huge intensity, low output”. Lack of a strategic plan for internationalization causes universities to conduct many international activities but not getting a macro output from them.

Moreover, work load of academicians and administrators has been increased dramatically due to internationalization but doing internationalization without any plan has an important effect on that. To give an example, universities are signing many agreements with many universities but most of them became useless. Another middle administrator expressed this issue with the following statement:

Bilateral agreements. Memorandum, how they are beneficial, it is another subject of discussion. These memorandums are always signing, waiting on the desk, then they turn into reality? It is problematic. Actually, I'm one of the persons who believe that more than half of these agreements stay on paper (İkili anlaşmalar. Memorandum, ha ne kadar faydalı oluyor o ayrı bir tartışma konusu yani bu memorandumları habire imzalanır imzalanır sümenin altına girer ondan sonra gerçekliğe dönüyor mu dönmüyor mu takibi tabi sıkıntı yani ben aslına bakarsanız bunlar bu anlaşmaların

yarıdan fazlasının sadece kâğıt üstünde kaldığına inananlardan birisiyim maalesef budur yani) – INT C1 –

Making agreements with many universities and not using them is another sign of internationalization without any plan. When the strategic plans of the universities are analyzed, internationalization started to exist but with quantitative targets. Most of the universities in Turkey have such aims of receiving more international students or signing more agreements. However, the quality of these activities is not dependent on the quantity but functionality.

Another important point that was mentioned is prioritizing quantity instead of quality. An academician commented about receiving more and more international student as a standard process as the quality of this process should be analyzed:

Anatolian universities started to accept more international students. At this point, there is something, universities may think this as a source of income but I'm not sure it brings quality with itself. I mean, with internationalization, it may increase in quantity but I'm anxious whether it will bring quality or not (Anadolu üniversiteleri de özellikle uluslararası öğrenciyi çok fazla kabul etmeye başladılar. Bu noktada hani böyle bir şey var bir de tabii onu yani gelir kapısı olarak da düşünebiliyor üniversiteler ama o beraberinde kalite getiriyor mu emin değilim. Yani uluslararasılaşma yani sayısal olarak artacaktır ama kalite olarak artacak mı emin değilim o konu beni biraz endişelendiriyor) – INT AP7 –

To summarize, internationalization strategy is needed both on national level and institutional level. However, in historical traditional structure of the universities and national organizations, administration of internationalization through a strategic plan does not exist and today it appears as an emergent dynamic which cause a conflict. Without these plans, national organizations, including HEC, may do some actions which detriment or prevent internationalization instead of promoting it. Similarly, acting without a plan, caused universities to make many agreements with many universities in the world, sending and receiving many students but not being able to reach positive outcomes from them. Therefore, the lack of internationalization strategy was mentioned here as a source of conflict in universities.

Ceremonial and Isomorphic Implementations. As explained in Chapter II, neo-institutionalism theory suggests that organizations are socially-constructed and they become legitimate through resembling to each other. In other words, continuous adaptation and change is needed to fit the dynamic environment and this conformity reduces the risk of legitimacy. For that reason, through different types of isomorphism, organizations follow the other organizations in their organizational field and they have a continuous interaction with each other.

Similarly, for internationalization practices; participants mentioned that universities follow the other universities' implementations. Academicians explained that universities

follow the other universities' internationalization processes by taking standard applications into their system. An upper administrator from Ankara University mentioned the following:

We are in competition with Hacettepe University.... For example, in Turkey in Ankara, the university which attracts most international students is METU, why it is the case? It is analyzing. Hacettepe, İstanbul or private universities such as Sabancı, Kadir Has, they started to attract international students. What is the reason for that? What they are doing? (hep Hacettepe'yle yarışma halindeyiz. Türkiye'de mesela Ankara'da ODTÜ en fazla yabancı öğrenci çekebilen neden çakti inceleniyor. Hacettepe, İstanbul yani bu tür büyük üniversitelerde özel üniversitelerimiz biliyorsunuz şimdi Sabancı, Kadir Has bunların hepsi çok iyi bir şekilde öğrenci çekmeye başladılar. Nedir bunların şeyi? Ne yapıyorlar?)– INT I3 –

Similarly, an upper administrator from Hacettepe University explained how the other universities in Anatolia follow their implementations:

As Hacettepe University, we are a mother university, we are a university which is establishing and already established universities... The universities in Anatolia imitate us... As Hacettepe University we have no chance to make mistake (Biz Hacettepe üniversitesi olarak aslında Türkiye'de anaç bir üniversiteyiz. Üniversite kuran kurmuş olan bir üniversiteyiz. ... Anadolu'daki üniversitelerimiz bizi taklit etmiş oluyorlar ... Hacettepe Üniversitesi olarak bizim yanlış yapma lüksümüz yok) – INT Z11 –

As many other subjects, also for internationalization, higher education institutions follow other institutions and use similar applications to be legitimate in this field. As upper administrators mentioned above, these universities are aware that they are in an open organizational system; as they follow other organizations; some other organizations are also following them.

However, taking the same or similar implementations from each other may become a source of conflict for universities. First and foremost, participants mentioned that in Turkey some universities' institutional structure is not compatible with internationalization. The participants mentioned that although national higher education policy offers internationalization for each and every university in Turkey; especially the newly established universities in Turkey does not have sufficient infrastructure for internationalization. Although the infrastructure of the all universities are not the same, HEC asks the same requirements from all universities as an example of coercive isomorphism.

A great amount of academicians mentioned that in Turkey some universities will be more successful in internationalization and some will not. Although the same central policies are valid for all universities, the responses given by universities are different. An academician stated this in the following way:

In the recent period, internationalization takes an important place in our country's higher education policy. We can even say that there is a constraint on that. Therefore, like the Bologna Process, there will be more or less an orientation towards it. But

recently many new universities have been established and there is a high academician need in these universities. With very few number of academicians, it seems not possible to have successful outcomes from internationalization. From the point of other universities, only the universities who has an academic cadre which is open to international interaction will benefit from these opportunity. To sum up, some universities will have a progress in internationalization, some will not be so successful (Yakın dönemde, uluslararasılaşma ülkemiz merkezi yükseköğretim politikasında önemli bir yer tutuyor. Bu konuda belli bir zorlama da var diyebiliriz. Dolayısıyla tıpkı Bologna sürecinde olduğu gibi tüm üniversitelerde az veya çok bir yönelme olacaktır. Ancak yakın dönemde birçok yeni üniversite kuruldu ve bu üniversitelerde akademisyen ihtiyacı oldukça fazla. Çok kısıtlı sayıdaki öğretim elemanı ile uluslararasılaşma anlamında çok başarılı sonuçlar almak çok olası görünmüyor. Diğer üniversiteler açısından ise ancak uluslararası etkileşime açık akademik kadrolara sahip olanların bu fırsatlardan yeterince yararlanabileceğini düşünüyorum. Özetlemek gerekirse belli üniversitelerin uluslararasılaşma konusunda kayda değer ilerleme sağlarken, bir kısmının ise bu konuda yeterince başarılı olamayacağı düşüncesindeyim.) – INT AE5 –

Universities, as organizations, are open to effects coming from their environment and the implications of other universities and national authorities affect them. Through coercive isomorphism, either national or supra national organizations like EU, World Bank, HEC, Turkish National Agency or Vocational Qualification Institute define rules and regulations which are valid for all universities. Moreover, professional norms are steadily increasing in the field and through normative isomorphism, this push academicians to follow the changes in their field. Academicians want to participate more and more in international conferences or research, or making more publications in international journals etc. In addition to that, institutions are also affected by normative isomorphism through becoming a part of international quality systems. Lastly, academicians and institutions are also affected from mimetic isomorphism to give standard responses to uncertainty. Turkish universities developed standard responses to internationalization such as defining similar strategies, participating in exchange programs, opening English-taught courses etc.

However, although they adopt almost the same structures and implementations for internationalization; there are non-negligible differences among Turkish universities in terms of their structure, personnel, history etc. For that reason, their responses towards internationalization practices differ and some universities are more internationalized than others. Although the affinity of universities is inevitable; some academicians think that universities should define their strategic goal and aim; then replace internationalization according to that. In other words, they mentioned that it was not possible for all universities to exist at the top rows of rankings but they may have other strengths. One academician stated it as follows:

You can't put internationalization among the aims of every university. It is more logical to put internationalization in front in the universities which has already joint

international workings. Because it is not compulsory that every university will be the first, second, or hundred or 10.000 number... If the university says that "I have to become in a good place in the world", of course you should open its way. But universities should have the freedom of saying "I can't compete in that way, instead of being in the last row of the rankings; I may be good at other subjects; then I will open to international arena (Uluslararasılaşmayı her üniversitenin hedefine koyamazsınız. Yani alt yapısı olan ve bu anlamda yurtdışı bütünleşik çalışması oturmuş olan üniversitelerde uluslararasılaşmayı ön plana çıkarmak daha akıllıca olur. Çünkü her üniversitenin de uluslararası bir numara iki numara yüz numara bin numara ya da 10.000 numara olması gerekmiyor... yani üniversite evet ben dünyada önemli yerlere gelmeliyim diyorsa tabii ki önünü açmak lazım. Ama üniversite ben henüz bu şekilde rekabet edemem yani rankinglerde son sırada olacağıma farklı konularda iyi olayım ondan sonra yurtdışına açılalım deme özgürlüğü de olmalı) – INT O15 –

As this quotation indicates, academicians think that universities should think about their strengths and weaknesses and then they should make their plans of internationalization. In other words, they should not imitate the other universities' strategies without evaluating them according to their own cases.

Higher education institutions take internationalization practices from the other institutions and national authorities however they don't use their energy to enhance their own institutional structures. Many academicians complained that university administrators accept more and more jobs on internationalization; they make high aims to be internationalize but they don't devote their human and financial resources for that.

The interviewees expressed their problems of huge work load arising from the deficits in institutional structure. They told in the interviews that there is no specific unit or personnel in departments' official structures which in turn cause academicians to perform over capacity. In other words, although participating in internationalization practices is voluntary literally, they do them since they have to do:

...and all these things based on voluntary work. I don't say that they give us financial support and we can do. However the prior duty of an academician is giving lectures, making good lectures and making academic work because we have promotion criteria... In normal condition, in abroad, there are offices which specifically deal with all these. Academic personnel just make the last signature and audit them. But because of Turkish standards, I never blame Hacettepe but because of Turkish standards, it is the same in all universities. Academic personnel has to do everything, since we are under this work load, we do them not as voluntary but since we have to do them, this is clear (...Ve bütün bunların hepsi gönüllülük icabı gönüllük esasına dayanıyor. Hani burada demiyorum ki maddi olarak bize destek versinler biz de yapalım diye. Ama bir akademisyenin öncelikli görevi dersine girmek düzgün bir ders vermek akabinde kendi akademik çalışmalarını yapmak çünkü atama kriterlerimiz var bizim... Normal şartlarda yurtdışında bütün bunlarla ilgilenen özel ofisler var. Akademik personeller sadece son imzayı atıp denetleme konumundalar. Ama bizde Türkiye standartları gereği Hacettepe'yi asla suçlamıyorum ama Türkiye standartları her üniversitede bu böyle. Akademik personel her işi yapmak durumunda kalıyor bu yükün altından da

biraz zor kalktıgımız için pek de gönüllü olarak değil zorunlu olduğumuz için yapıyoruz açık ve net) – INT Y3 –

An academician gave a striking example on this issue. In universities, “organizing international conferences” was defined as a strategic aims and academicians are expected to organize such conferences. However, there are no special offices or units to help this organization; or even there is no special budget to organize them. Therefore, organizing international conferences in the university is mostly based on personal relationships and the efforts of academicians. He mentioned this as follows:

For example, I will make conference, but support system is not based on any rules. You should go to meet with Rector or Dean with a “begging method” and ask “I will make an international conference, could you please provide me support such as tea, coffee, lunch?” This is completely based on the good will of the Rector. If he doesn’t like, he may not give anything (Mesela ben konferans yapacağım konferans ile ilgili olan destek bir kurula kaideye bağlı değil. Sizin rektörle veya dekan beyle gidip görüşmeniz biraz “dilencilik usulü” diyebileceğim yöntemle “uluslararası konferans yapıyorum hocam bana kalem sağlayın şunları sağlayın çay kahve yemek verebilir misiniz” filan gibi bu da tamamen Rektör beyin iyi niyetine bağlı. Yani sevmiyorsa vermeyebilir) – INT E16 –

As neo-institutionalism suggests, educational organizations are de-coupled organizations in other words technical activities and structural activities are loosely coupled. In educational organizations, shared beliefs and myths are important; more importance is given to legitimacy rather than efficiency. In other words, although structural activities comply with the environment ceremonially, technical activities like teaching may not change in that direction. Sometimes this becomes a source of conflict for organizations. Standard implementations are taken from the environment, but technical core, in other words academicians, may not accept these standard implications. In other words, ceremonial implementations like adopting the myths in the environment, may not change the academicians’ way of teaching. Similarly, in these four universities that were investigated in this case study, it was seen that although these universities have different characteristic from each other; very similar implementations for internationalization applied.

To sum up, universities as organizations have similar internationalization practices due to imitation of other universities and directives of national authorities. However, academicians stated that universities should do this by analyzing their own cases; in other words they should define their strategic goals of internationalization not but just imitating but also analyzing their situation. Secondly, defining international aims is not sufficient; they should also enhance their institutional structure according to that.

Bologna Process. Bologna Process is one of the best example of coercive isomorphism for Turkish internationalization. This process was one of the most trending topics in universities

and when internationalization asked to participants they mostly mentioned about Bologna Process and its implications. Although some academicians mentioned about its contributions which are given in the first section; some of them thought that it was a source of conflict for universities.

The academicians and administrators mentioned about different kinds of conflicts that they experienced during the implementation of Bologna reforms. First of all, as a coercive isomorphism, the Process was implemented with a top-down approach, the decisions made at supra-national or national organizations and universities left with its workload. Some academicians think that HEC's way of informing universities about this Process is a source of conflict in itself:

It will be more useful if the HEC's manner of approach is more inclusive for teaching staff instead of this top-down approach... Bologna Process is imposed to universities as something which has to be done (YÖK'ün yaklaşım tarzı böyle hani tepeden inmece değil de daha çok hocaları dinleyici olsa faydalı olur.... Bologna Süreci yapılması gereken bir şeymiş gibi empoze edildi üniversitelere) – INT AJ14 –

Since this Process is directed to universities by HEC as compulsory, all of the universities implemented it. However, some academicians claim that it was implemented without believing in its benefits:

Nobody that I talk with think that it will have a positive outcome or facilitator effect or benefit in any way for university's administrative structure, existing education relationship, improvement of the system or teaching staff who give this education (konuştuğum hiç kimse de bunun herhangi bir biçimde üniversitenin idari yapısına, var olan eğitim ilişkilerinize ya da sistemimize ilerlemesine ya da daha sonrasına eğitim yürüten hocalara herhangi bir kolaylaştırıcı etkisinin faydasının olumlu bir çıktısının olacağını düşünmüyor) – INT AV12 –

Most of the academicians mentioned that the requirement from them under Bologna Process was a source of conflict in universities for various reasons. The implementations and their possible benefits were not explained well to academicians and therefore this Process was not embraced by the academicians. One academician defined Bologna Process as follows:

Bologna Process is something that is just stayed on paper. I think Turkish academicians did not embraced it in any way. I seriously think that it did not happen... Therefore, as I told you, the philosophy of the Process is not understood by teaching staff, in some part it was resisted and stayed on paper and wasn't processed more (Bologna süreci biraz böyle kâğıt üzerinde kalan bir şey. Gerçekten Türk akademisyenin bunu sahiplenmediğini düşünüyorum hiçbir şekilde. Bunu ciddi anlamda anlamadığını düşünüyorum.... Dolayısıyla da yani dediğim gibi Bologna sürecinin felsefesi hocalar tarafından anlaşılmamış direnç gösterilen ondan sonra ve kâğıt üzerinde kalan ve bunun ötesine geçmeyen bir tarafı var bana göre Bologna sürecinin) – INT E18 –

An important section of participants, 18 out of 44, claimed that they performed the implications required by Bologna Process for just finishing a duty and they didn't think on that rather they completed them as if required. mentioned it in the following way:

The result of asking this as compulsory is that: It was seen as a burden which has to be done as an extra since the benefits of it was not explained; the required infrastructure has not been completed and necessary information were not supplied. Therefore since its benefits are not known we do it as if we do, we filled in the forms, we made it. However, in reality we did nothing, we don't adopt to Bologna only apparently the forms were filled in, files were prepared (...zorunlu hale getirilmesinin sonucu şu oldu. Ne işimize yarayacağı bize açıklanmadan, bu konuda gerekli alt yapı sağlanmadan ve gerekli bilgi sağlanmadan sadece ekstra yapılması gereken bir iş ve bir külfet gibi görüldü. Dolayısıyla da bunun hani anlamı bize katacakları hiç bilinmediği için herkes işte -miş gibi yapıyor dolduruyoruz ediyoruz yapıyoruz. Ama aslında hiçbir şey yapmıyoruz aslında Bologna ya uyum sağlamıyoruz sadece görünürde şimdi formlar dolduruluyor bir dosyalar oluşturuluyor işte şu yapılıyor bu yapılıyor) – INT J6 –

Therefore academicians believed that the benefits of this Process was not clearly explained to academicians; and academicians had no motivation to do it. They did it since it was compulsory, but most of them were not aware why they were doing this. Therefore, academicians perceived it as a drudgery which was expected as an extra to their duties.

17 participants mentioned that the implications of Bologna Process were seen as a drudgery by academicians. An office administrator who is dealing with this Process told about how academicians complained to be a part of this Process. Academicians did not want to spend their time for filling these forms instead of making research:

...They should devote a great amount of time. It was not in their plans and it was added to the existing work load... Some said that "it is not ended, it was asking more continuously and we can't reserve our time for research")" (...bayağı bir mesai harcamaları gerekti. Böyle olunca da tabii bu daha önce planlarında olmayan bir işti. İş yükünün üzerine eklendi. bitmiyor sürekli bir şeyler isteniyor onun için araştırmaya zaman ayırmamız gerekirken işte bu tür bir takım işler verilince vakit kaybediyoruz diyenler oldu) – INT AU2 –

Administering this process in universities was so difficult for office administrators since they faced with different kinds of resistance other than time devoting. Due to the drudgery mentioned above, most of the participants claimed that teaching staff did not fill out the forms on their own courses and the research assistants or the Erasmus coordinators in the departments did everything on behalf of teaching staff. Moreover, it was difficult to convince senior teachers to complete these requirements:

Of course, we also have old teachers who are waiting for retirement. For example, when we ask for learning outcome they say that "I teach that course for years, the outcomes are there... you can see my students everywhere, they are shown up on TVs, and what do you want from me?" The reason that we couldn't finish yet is the fact that

teaching staff did not internalize this Process (Yaşlı hocalarımız da var tabii, emekliliği gelmiş insanlar var. Örneğin, “ben yıllardır bu dersi anlatıyorum zaten” diyor belli diyor çıktısıbenim öğrencilerim her yerde görüyorsunuz televizyonlara çıkıyorlar daha ne istiyorsunuz siz benden” diyor “öğrenim çıktısı olarak” diyor. Ya onlara anlatmamız çok zor oldu. Tamamlayamamızın nedeni de hocaların kendilerine içselleştirmemeleri bunları)” – INT U9 –

Moreover, some teaching staff did not want to lose the importance of their courses and they resisted to give ECTS credits and they made some tricks to have high ECTS credits for their courses. An academician stated this experience in the following way:

There was a big resistance in teaching staff in Bologna Process because ... they don't want to get its acquisitions. They tried to make high work load for their courses and this was our big problem since they thought that extra course payments will be made according to that. We faced with double weekly work load ... with non-existent homeworks, projects, they increased the work load and that was the biggest resistance (Öğretim üyelerinde ciddi bir direnç vardı o Bologna süreci için çünkü ... kazanımlarını kaybetmek istemiyordu hocalar. Ders kredilerini yüksek tutmaya çalışıyorlardı en büyük sıkıntımız oydu çünkü ek ders ücretinin buna endeksleneceğini sandıkları için maksimum AKTS yazıyorlardı ve biz çok zorlanmıştık. Bize verilen limitlerin çok çok üstünde iki katı total haftalık ders yükleriyle karşılaştık olmayan ödevler, olmayan projelerle AKTS yi şişirdiler ve en büyük direncimiz oydu) – INT D7 –

As this example also shows, Bologna and its implications were not well explained to academicians and therefore they could not understand the logic behind it. Not only for academicians but also for all stakeholders of the university affected negatively from this Process. A middle administrator stated that “In Bologna Process, Hacettepe University became tired and made a big effort from its assistants to the Rector (... Bologna Süreci'nde Hacettepe Üniversitesi asistanından Rektörüne kadar çok uğraştı, yorgun da düştü) – INT AI2 –

Bologna Process was a source of conflict not only for directive measures taken by HEC or institutional administration practices due to its drudgery; but this Process was also criticized that it brings standardization for all universities. Some academicians stated that learning outcomes for all graduates were defined and universities worked to reach them to graduate their students with these standards. However, universities should have autonomies to define their own curriculum. An academician stated that “The academic community in that specific case should determine its own internal process which will make it better (Yani oradaki akademik topluluğun da onun nasıl daha iyi olacağı konusunda kendi iç işleyişini belirlemesi gerektiği kanısındayım) – INT K11 –

In that sense, Bologna Process was inquired since it gives harm to autonomous structures of the universities. A middle administrator expressed this view in the following way:

Working for making everything standard is problematic... We should not forget that this is not high school which offers a standard curriculum, we should not lose a

university's originality, original values. It is important to protect them against to being standard and transparent (bu kadar böyle tek tipe dönmeye uğraşmamızın uğraşılmasının sorunlu yanı var...Onu unutmamak lazım burası lise de değil hani böyle bir tek tip müfredat vereceğiz gibi bakmak yani o özgünlüklerin özgün değerlerin yitirmemesi lazım bir üniversitenin. Yani standart olacağım şeffaf olacağım vs. derken bunları koruyabilmenin önemli olduğunu düşünüyorum) – INT AL6 –

This standardization in curriculum caused many different kinds of conflicts in universities. One of more striking example of the conflict caused by structured and standard curriculum was given by a middle administrator. He mentioned that in Turkish systems students should know nearly all subjects like accounting, law, public administration, economics etc. to be successful in KPSS exam. However, the system came with Bologna prevented departments to offer courses in a variety, so students became so disadvantageous in this new system. Therefore, since the Bologna reforms were implemented without taking the specific cases of Turkish universities into account; these reforms caused many conflicts for universities.

In summary, Bologna Process was defined as a source conflict for various reasons. First of all, the communication of this Process and its implications was found as problematic by academicians. They mentioned that this was communicated to them from above and its benefits were not explained well to academicians. This miscommunication caused many resistances and wrong applications. Moreover, some of the academicians were against to standardization that this Process brings to universities.

4.2.4 Summary of Cross-Case Results

The summary of cross-case results is given under three headings namely results for contributions of internationalization of higher education, results for conflicts due to internationalization of higher education and lastly results for the sources of conflicts in higher education due to internationalization.

Results for Contributions of Internationalization of Higher Education. The data analyzed in this study revealed that there are many contributions of internationalization to higher education institutions and first theme of the results consists of academic, economic, politic and socio-cultural contributions of internationalization. The first research question of this study is to find out what is the contribution of internationalization activities on individuals, higher education institutions and nations in academic, economic, politic and socio-cultural domains. The results showed that internationalization has various contributions for individuals, institutions and states.

Academic contributions were found for both individual academicians and institutions. Individual contributions are mainly found as being a part of international network in that academic field and learning from international experience through collaboration and cooperation.

First sub title is “dynamics of international academic network”. Most of the participants depicted that they gained a lot from their participation in international activities that they had a chance to work with international colleagues. Participants pointed out that they preferred to establish this international academic network through face-to-face meeting rather than meeting through internet and they believed that academic conferences and projects gave them the chance to meet with their colleagues. They believed that this network helped them for further academic cooperation in research and publication. It was also noted that the academic network of academicians had positive effect on their students since academicians might have a chance to find a place for their students to study abroad.

Second sub-title is “collaboration, cooperation, competition, dissemination”. Academicians expressed that they are content to make a contribution to science and research through collaboration, cooperation, competition and dissemination. They believed that only by presenting or publishing their research in international settings, they had a chance to contribute to universal knowledge. It was noted that in a global world, development in science depended on cooperation and collaboration and without sharing the results with community in the world; these results had no meaning in their national scale.

Third sub-title is “learning, interaction and reflection”. According to the participants, both students and academicians learnt from their international experience. Participants indicated that students learnt different academic experiences by studying abroad and it enabled to raise people with different point of views. Similarly, academicians who study/visit abroad have a chance to learn about the system in different countries and reflect this knowledge to their national academic environment. Moreover, academicians expressed that they learnt from standard and objective evaluation processes through international publication processes.

Fourth sub-title is “imperatives for adopting international students”. One of the academic contributions of internationalization arose through adopting international students. Many academicians mentioned about positive contributions of international students to their classroom either in terms of teaching in a foreign language or learning other countries’ special cases from these students. They believed that the content was richer with the help of comparisons, different point of views, and meeting with different models and discussions on that. Participants also mentioned that they revised their curriculum and instruction methodologies due to foreign students.

Fifth sub-title is “academic contributions in relation with Bologna Process”. The main arguments mentioned by participants were the following: courses were revised and learning outcomes had been defined for each course, the senior professors had to revise their courses after years; elective courses had been added to curriculum and lastly course recognition became easier through ECTS system.

Secondly, on the subject of economic contributions of internationalization three main themes emerged through analyzing the interviews.

First sub-title is “probable long-term economic benefits occurring out of increasing competences and qualifications of students”. Participants explained that internationalization had long-term economic benefits. They expressed that incoming students coming to Turkey were ambassadors for long-term economic relations. Moreover, they depicted that outgoing students might have more chance to find a job in a foreign country in the long-term.

Second sub-title is “generation and transfer of funds for universities and individuals”. On institutional level, tuition fees from international students mentioned as an economic contribution. Moreover, international projects were mentioned as an important source of funds for many reasons such as getting direct fund for research, hiring research assistants and funds for study abroad visits for academicians and also students. Moreover, academicians depicted that some international projects had economic benefits for the infrastructure of the university such as establishing laboratories. Moreover, nearly most of the participants stated that they were content with the funds supplied by universities for their international publication.

Third sub-title is “developing new technology and innovation”. Participants explained that increasing academic level through internationalization had contribution to R&D, industry, innovation and new technology. In the long-run, producing technology and selling produced knowledge will have an economic benefit for institutions and nations.

Thirdly, political contributions of internationalization higher education were emphasized by the participants.

First sub-title is “peace, prosperity and international cooperation”. Participants of the study mentioned that internationalization in universities has long-term benefits for countries such as world peace. Moreover, they indicated that the relationships established between universities might lead to positive relationships between countries. For example, the students who studied in Turkey will have a role in establishing political cooperation between two countries.

Second sub-title is “contributions to foreign policy”. It was noted that international cooperation in higher education will have a positive effect on foreign policy and on the

reputation of the country in the world. In addition to that, Mevlana Program was found as an opportunity to re-establish relations with neighboring countries where Turkish nation was sovereign before; through being a soft power there.

Lastly, socio-cultural contributions are the last domain that was expressed by the university stakeholders who participated in the study. It should be noted that an important amount of academicians mentioned that they find socio-cultural contribution of internationalization more important than the other domains.

First sub-title is “learning from other cultures”. Participants mentioned that although technology removes the borders between countries; cultural boundaries can’t be removed without being there. Therefore, even experiencing the daily life of another culture will be an important for individuals in their international experiences. Informing about the culture of another country mentioned as a socio-cultural benefit.

Second sub-title is “avoiding prejudices and increasing tolerance towards different cultures”. Participants mentioned that international experiences helped both academicians and students to avoid prejudices and negative myths about other cultures. Moreover, it was explained that increasing tolerance will help people to be less racist and fascist.

Third sub-title is “experiencing and witnessing new life styles”. Participant gave striking examples from their students and told about how their students experienced new life-styles through studying abroad. For example, one academician mentioned about his student who wore shorts for the first time in his life.

Results for Conflicts due to Internationalization of Higher Education. Along with the contributions mentioned above, the results also showed that various kinds of conflict occur in higher education institutions due to practices of internationalization.

Participants mentioned about different kinds of academic conflicts. First sub-title is “language conflicts”. Language problems cause important conflicts in universities for international practices and it is the mostly stated academic conflict during the interviews. The analysis of the interviews showed that the participants found having Turkish as medium of instruction as a disadvantage for their university. They told that the lack of English-taught programs prevented them to receive international students. In addition to that the inefficiency in using foreign language is an important obstacle for internationalization. Administrators mentioned that they could not find academic staff to offer courses in English even for exchange students. Therefore, exchange students could only take courses of faculty who could teach in English.

Students also have insufficient level of foreign language to participate in study abroad programs. The language problems also occur for incoming teaching staff especially the ones coming from underdeveloped countries. Last but not least, in their classroom experiences, academicians complained that it was difficult for them to use full English in a class where Turkish and foreign students are together.

Second sub-title is “curriculum mismatch”. Participants mentioned that incoming students had problems due to nationalistic curriculum prepared on Turkish cases and which are not universal. Moreover, for outgoing students; curriculum mismatch leads to recognition problems after study abroad period.

Third sub-title is “exchange programs lagging behind expectations”. Most of the academicians believe that although exchange programs contributed more to socio-cultural development of students and teaching staff; these programs contribute less on academic terms. For incomings, they explained that most of the incoming students coming through Erasmus and Mevlana programs had almost no academic contribution to classes. They also mentioned that most of the incomings from Erasmus program are from Turkish origin and they were not international students. In addition to that academicians found that incoming students coming through from Mevlana program were mostly from underdeveloped countries and their language and academic level were low. Not only students, but academicians also experienced conflicts with incoming teaching staff especially coming from underdeveloped countries and they mentioned that they did not contribute at all academically. For outgoing students, academicians mentioned that their students were not successful in their studies abroad. They also mentioned that they did not believe the academic contribution in one semester. Furthermore, their students could not take main courses but only the elective ones opened for exchange students and they could not benefit from exchange programs academically.

Fourth sub-title is “publish or perish”. Another important conflict for teaching staff is the pressure on them to make more and more international publications since promotion criteria for academic staff is based on that. In Turkey, promotion criteria for academicians necessitates knowledge of a foreign language and also international publication and this cause many conflicts for many Turkish academicians. The participants also noted that international publication should be the result but it should not be the aim for an academician. They pointed out that young academicians give their effort to make international publication without being mature academically. Most of the participants mentioned about the motto “publish or perish” and they criticized to be publication-focused life of academicians. They stated that this standard requirement became a pressure for them and the academicians who had sufficient foreign language knowledge became advantageous. They also mentioned that international

publication did not always mean that this publication had a high quality therefore quality is more important than quantity.

Fifth sub-title is “low institutional and individual capacity in international research projects”. Participants mentioned about the conflicts that they experienced with international projects. First of all, founding big consortiums are necessitated for these projects and academicians’ networks were not sufficient to establish these consortiums. Secondly, institutional capacities are not sufficient to give back office support and therefore academicians had to deal with all bureaucratic procedures and forms for projects. Last but not least, the lack of financial capacities for research led academicians to get finance from private firms and this caused manipulations of research results.

Last sub-title is “fraud, commodification, marginalization of academic publishing and events”. Academicians criticized the commodification and marginalization of publishing and international academic events such as huge conferences where participation fees are high. They mentioned that these huge activities do not contribute them for face-to-face communication. Since universities finance conference fees, some academicians participated in these conferences by paying high fees but they did not benefit from them. Moreover, some academicians participate in conferences for touristic reasons. Lastly, some publishing companies asks for money for publication or editing.

Economic conflicts are also defined as conflicts by the participants during the interviews. First sub-title is “insufficient financial support for international activities”. Nearly all of the academicians complained about insufficient fund for their international activities. They mentioned that either funds supplied by universities for their international visits or the funds supplied by international or national organizations (e.g.TUBITAK) were not sufficient for them. This insufficient funding issue might sometimes cause withdraws of the academicians from international participations. They mentioned that academicians had to spend their own money for participating in international activities since the amount given was fixed for all events even participation fees were higher. Furthermore, administrators mentioned that tuition fees supplied form international students was very low in state universities and did not contribute to university.

Second sub title is “financial problems related to students and incoming teaching staff”. Academicians mentioned about financial problems that incoming foreign students and teaching staff had. They explained that there were no special scholarship program for international students neither a part of university budget distributed for hosting foreign teaching staff. Moreover, outgoing Erasmus students have financial conflicts since the grants are not sufficient for their expenses.

Thirdly, political conflicts are explained by the participants again on national level. First sub-title is “conflicts between different levels of policy-making”. Participants criticize decisions made on supra-national level and political decay against international decision makers. They stated that delivering national decision making processes to supra-national organizations caused conflicts in political terms. Although the decisions made by them are adopting; the national authorities even did not participate in the discussions stages of the decision making process and this was criticized by the academicians.

Second sub-title is “resistance to structural change for higher education policies”. When political contribution of internationalization was asked to the participants; they stated that internationalization of higher education did not contribute to internal politics and internal conflicts continue to emerge. In other words, establishing relations with the countries more democratic than our country did not make national universities more democratic as long as higher education policies had not been changed structurally.

Third sub-title is “political intervention into international cooperation”. Participants believed that political decisions made by the states affect the international cooperation decision of universities with some countries. Academicians explained that Turkish governments had direct interventions such as defining the countries that universities should cooperate with.

Last domain of conflict is socio-cultural one. First sub-title is “adaptation problems and alienation of international students”. Participants mentioned that international students had adaptation problems and they could not integrate into Turkish students’ groups. Some academicians mentioned that some international students were socially excluded because of their ethnic background or their nationality. Moreover, international academic staff had also integration problems in the departments. At that point, academicians criticized that the orientation programs organized by institutions of states were not sufficient to decrease these adaptation problems.

Second sub-title is “lack of bilingual directions, accommodation, facilities and cosmopolitanism in cities”. Another conflict especially for international students and teaching staff is insufficient infrastructure in cities such as lack of directions in English even on public transportation. Not only directions but also facilities like green areas or bicycle routes cause conflicts for international visitors. Moreover, nearly all participants mentioned about the accommodation problems in cities for both students and teaching staff. Lastly, conservative structures of cities may cause conflicts for international students and teaching staff especially in small cities.

Third sub-title is “bureaucratic obstacles”. Another conflict that incoming students and teaching staff experiences were many kinds of bureaucratic procedures and obstacles such as residence permit, health insurance or working permit.

Results for the Sources of Conflicts in Higher Education Institutions due to Internationalization. First theme on the sources of conflicts is neo-liberalism, globalization and current conjuncture. First sub-title is “internationalization as a policy in higher education under neo-liberalization and globalization”. When sources of conflicts are analyzed through the data of this study, it is seen that the main source of conflict is between the old and the new form of internationalization. Academicians participated in the study emphasized this fact by stating that universities produced knowledge which is universal and the concept of “university” came from this universality. The participants also mentioned that the concept of internationalization which was used today had a different meaning than the historical one. With the effect of neo-liberalism, today’s internationalization concept includes an economic focus including receiving more international student or marketing the university. Emphasis on economic contributions of the universities caused by neo-liberal policies cause a tension for academicians since it conflicts with the profession’s main values. The academicians participated in the study mentioned that it should be skeptical about this change in the meaning of internationalization and everything which is international might not be positive.

One of the main sources of conflict is neo-liberalism and its negative effects over universities. As it was explained in theoretical chapter of this study, especially standardization and marketization effects of neo-liberalism caused pressured over universities by prioritizing economic benefits of internationalization. The academicians also explained these global pressures over universities for competition such as being good in ranking. They stated this view under two main themes: standardization and marketization. They claimed that the market itself requires standardization in education and research to easily administer the outcomes. Through standardization quantity is increasing every day but quality may not increase in the same pace. Moreover, the competition between universities to enhance the quantity of activities is increasing every day. For marketization, the academicians criticized making higher education an area of commerce by paying to be accredited, getting more international students to earn more money, making publication or presentation in return of money.

Second sub-title is “hegemony of the developed countries”. Hegemony of developed countries is seen another source of conflict in a sense that these countries manipulates the research areas and dominate the research through their funds and publication power. Participants pointed out that internationalization had more contribution to developed countries since they developed technology and the other countries became dependent to them.

Moreover, there is an imbalance in outgoing/incoming student/teaching staff ratio since developed countries are more preferred than developing/underdeveloped ones. At this point, participants complained that most of their international students came from developing/underdeveloped countries.

Third sub-title is “unstable foreign policy”. Another important source of conflict is the unstable foreign policy between countries and war in nearby countries which effected the internationalization of Turkish higher education institutions. They gave the example of EU Accession Process and they mentioned that the future of EU Education programs is unforeseen for them.

Second theme that emerged as a source of conflict is “conflicts between institutional imperatives and emergent dynamics”. Under this theme, participants mentioned that they had difficulty in implementing internationalization practices in their rooted and traditional universities. In this study, the youngest university is 60 years old. Therefore, administrators had difficulty either to change the institutional structure or convincing especially senior academic staff for implementing new practices of internationalization. To give example, some academicians resist on teaching in English or recognizing courses taken abroad.

First sub-title is “human resource problem”. Many kind of human resource problems emerged during the interviews. The main problem is most of the characteristics of personnel hired from the establishment does not meet with the expectations of internationalization strategies. In other words, there is a conflict between institutions’ human resource structures and imperatives from emergent internationalization strategies. First of all, inefficient language skills of academicians in state universities were frequently mentioned by participants. Since language skills were not defined as requirements in previous years, most of the academic personnel does not have sufficient language skills and this causes to conflicts.

Then, huge work load of academicians depicted especially for teaching and research activities which in turn makes internationalization activities were left to volunteers or to the ones who had language skills or studied abroad. Another important point is lack of incentives. Nearly all of the academicians participated in the study believe that neither universities nor states give them sufficient incentive for internalization practices and internationalization of academician is seen as a voluntary activity. In other words, academicians have been involved in internationalization more than ever however this has been added to their routine teaching and research routine and there is almost no incentive for them to participate more in these activities. Moreover, the analysis of the interviews showed that a great number of academicians complained about civil servant status of academicians in state universities which prevented them to take more responsibility for internationalization.

Last source of conflict in universities in the domain of human resource is the administrative personnel in universities have lack of language and intercultural skills which cause an important human resource problem in internationalization practices. Lack of language skills makes academicians more and more involved in this process such as dealing with administrative problems of incoming students and staff.

Second sub-title is “lack of internationalization strategies”. The existence of a clear strategy for internationalization gained importance. Lack of internationalization strategy was mentioned both on national and institutional level. The academicians criticized that the country had no future projection or policy about the target countries or the regions to cooperate strategically. Acting without strategy on national level was mostly attached with HEC. The launch of Mevlana program without pilot project or restraining courses in English if it is not %30 of the total program were criticized by the academicians since they had consequent negative effects on universities. In addition to national level, institutions also had no strategy of internationalization. Academicians mentioned that the quantity of international cooperation agreements increased every day but this was not done following a strategy.

Third sub-title is “ceremonial and isomorphic implementations”. As explained in Chapter II, neo-institutionalism theory suggests that organizations are socially-constructed and they become legitimate through resembling to each other. In other words, continuous adaptation and change is needed to fit the dynamic environment and this conformity reduces the risk of legitimacy. For that reason, through different types of isomorphism, organizations follow the other organizations in their organizational field and they have a continuous interaction with each other.

Although all the universities adopt the same strategies and policies for internationalization, participants mentioned that infrastructure in some state universities are not sufficient for internationalization. Since all of the universities in Turkey does not have the capacity to implement internationalization strategies in the same way; some universities will have a chance to proceed it in a sustainable way but some universities won't.

Last sub-title is “Bologna Process”. Academicians believed that implementations of Bologna Process caused many kinds of conflicts. First of all, the academicians mentioned that the Bologna Process in Turkish universities was implemented with a top-down approach by HEC and university administrators; therefore most of the academicians did not believe in its importance. They did their job as requested which was left on paper. Moreover, most of the academicians are against the standardization that comes with Bologna Process and they mentioned that it was against to academic autonomy. Moreover, it brought a lot drudgery to

academicians, research assistants and Erasmus coordinators. Most of the senior professors resisted to make the requirements, so the expected changes could not be finished properly.



CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents discussions and implications related to this study. Firstly, a brief summary of the results of each research questions and results on different cases are provided along with the literature review and previous research. Then, discussion of the results, implications for practical purposes as well as suggestions for further research are presented in this chapter.

5.1 Discussion of Results

In this section, the results of the study are given in a discussion with the theoretical base of the study. This section comprises of four parts namely cross-case results of contributions, cross-case results of conflicts, cross-case results of sources of conflicts and lastly universities under case study and implications for Turkish higher education.

5.1.1 *Discussion on Contributions of Internationalization*

The results of the study revealed that all four HEIs investigated in this study have experienced some benefits from internationalization. This is parallel to the literature on the contributions of internationalization for HEIs. As Knight (1999) mentioned that nations, institutions and individuals have academic, economic, politic and socio-cultural rationales. In parallel with these rationales, Ennew and Greeneaway (2012) argued that HEIs have been experiencing benefits in these four categories. Chang (2015) also found that academicians assessed internationalization related indicators positively and assigned them high value. This study showed that the contributions of internationalization is equally valid for Turkish universities as well. Both HEIs and individuals (academics and administrators) benefit from academic, economic and socio-cultural returns of internationalization. According to the participants, internationalization make political contributions to the countries as well.

Academically, participants emphasized that internationalization has positive impact on quality of teaching and learning and it offers an opportunity to contribute to globally significant research agendas through working with globally significant partners. Achievement

of international academic standards for teaching and research is among the top reasons of internationalization (Knight, 1999) and border-cross communication and reputation are viewed as a sign of quality (Teichler, 2004). Most of the participants depicted that they gained a lot from their participation in international activities, such as academic conferences, that they had a chance to work with international colleagues, establish academic networks, which help them to further academic cooperation. Academicians expressed that they are content to make contributions to science and research through collaboration, cooperation, competition and dissemination. Similarly, Langlands (2012) also stated that international cooperation must not be for only economic reasons but there are rather more important issues which needs altruism of universities such as energy efficiency, food or water scarcity or increasing carbon-dioxide levels. Participants believed that only by presenting or publishing their research in international settings, they had a chance to contribute to universal knowledge. It was noted that in a global world, development in science depends on cooperation and collaboration and without sharing the results with the international community the validity of the scientific information might remain questionable. By enhancing the international dimension of teaching and research, there is a value added to the quality of higher education (Knight, 1999).

According to the participants, both students and academicians learn from their international experience. Participants indicated that students learn different academic experiences by studying abroad and it enables raising people with different point of views. Students consider internationalization as a benefit for their self-improvement by developing necessary skills for global conditions (Murphy, 2007). Similarly, academicians who study/visit abroad have a chance to learn about systems in different countries and reflect this knowledge to their national academic environment. Moreover, academicians expressed that they learnt from standard and objective evaluation processes through international publication processes. In addition, one of the academic contributions of internationalization arose through adopting international students. Many academicians mentioned about positive contributions of international students to their classroom either in terms of teaching in a foreign language or learning other countries' special cases from these students. Andrade (2009) expressed that diversity in classroom encourages understanding across borders and classroom discussions and assignments broadened by international students' perspectives. Similarly, participants believed that the content was richer with the help of comparisons, different point of views, and meeting with different models and discussions on that. Participants also mentioned that they revised their curriculum and instruction methodologies due to foreign students. Lastly, the contribution on academic programs mentioned by participants on Bologna Process were the following: courses were revised and learning outcomes were defined for each course, the senior professors had to revise their courses, which usually they are not inclined to do so;

elective courses were added to curriculum and lastly course recognition became easier through ECTS system.

Economically, internationalization of higher education has potential to offer benefits. Participants explained that in the long-run, incoming students coming to Turkey were ambassadors for long-term economic relations. As De Wit (2002) explained for many national governments there is the hope that they will become the future decision makers in the private and public sectors of their home countries and by then will remember with gratitude the host country. Moreover, participants stated that outgoing students might have more chances to find a job in a foreign country. Murphy (2007) also argued that students with international experience develop skills necessary for modern work force such as second language or international adaptation skills. The participants also expressed that producing technology and selling produced knowledge will have an economic benefit for institutions and nations in the long run. Similarly, Knight (1999) stated that there is a closer link between internationalization of higher education and economic/technological development of the country. International fees and funds were also mentioned by participants in the forms of tuition fees from international students, international projects, and international publications as an important source of funds. In other words, deep cuts in higher education budget forced institutions to look for alternative source of funds in international markets for selling their products (Knight, 1999) and internationalization brings economic sources for HEIs.

Thirdly, political contributions of internationalization to higher education were emphasized by the participants. Politically, it has a potential to support longer-term political links through developing strategic alliances. As Altbach and De Wit (2015) explained that although internationalization and student exchange can't be a guarantee for world peace; they help to keep communication open and dialogue active. Similarly, participants of the study mentioned that internationalization in universities has long-term benefits for countries such as world peace, positive relationships between countries, positive effect on foreign policy and on the reputation of the country. Knight (1999) also stated that scientific and educational exchanges between countries contributes to keep communication and diplomatic relations active. Similarly, Murphy (2007) also stated that academicians see internationalization essential for solving many of the world's conflicts and promoting equality.

Lastly, socio-cultural contribution is the last domain, expressed by the participants. It should be noted that an important amount of academicians mentioned that they find socio-cultural contribution of internationalization more important than the other domains. In socio-economic terms, it has the ability to promote greater intercultural understanding and engagement, raise awareness, understanding of differences and promoting virtues of

heterogeneity. Li and Bray (2007) also argued that international mobility of students impacts outlooks and life-styles of students. Being informed about the culture of another country is also mentioned as a socio-cultural benefit. Participants mentioned that international experiences help both academicians and students to avoid prejudices and negative myths about other cultures and increasing tolerance will help people to be less prejudiced. The acknowledgement of cultural diversity between countries and the preparation of graduates with strong skills of intercultural relations and communication are among the most important rationales of internationalization (Knight, 1999).

5.1.2 Discussion on Conflicts of Internationalization

According to research results, four types of conflicts exist in universities due to internationalization practices. Altbach and his colleagues warned that although internationalization presents many exciting opportunities to HEIs, it brings real risks and challenges into their complex and fluid environment (Altbach et al., 2009). This study provided empirical evidence for this argument.

Participants mentioned about different kinds of academic conflicts. First of all, language problems cause important conflicts in universities for international practices and it is the most frequently mentioned academic conflict during the interviews. They told that the lack of English-taught programs prevented them to receive international students. In addition to that, the inefficiency in using a foreign language is an important obstacle for internationalization. Administrators mentioned that they could not find academic staff to offer courses in English even for exchange students. As Marginson (2000) mentioned, one of the pressures over academicians is related to linguistic competence; all else being equal; bilingual and trilingual academicians are perceived better than monolingual ones. Therefore, exchange students could only take courses of faculty who could teach in English. Outgoing students also have insufficient level of foreign language to participate in study abroad programs. The language problems also occur for incoming teaching staff especially for the ones coming from underdeveloped countries. Last but not least, in their classroom experiences, academicians complained that it was difficult for them to use full English in a class where Turkish and foreign students are together. British Council (2015) conducted a research in 38 Turkish universities and concluded that “Turkey’s ‘English deficit’ is a major factor affecting the quality of higher education, restricting access to academic resources, international research publication and the mobility of staff and students (p.14).”

Another important conflict for teaching staff is the pressure on them to make more and more international publications since academic promotion is based on that. In Turkey,

promotion criteria for academicians necessitates in foreign language competence and also international publication and this causes many conflicts for many Turkish academicians. As Altbach et.al. (2009) mentioned the academic profession is under stress as never before due to the need to respond to the demands of massification. Although faculty in the University attains levels of individual autonomy and collective power beyond most employees in other sectors (Bolman & Gallos, 2011); there are centrally established professional standards such as tenure or recruitment processes (Mızıkacı, 2010). Most of the participants mentioned about the motto “publish or perish” and they criticized about publication-focused life of academicians. They also mentioned that international publication not always guarantee publication quality, therefore quality should be more important than quantity in terms of publications.

Participants also mentioned about the conflicts that they experienced with international projects. First of all, founding big consortiums are necessitated for these projects and academicians’ networks were not sufficient to establish these consortiums. Secondly, institutional capacities are not sufficient to give back office support and therefore academicians had to deal with all bureaucratic procedures and forms for projects. Vukasovic (2013) also stated that success in getting EU funds needs significant administrative capacity but HEIs may not have that. Last but not least, participants mentioned that the lack of financial capacities for research led academicians to get finance from private firms and this might lead to manipulations of research results. Similarly, Okçabol (2011) also argued that the funds given by EU limits the academic freedom, since all the research done with these funds are aiming to pursue the existing system instead of being critical. Kural (2004) also expressed that the research agenda of universities has been increasingly defined by government and industry demands.

Academicians criticized the commodification and marginalization of publishing and international academic events such as huge conferences where participation fees are very expensive. Similarly, the research made in a public university revealed that academic personnel shared a deep antipathy to the market values that reduces higher education to an economic activity (Winter & O’Donohue, 2012). Participants mentioned that these huge-sized academic activities do not provide opportunities for face-to-face communication. Due to support of university for conference participation, some academicians participate in these expensive conferences since they do not pay by themselves. Kural (2004) also criticized that in international activities, the orientation of “the one who benefit will pay for that” creates inequalities among individuals. Moreover, some academicians participate in conferences for touristic reasons. Lastly, some publishing companies ask for money for publication or editing. The analysis of interviews showed that some departments which may have specific

orientations like law, medicine, geography, dentistry, nursery, architecture etc. have more adaptation problems to the changes coming with internationalization, especially standard implementations like Bologna Process. Similarly, Schriewer (2009) also mentioned that opposition raised against Bologna structures particularly from traditional liberal professions like law, medicine and architecture.

Economic conflicts are also mentioned by the participants during interviews. Nearly all of the academicians complained about insufficient funds for their international activities. Hierarchic administrative structures in universities cause de-professionalization of academic staff, pushing them to find grants for their academic activities (Olssen & Peters, 2005). Participants mentioned that either funds supplied by universities for their international visits or the funds supplied by international or national organizations were not sufficient. This insufficient funding issue might sometimes cause withdraws of the academicians from international events.

Thirdly, political conflicts are explained by the participants again on national level. Participants criticized decisions made on supra-national level and lack of political judgement against international decision makers. They stated that transferring national decision making authorities to supra-national organizations caused conflicts in political terms. Although the decisions made by supranational authorities are adopted; the national authorities even did not participate in the discussions stages of the decision making process and this was criticized by the academicians. On the other hand, political conflicts cannot be evaluated only in terms of national authorities. Wood (2012) also stated that the activities like student mobility may be planned on national or even supra-national level; however individual academicians' role can't be ignored for international research activities; bottom-up fashion where the researcher has freedom to choose who to work with is more acceptable than top-down fashion. Participants also stated that internationalization of higher education did not contribute to domestic politics and internal conflicts continue to emerge. In other words, establishing relations with more democratic countries does not necessarily make national universities more democratic as long as higher education policies are not changed. Participants also believed that political decisions made by the states affect the international cooperation decision of universities with some countries. Academicians explained that Turkish governments had direct interventions such as defining the countries that universities should cooperate with.

Last domain of conflict is socio-cultural one. Participants mentioned that international students had adaptation problems and they found it hard to integrate into Turkish students' groups. Some academicians mentioned that some international students were socially excluded because of their ethnic background or their nationality. Similarly, Snoubar and Çelik

(2013) defined the major problems of international students as adaptation process, stemming from difficulties of cultural difference and language barriers and cultural adaptation problems. Moreover, international academic staff had also integration problems in academic departments. At that point, academicians criticized that the orientation programs organized by institutions or states for being insufficient to decrease these adaptation problems. Another conflict especially for international students and teaching staff is insufficient infrastructure in cities such as lack of directions in English even on public transportation. Not only directions but also facilities like green areas or bicycle routes cause conflicts for international visitors. Moreover, conservative structures of cities may cause conflicts for international students and teaching staff especially in small cities. In addition, nearly all participants mentioned about the accommodation problems in cities for both students and teaching staff. Parallel to that, according to surveys, former Erasmus students report administrative and accommodation problems in host country (Teichler, 2012). Another conflict that incoming students and teaching staff experienced were many kinds of bureaucratic procedures and obstacles such as residence permit, health insurance or working permit. Teichler (2015) also stated that most of international students face substantial administrative difficulties in host countries.

5.1.3 Discussion on the Sources of Conflicts

The first theme on the sources of conflicts is neo-liberalism, globalization and current conjuncture. When sources of conflicts are analyzed using the data of this study, it is seen that the main source of conflict is between the old and the new forms of internationalization. Academicians participated in the study emphasized this fact by stating that the main mission of universities is to produce universal knowledge the concept of “university” came from this universality. Teichler (2004) expressed that universities have long been considered as one of the most international institutions of the society since knowledge cannot be bounded by borders, instead it spreads universally. The participants also mentioned that the concept of internationalization which was used today had a different meaning than the historical one. With the effect of neo-liberalism, today’s internationalization concept implies an economic focus including receiving more international students or marketing the university.

The results also showed that globalization and neo-liberalization effects are so important to be mentioned as the source of these conflicts. Güven (2002) explains that neo-liberalization and globalization become as complementary to each other; supra-national organizations impose global educational policies compatible with neo-liberal ideology. Economic dimension of globalization refers to interconnectedness of economic activities, increased monetary and trade flows, increased importance of GATS (Foskett, 2012) and these

dimensions are mostly compatible with neo-liberal ideology. Similarly, Currie (2004) called this effect as “neo-liberal globalization” and states that neo-liberal globalization is a significant challenge facing universities in this millennium. Oplatka and Hemsley-Brown (2012) explained that there is an uncertain, turbulent, rapidly-changing and competitive environment around higher education institutions and in order to survive they need to become entrepreneurially oriented by responding challenges and opportunities in the external markets. They stated that “higher education institutions may rather adopt marketing based strategies which conform to institutional rules and in turn promote their survival and social legitimacy” (p.70). In other words, to be legitimate, higher education institutions resemble to other institutions in their field by using homogenous and standard implementations for internationalization which are mostly affected by neo-liberal ideology and globalization. These dynamics in environment cause universities to implement a new form of internationalization which is different than the natural one existed within the meaning of the universities.

One of the main sources of conflict is neo-liberalism and its negative effects over universities. As it was explained in theoretical chapter of this study, especially standardization and marketization effects of neo-liberalism caused pressures over universities by prioritizing economic benefits of internationalization over academic quality. The academicians also explained these global pressures over universities for competition such as competition in rankings. They stated this view under two main themes: standardization and marketization. They claimed that the market itself requires standardization in education and research to easily administer the outcomes. Through standardization quantity is increasing every day but quality may not increase in the same pace. Teichler (2004) also mentioned that “open academic arena” has transformed into “commercial knowledge transfer” due to sales of knowledge and monetary rewards. Moreover, the competition between universities to enhance the quantity of activities is increasing every day. For marketization, the academicians criticized making higher education an area of commerce by paying to be accredited, getting more international students to earn more money, making publication or presentation in return of money.

Emphasis on economic contributions of the universities through neo-liberal policies cause a tension for academicians since it conflicts with the profession’s main values. The academicians participated in the study mentioned that one should be skeptical about this change in the meaning of internationalization and everything which is international might not be positive. From the first years of its existence; universities always include internationalization dynamics (De Wit, 2002; Enders, 2004; Marginson, 2000) especially through sharing universal knowledge. However, after 1980’s, with the emergence of neo-

liberalism all over the world, internationalization concept has been re-defined. Contrary to the aim of “internationalization for sharing universal knowledge”, through the marketization of higher education, standard approaches developed on global and supra-national levels are led the concept of internationalization to get away from its first meaning. The main changes in the universities through neo-liberal policies can be summarized as changing qualitative intensification in intellectual activities with measurable outcomes (Olssen & Peters, 2005); defining the aim of the education by the market (Ercan, 2005; Hyslop-Marginson & Sears, 2006; Önal, 2012); making knowledge a good which can be traded (Varghese, 2008), decreasing state budget for public education (Ercan, 2005), universities with smaller sizes and more efficiency in output-oriented systems (Chang, 2015). Similarly, Billot (2010) stated that in a shift to address economic priorities, there has been an increasing competition to attract more fee-paying students, to increase entrepreneurial activities and to address stakeholder requirements to acquire external funds.

Hegemony of developed countries is seen as another source of conflict in a sense that these countries manipulate the research areas and dominate research through their funds and publication power. Participants pointed out that internationalization had more contribution to developed countries since they developed technology and the other countries became dependent to them. Similarly, Şimşek (2006) explained that the profound transformation in the world’s higher education system is more challenging for developing countries since they are paralyzed by the local and national demands and also globally competitive environment demands. Moreover, there is an imbalance in outgoing/incoming student/teaching staff ratio since developed countries are more preferred than developing/ underdeveloped ones. At this point, participants complained that most of their international students came from developing/underdeveloped countries. Another important source of conflict is the unstable foreign policy between countries and war in nearby countries, which affected the internationalization of Turkish higher education institutions.

Second theme that emerged as a source of conflict is “conflicts between institutional imperatives and emergent dynamics”. Under this theme, participants mentioned that they had difficulty in implementing internationalization practices in their rooted and traditional universities. In this study, the youngest university is 60 years old. Therefore, administrators had difficulty either to change the institutional structure or to convince especially senior academic staff for implementing new practices of internationalization. To give an example, some academicians resist to teach in English or recognize courses taken abroad.

Human resource problems are important indicators of institutional level conflicts. A significant work load of academicians were expressed by participants which in turn makes

internationalization activities left to volunteers or to the ones who had language skills or studied abroad. Academicians complained about increased work-load through internationalization and Billot (2010) also mentioned that in universities there is a tension between individual and institutional objectives; “as institutions seek to remain competitive, tasks and productivity are prioritized over staff responsibilities and career development” (p.714). Another important point is lack of incentives. Nearly all of the academicians participated in the study believe that neither universities nor states give them sufficient incentive for internationalization practices and internationalization of academicians is seen as a voluntary activity. In other words, although academicians have been involved in internationalization more than ever and much has been added to their teaching and research routine, there is almost no incentive for them to participate more in these activities. Knight and De Wit (1995) stated that in order to develop a culture, supporting internationalization, concrete and symbolic ways should be found to value and reward faculty and staff in hiring, promotion and tenure policies. Last source of conflict in universities in the domain of human resources is the administrative personnel in universities having lack of language and intercultural skills.

Another source of conflicts is “lack of internationalization strategies”. The existence and acceptance of a clear strategy for internationalization gained importance. Lack of internationalization strategy was mentioned both on national and institutional levels. The academicians criticized that the country had no future projection or policy about the target countries or the regions to cooperate strategically. In addition to national level, institutions had also no strategy of internationalization. According to Erdoğan (2014) Turkish higher education system urgently needs a clear national strategy on internationalization which internalizes all the process by setting national aims and coordinating all institutions and reforming all domains systematically.

The third sub-title is “ceremonial and isomorphic implementations”. As explained in Chapter II, neo-institutionalism theory suggests that organizations are socially-constructed and they become legitimate through resembling to each other. In other words, continuous adaptation is needed to fit the dynamic environment and this conformity reduces the risk of legitimacy. For that reason, through different types of isomorphism, organizations follow the other organizations in their field and they have a continuous interaction with each other. Although all the universities adopt the same strategies and policies for internationalization, participants mentioned that infrastructure in some state universities are not sufficient for internationalization. Moreover, academicians believed that implementations of Bologna Process through conforming the environment caused many kinds of conflicts. First of all, the

academicians mentioned that the Bologna Process in Turkish universities was implemented with a top-down approach by HEC and university administrators; therefore most of the academicians did not believe in its importance. They do their job as requested to be mostly left on paper. Moreover, most of the academicians were against the standardization that comes with Bologna Process and they mentioned that it was against academic autonomy.

All these isomorphic and ceremonial implementations mentioned in the third sub-title above can be explained by neo-institutional theory. According to this theory, educational institutions are loosely-coupled which means that the tie between formal structure and technical structure is weak and they give more importance to legitimacy than efficiency (Meyer & Rowan, 2006). In other words, the professionals; academicians for universities; operate technical structure in their classes and researches; but institutional formal structure of the universities comply with the changes in their environment to be legitimate. Different from factories where technical and formal structure works together; the output of educational organizations has less importance than the process. In other words, in technical organizations the end product as a technical work is the main aim; but in educational organizations nobody cares what happens in classrooms during teaching/learning activities as long as the schools' structure confirms with the community rules (Meyer et al.,1980). Meyer and Rowan (1977) argued that decoupled structure of educational organizations makes isomorphism easier.

Although activities may vary in different educational organizations for practical considerations, they use standardized formal structures to be legitimate by using more prescribed methods used successfully by the other organizations in their field to become more legitimate. As neo-institutionalism suggests, HEIs give more importance to their image and symbolic matters. Foskett (2012) stated that profile and reputation is everything for universities such as a high position in rankings is an institutional priority, seen as an indicator of international credibility and an entrance ticket to global research. HEIs have to implement improvements and innovations which are a mirror of their environment's values and beliefs; in other words they have to adopt marketing-led changes which have symbolic power rather than fundamental changes in teaching or research (Oplatka & Hemsley-Brown, 2012). Similarly, Ennew (2012) stated that while visits and signing ceremonies between higher education institutions proliferate, it is not clear that there is sufficient attention being paid to the development of genuine strategic alliances for long-term benefits.

5.1.4 Implications for Turkish Higher Education

In the literature, there are very few studies that focus on Turkish higher education institutions' efforts on internationalization. However, these efforts are very important in many ways.

Institutions of higher learning in Turkey need to remain relevant in today's global context and at present, any analysis of the diffusion of internationalization in Turkey is challenged by the limited presence of a research tradition in this area (Bostrom, 2009).

As Turkish case concerned, the higher education system in the country is centrally controlled by the state organizations such as Higher Educational Council. Public universities in Turkey have long been under the pressure due to the central government's legislative and funding constraints (Mızıkcı, 2010) Therefore, institutions are not so flexible in their implementations and actions. In countries, where higher education institutions have more autonomy like in Anglo-saxon countries; there might be less conflict in terms of internationalization since these institutions may adopt to the changes in their environment in a smoothly manner. The centralized structure of the country's higher education system is a source of conflict itself in terms of internationalization. The public universities are bounded by the state in terms of their budget and there is no specific budget for internationalization in state universities. In other words, they don't have a chance to earn their money but they are dependent on state budget and also the cadres offered to them. The personnel hiring system of the state universities is an old system and it makes the adaptation process difficult for universities. This study also showed this is a source of conflict since the personnel working as civil servant status may resist to the beneficial practices of internationalization. Moreover, the analysis of the interviews showed that a great number of academicians complained about civil servant status of academicians in state universities, which prevented them to bear more responsibilities for internationalization.

The effect of neo-liberalism and globalization is also worth mentioning for Turkish case. Neo-liberal ideology and globalization require structural changes to adopt to market conditions and internationalization. However, the universities does not have the necessary level of autonomy to realize these changes in their organizations since they are bounded with state rules, budget limitations, expectations of stakeholders, institutional traditions etc. For that reason, to respond to the requirements coming with internationalization trends; higher education institutions behave as if they comply with them without changing their core. In other words, as neo-institutionalism suggests, they ceremonially adopt the changes to become legitimate in their field through isomorphic actions. In other words, the core is not changing but internationalization is embraced as a "pragmatic response". There are variety of forms of this pragmatic response. For example, some existing activities were given a new name to make them international, such as making nearly all conferences international through adding a few international faculty. Moreover, there are some missing points in official and legal documents. In other words, although higher education institutions have newly established processes and

offices for conducting internationalization; they did not include in any official or legal documents. To give an example, international relations offices of universities do not exist in legal definitions of official organizations of the universities.

In addition, HEIs may express some strategic aims, which defy the institution's capacity. To give an example, according to research on strategic plans and vision of Turkish universities (Bulut Sahin, 2016), it was found that two Turkish universities which were founded in 1933 and 2006, respectively, had the strategic aim of having joint degree programs in four years. In fact, establishing joint degree programs necessitates well-established international cooperation which enable trust among partners. It is challenging that one of the oldest universities of Turkey in İstanbul and relatively new university in a peripheral location has the same aim in terms of internationalization. Since all of the universities in Turkey do not have the same capacity to implement internationalization strategies in the same way; some universities will have a chance to proceed in a sustainable way but some universities won't. In other words, applying the same strategies for all the institutions cause ceremonial adaptations and pragmatic responses.

In this study, important differences were found between four universities in concern. First of all, it should be mentioned that according to policy documents of these four universities such as strategic plans; all these universities have almost similar objectives in terms of internationalization such as international exchange programs, increasing the number of publications or increasing the number of incoming students. Although similar objectives have been embraced by these universities, there are some differences especially in strategies that universities define to reach these aims. It is important to present the results of both interviews and document analysis for different cases in this study.

In terms of academic contributions, METU is ahead of other universities due to its historical background, institutional structure and experience. As document analysis showed, METU was founded with an international mandate from the beginning and it has crucial advantages such as language skills of faculty and students, international networks or reputation. All these advantages help the University to benefit more from the contributions of internationalization. According to the activity report, METU has the highest proportion of international students and international teaching staff among four universities. Moreover, the University is the only one, which stated to increase international teaching staff, international projects and joint programs in the strategic plan. Although the other universities focused on developing their exchange programs and cooperation, METU has aims to develop more structured international programs and projects. Similarly, although the other universities embraced the aim of increasing the number of international students, METU has emphasized

the quality of international students. For Hacettepe University, the main academic contributions were mentioned as the number of international publications and restructuring all the programs through Bologna Process. Hacettepe University gives a significant importance to Bologna Process among the other universities; and both in strategic plan and interviews, this was stated many times. On the other hand, Gazi University gives special importance to academic development of faculty through sending them abroad to develop their language and academic skills. Both the strategic plan and interviews confirmed that one of the main aims of the University is developing the skills of faculty, which will have further contribution to internationalization of the University. Lastly, Ankara University has the highest number of outgoing traineeship students and administrative personnel and increasing international exchange of students and staff were accepted as main objectives in the University's strategic plan. Moreover, the interviews also showed that the University offered special scholarships to African students and many of the participants found this as an academic contribution. Similarly, the University expressed the strategy of offering scholarship to successful international students in the strategic plan.

In terms of economic contributions, although METU receives the highest number of incoming students; since the tuition fee received from international students is relatively low; the participants did not mention about an economic contribution on that. On the other hand, international projects were mentioned as an important economic contribution by the participants of METU. The other three universities mostly mentioned the same sources of economic contributions such as payment for participating in international meetings, scholarships for students etc. Moreover, only for Hacettepe University, the participants mentioned about satisfying amount of economic incentives from their institution since the University offers a participation for an international conference for every international publication and also it is the only University which paid the faculty for Bologna implementations. Moreover, METU and Gazi University have emphasized internationalization of Technopolis to benefit more from international research project funds.

In terms of political contributions, most of the participants mentioned about on national level instead of institutional level. Only participants from Gazi University mentioned that they give a special importance to Mevlana Program for political reasons. According to activity reports, Gazi University is the most active one among four universities in Mevlana Program. Participants from this University mentioned that Mevlana Program was an opportunity to re-establish relations with neighboring countries where Turkish nation was sovereign before; through being a soft power there.

In terms of socio-cultural contributions, nearly all participants had positive views. At METU, the high number of international students and staff provide a multicultural campus where internationalization at home occurs most; among these four universities. This multicultural environment was accepted as one of the important socio-cultural contributions by participants. Moreover, for Gazi University, the office administrator explained that since this University is accepting students from all cities of Anatolia; studying abroad experience have more and more socio-cultural contributions for their students. Similarly, participants from Ankara and Gazi universities also gave examples of their students who went abroad for the first time in their life and experienced different life styles.

In terms of academic conflicts, language conflicts came first during the interviews. As the quantitative information through document analysis showed, Ankara and Gazi Universities have most of their programs in Turkish. Inefficient language skills of academicians were frequently mentioned by the participants of these universities. In terms of international projects, the other three universities mostly mentioned about the difficulty to find international partners and METU participants mostly mentioned about the lack of administrative support for these projects. Furthermore, in terms of international teaching staff, most of the participants in Ankara, Gazi and Hacettepe universities mentioned that they had no experience to have an international academic staff.

In terms of economic conflicts, most of the participants mentioned almost the same problem of insufficient funds for international activities either by universities or national/international funding organizations. Moreover, participants from Gazi university complained about the cut in Mevlana funds since they aimed to send their faculty through this Program. METU participants also criticized low tuition fees from international students set by the government. The financial problems of the students and insufficient scholarship schemes for incoming and outgoing students were mentioned by all universities.

In terms of political conflicts, mostly conflicts on national level were mentioned by participants and there were no difference among universities.

In terms of socio-cultural conflicts, adaptation of incoming students and teaching staff were least mentioned by METU participants since all the students and staff have sufficient level of foreign language. Accommodation problems were also least mentioned by METU participants since METU campus offer various accommodation facilities for international students and staff. On the other hand, the other problems such as bureaucratic problems or lack of directions in city were depicted by all participants of four universities. Especially, Ankara and Gazi universities, which have facilities in city center have expressed these problems related with the city most.

The differences between the universities in the case study showed that different policies are needed for different types of universities. In other words, institutional differences should be taken into account while defining specific policies for these universities.

First of all, the study showed that the most cited problem related with internationalization is language conflicts and lack of resources for internationalization. Except for METU, language conflicts were mentioned for Turkish students and academicians. Moreover, METU participants mentioned about language problems of administrative staff. To overcome this conflict, internationalization at home may be an appropriate model for Turkish universities. In other words, rather than aiming to send more students and staff abroad; recruiting more international students and staff might be accepted as the right approach for Turkish universities. Through this way, a multiplier-effect can be recognized since one international student or teaching staff may have an effect for higher number of students. Recruiting more and more international students and staff may also lead to opening of more English-taught programs and may help Turkish students and staff to work in an international academic environment without outside financial support.

On the other hand, this aim of recruiting more student and teaching staff do not mean just increasing the quantity but qualified students and staff. Especially, cultural and historical ties of Turkey with Balkan and Turkic countries might be accepted as a good opportunity for the country; since regional connections may lead receiving qualified students of these countries. For Turkey, it is better to evaluate its geographical and historical position with the neighbor countries that she had ties with and having strategic aims to receive qualified students and staff from these countries.

Moreover, different types of universities might necessitate different strategic aims towards internationalization. It is so optimistic to expect the same outcomes through internationalization from nearly 200 universities of Turkey. More qualitative studies taking all these institutions as case studies might help to define diversified strategies for Turkish universities.

For the universities under the case study in this study; three different types of universities emerged and three different strategies can be offered for them. The first strategy might be an “institutionalization policy” and this may be adopted by deeply rooted universities where academicians may have resistance towards internationalization like Ankara or Gazi Universities mentioned in this study. In these universities, since the production of national information is high, developing required institutional capacity for internationalization necessitates a great effort. The policies that were developed at the beginning of Turkish Republic on using Turkish language as a language of science in universities are still embraced

in these universities. For that reason, the changes coming with internationalization lead to structural and cultural challenges in these universities. To get positive outcomes from internationalization, these universities should research their infrastructure capacities and prepare impact analysis and institutionalization reports.

Second strategy might be a “specialization policy” for large universities like Hacettepe University, where internationalization policy is more welcomed than national-oriented old universities like Ankara and Gazi Universities. In these types of universities, the departments are wide-ranging from medicine to literature. On the other hand, the university might not have the institutional capacity to internationalize the whole parts or all disciplines. Although internationalization necessitates an administrative infrastructure, these universities might not have the capacity to change all university. Therefore, policies are needed to reveal the strengths of the university. In other words, in these types of universities where disciplines also have different ranges, aiming the change of the specific areas are better than aiming the change for the whole university.

Third strategy might be a “widening hinterland and progressive institutionalism” strategy and this is valid for the universities like METU. In these type of universities, internationalization should not be limited to European or Anglo-saxon countries but widening hinterland to especially Asian and other fast-developing countries is needed. Institutionalization of the university should also be re-established in parallel with the aims of the university. Internationalization of Turkish universities have been largely influenced by European and Anglo-Saxon policies in the last 30 years. On the other hand, some developing countries in Eastern part of the world like China, Thailand or other developed countries such as Singapore, South Korea or Japan have also offered good opportunities for internationalization with Turkish universities. Therefore, these types of universities who had a good reputation in Europe or U.S.A. might use the opportunities to cooperate with other parts of the world.

5.2 Implications for Practice

This study aims to reveal the contributions of internationalization to universities as well as the conflicts and the source of these conflicts that arise during internationalization practices. Although this study included only four state universities in Ankara, the results presented in this study may have important implications for other Turkish universities, since the cases in concern were among the oldest higher education institutions, capable of serving as a means of generalization.

Actually, for the last two decades, internationalization has been imposed upon HEIs as an indispensable set of policies heavily influenced by the neoliberal paradigm, promising HEIs new means to thrive and sustain themselves and these institutions were expected to implement them. However, aims, contributions or outcomes of these policies have not been subjected to elaborate debate in an open understanding. Usually, while adopting and implementing these policies, higher education institutions paid little attention to possible repercussions and do not discuss what adjustments they can make in these policies to adapt their own specific conditions or do not elaborate upon possible contributions of these policies specifically for their institutions. Yet, during implementation mostly observable conflicts can be detected by institutions in daily practices such as language conflicts, recognition of course credits etc. Neither in national nor in institutional strategic planning process, philosophy and applicability of internationalization are rarely touched upon in terms of its meaning, models or rationales. For that reason, it is generally very difficult to foresee how these policies will be implemented in a specific university and possible repercussions caused by implementation of them.

Adoption and implementation of internationalization policies are dramatically influenced by the general national system of higher education in any given context. It can be inferred that in centrally hierarchical systems, as in Turkey, HEIs have limited number of options to question centrally defined policies at the national level. In fact, mostly these national policies are highly influenced by the policy frameworks of supra-national bodies such as the EU. On the other hand, although expectations from universities in terms of internationalization have been increased, universities try to realize these expectations with their limited financial and organizational capacities with an inflexible source of human resources which is not only valid for Turkey. On the other side, in countries with Anglo-saxon higher education tradition, since as a result of austerity measures, state cuts most of its financial contribution to universities, the higher education institutions try to catch up with these expectations through embracing marketization strategies, such as accepting international students as customers.

On the contrary, adoption of all these policies and rising expectations drive HEIs away from their natural inclination to internationalization, which has always been in the spirit and definition of the universality principle in universities. Because, usually, while adopting these policies universities are pushed to use their limited resources to get quick and superficial gains, neglecting universal creativity and ingenuity of ideas in scientific endeavor and educational activities, albeit universities' level of activities seem to increase in quantitative terms. In other words, there is an apparent antagonism between the envisaged process and output of internationalization policies and the real internationalization process as a by-product of the

definition and ideal of universalism in terms of quality and scientific dedication. Since the limited resources do not allow institutions to comply with all policies in all aspects, usually they try to adapt them in a makeshift effort and try to legitimize their efforts in ceremonial showdowns. Therefore, results of measurable and quantitative strategies are accepted as verification of the benefits of internationalization policies such as the number of incoming students or indexed publications. Some institutions' mistake related with internationalization is accepting internationalization solely in terms of mobility programs and academic publications (Kondakci, 2007). To overcome the pressures coming with internationalization policies, HEIs make superficial adjustments through easily-realized pragmatic interventions. Although the natural meaning of internationalization coming through the history of university is related with the quality of creative and innovative knowledge which is eventually thought to bring universalism; the expectations and demands of markets and supra-national organizations have been prioritized instead of quality. Nearly all universities have the aim of having more publications, more international students, more agreements etc. but all of them became agents of superficial adjustments.

Universities are “professional bureaucracies” in Mintzberg’s (1979) terms and the professionals work in these organizations are the operating core. Therefore, academicians have prominence in the operation than in other types of organizations and it is important to understand this and human resource problems are vital to discuss. It is clear that top-down decision-making approaches will not work in university environment and deem fail at the end. The internationalization practices implemented by top decisions decrease the contributions of internationalization. Although the benefits of internationalization are so important for them; if the implementations are not embraced by the institutional structure and individual academicians; it will cause to conflicts instead of contributions. Bolman and Deal (2003) defined the university as an example of “professional bureaucracy” (Mintzberg 1979) and the operating core is relatively large and few managerial levels exist between the strategic apex and the professors, creating a flat and decentralized profile (Bolman & Deal, 2003). In professional bureaucracies, the management unit is selected from the teaching staff and an outsider is not accepted to manage the University. Prime control mechanism is standardization of skills and both vertical and horizontal type of decentralization is valid. Luijten-Lub (2007) explained that in professional bureaucracies, academic staff have an even more specific role than participants in most other institutions; by having a certain amount of freedom which enables them to leave from the path set out by higher education institution. No professional, either doctor or teacher, wants to have conduct by anyone else (Olssen & Peters, 2005).

In addition to academicians' role; universities also have their own institutional structures that cannot be ignored. One of the basic reasons of being unsuccessful in terms of internationalization is institutions, which think that the process of internationalization can be conducted by its own without needing any administrative initiatives (Kondakci, 2007). In other words, academicians' important role and ability to be internationalized on their own; does not mean that institutionalization is not needed.

Universities' historical values are also important during the process of conforming with emergent dynamics of internationalization. Universities have histories, powerful identities and huge assets in their inherited sense of place and they should not repudiate or undersell it (Eastwood, 2012). In order to survive in the competition, HEIs are assumed not to accomplish improved teaching and learning quality; but to maintain their legitimate status as successful academic institutions (Oplatka & Hemsley-Brown, 2012).

Moreover, neo-liberal ideology which changed the old meaning of internationalization caused universities to evaluate internationalization practices from more of a quantitative perspective such as rankings, number of international students etc. However, to decrease the conflicts arising in universities more qualitative evaluations are needed. The analysis of strategic plans or activity reports of four case studies showed us that universities follow each other, as neo-institutionalism argues. Most of the universities have quantitative targets on measurable outcomes for internationalization, but one should be careful about reflections on individual and institutional levels. For example, making more agreements may not mean a good indicator of being an international university until a real contribution is made in collaboration with one of the partner universities.

When Turkish higher education system is concerned; it is clear that an internationalization strategy is needed for Turkish universities at national level. If national governments aim to ensure themselves in swiftly changing world, they have to follow the developments regarding internationalization (Aba, 2013). Instead of taking ad-hoc decisions based on daily political and social needs; scientific analysis is needed to be made to define the priorities and strategies of the country and decisions are to be taken according to that. Foskett (2012) explained that in UK, every year conferences are organized at national level to produce government's policy on internationalization of higher education. There is no guide on how universities can be changed (Kondakci, 2007) and all stakeholders of Turkish higher education are needed to come together to develop a strategy for internationalization. Langlands (2012) mentioned that the recognition of institutional autonomy by governments is a pre-requisite for success in framing policies in higher education. Therefore, while defining national policies, institutional level participation should be taken into consideration.

At institutional level, HEIs also include internationalization in their strategic plans. According to a research conducted by Bulut Şahin (2016), nearly all universities in Turkey has included more than one goals related with internationalization in their strategic plans. On the other hand, Foskett (2012) claimed that there is an inevitable reality gap between the published strategy documents and actual strategic emphasis of operational activities. Similarly, Kondakci (2007) stated in terms of internationalization, there is a significant gap between policy-makers and implementers in universities. The rhetoric speaks of more comprehensive and strategic policies for internationalization but there is still a long way to go in most cases in reality even in Europe there is still much to be done (De Wit et.al., 2015). Schriewer (2009) also stated that there is difference between policy formulation and policy implementation in countries. In this study, most of the academicians seem to feel the importance of participating international conferences, making more publications/presentations in international arena, sending more students to study abroad, receiving more international students etc. Although this objective is clear in the mind of the participants since these practices were accepted as valid ways to make a university more internationalized; the ways to reach these aims were not clearly defined in the universities.

It should be noted that, as it is mentioned in the literature, nearly all participants believe that internationalization is an indispensable part of their university and their profession; and they look for further ways to internationalize more and more. However, internationalization should be perceived as a means but not an end (De Wit, 2011). In other words, higher education institutions use internationalization activities for their other targets. Moreover, to evaluate internationalization, relying on only quantitative data provides limited results. Knight (2015) stated that the tendency to use quantitative data to measure concrete results is not meaningful since a deeper understanding is needed together with inputs, processes and outcomes. Relying only on quantitative data will not give proper information about the real life outcomes of internationalization in higher education institutions. Usually, universities around the World are evaluated mostly with quantitative data such as the number of international students or the number of international agreements. Ennew (2012) stated that measuring the scale of activities is problematic since universities may report hundreds of signed partnerships but the vast majority are paper relationships only. Teichler (2015) warned us that figures informing about the quantity of student mobility do not say anything about the value of study abroad. Therefore, for reaching proper results especially to reveal the source of conflicts; more qualitative studies are needed. Due to neo-liberal ideology, instead of comprehensive policies, tools whose results can be taken in a short period are preferred. Therefore, mobility programs, accreditation, quality assurance are popular concepts by policy-makers in terms of internationalization. The European Union also used these tools of mobility

programs and standardization processes such as Bologna Process. Especially Bologna Process is not an elaborate policy area but a set of pragmatic choices. Therefore, there is a conformity relation between supra-national organizations and higher education institutions. Schriewer (2009) also claimed that higher education institutions use the “imagined model” to be legitimated but it is not for sure that the Bologna Process will make Europe more competitive or it is just a myth that we follow.

5.3 Suggestions for Future Research

Further research should be done on internationalization practices of the universities by including more universities in Turkey and more stakeholders in the universities such as administrative personnel, students, parents etc. Moreover, this study revealed a list of conflicts that arise in universities which should be analyzed in more detail in further research.

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APPENDICES

APPENDIX A- INFORMED CONSENT FORM

Gönüllü Katılım Formu

Bu çalışma, üniversitelerde uluslararasılaşma eğilimleri ile kurumsal yapılar ve akademisyenlerin kişisel eğilimleri arasındaki çatışmaları ortaya çıkarmak amaçlanmaktadır. Çalışma sonuçları, araştırmacı tarafından eğitim bilimleri bölümünde yapılacak bir doktora tezi için kullanılacaktır. Doktora tez danışmanı Doç.Dr. Yaşar Kondakçı'dır (e-posta: kyasar@metu.edu.tr).

Çalışmaya katılım tamamıyla gönüllülük temelindedir. Mülakatta, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler doktora tezi içinde kullanılacaktır. Araştırmaya başlanmadan önce araştırmanın yürütüleceği üniversitelerin etik kurullarına başvurularak gerekli onaylar alınmıştır.

Mülakat, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Betül Bulut Şahin ile iletişime geçebilirsiniz (Tel: 210 7178; E-posta: sbetul@metu.edu.tr)

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX B- INTERVIEW QUESTIONS FOR UPPER ADMINISTRATORS

Üst Yöneticiler için Mülakat Soruları (uluslararasılaşma ve araştırmadan sorumlu Rektör Danışmanları vb.)

Kişisel Bilgi:

Cinsiyet:

Bölüm:

Unvan: a) Doç.Dr. b) Prof.Dr

Akademisyenlik deneyimi (yıl olarak):

Bu üniversitede bulunduğunuz yıl:

Yöneticilik deneyimi (yıl olarak):

Yurtdışında eğitim görme:

a) Lisans(ülke:.....)

b) Yüksek Lisans (ülke:.....)

c) Doktora (ülke:.....)

d) Doktora sonrası araştırma (ülke:.....)

Bu çalışmada üniversitelerin uluslararasılaşma süreci ile ilgili bilgiler toplanmaktadır. Aşağıdaki sorular uluslararasılaşma ile ilgili olduğundan öncelikle uluslararasılaşma ile ne kastettiğimizi bilmenizi istiyorum. Uluslararasılaşma, üniversitelerin temel hizmet alanları olan öğretim, araştırma ve topluma hizmet faaliyetlerine uluslararası bir yön katmaktır. Diğer bir deyişle üniversitelerin uluslararasılaşması deyince kastedilen üniversite içinde gerçekleşen tüm uluslararası faaliyetlerdir. Örnek vermek gerekirse üniversiteye kayıtlı yabancı öğrenciler, İngilizce ders verilmesi, uluslararası yayın yapılması, uluslararası konferanslar düzenlenmesi ve yurtdışında konferanslara katılma, değişim programları kapsamında gelen ve giden öğrenciler, Bologna süreci kapsamında yapılan uygulamalar, yurtdışındaki üniversitelerle yapılan işbirliği anlaşmaları, uluslararası araştırma yapılması, yurtdışındaki üniversitelerle yürütülen ortak diploma programları gibi tüm faaliyetler üniversitelerin uluslararasılaşması tanımı içinde yer alır.

Soru 1: Üniversitenizde uluslararasılaşma faaliyetlerinin yürütülmesi için nasıl bir yapı vardır?

Soru 2: Üniversitenizin stratejik hedeflerinde uluslararasılaşma ne kadar yer almaktadır?

Soru 3: Üniversitenizde yürütülen uluslararasılaşma faaliyetlerinin bu hedeflere ulaşmak için yeterli olup olmadığına dair görüşlerinizi açıklayabilir misiniz?

Soru 4: Sizin üniversitenizde uluslararasılaşma faaliyetlerinden hangilerine daha çok önem verilmekte ve neden? Örnek (değişim programları, üniversitelerarası işbirlikleri, işbirliği anlaşmaları imzalanması, uluslararası konferansların düzenlenmesi vs.)

Soru 5: Uluslararasılaşma ile ilgili faaliyetleri yönetirken en çok hangi sorunlarla karşılaşılıyorsunuz?

Soru 6: Üniversitenizdeki akademisyenlerin uluslararasılaşmaya karşı tutumları nasıldır?

Soru 7: Üniversitenizdeki idari personelin ve idari ofislerin uluslararasılaşma faaliyetlerini yürütmek için gerekli yeterliliğe ve motivasyona sahip olduğunu düşünüyor musunuz?

Soru 8: Uluslararası yayın yapma zorunluluğu hakkında ne düşünüyorsunuz?

Soru 9: Bologna sürecini ve üniversitenizde bununla ilgili yapılan uygulamaları nasıl değerlendiriyorsunuz?

- a) AKTS kredileri, Diploma Eki, Öğrenim çıktılarının belirlenmesi gibi uygulamaların tüm üniversiteler için zorunlu hale getirilmesi hakkında ne düşünüyorsunuz?
- b) Bologna ile ilgili uygulamaların öğretim üyeleri için ekstra iş yükü getiriyor mu? Bu konudaki düşünceleriniz nelerdir?

Soru 10: Değişim programları (Erasmus ve Mevlana) hakkında ne düşünüyorsunuz?

Soru 11: Üniversitelerde yürütülen uluslararası projeler hakkında neler düşünüyorsunuz?

Soru 12: Günümüz şartlarındaki üniversite yapısını düşünürsek, uluslararasılaşmanın tüm dünyadaki üniversiteler için kaçınılmaz bir gereklilik olduğu söyleniyor. Siz bu fikre ne ölçüde katılıyorsunuz?

Soru 13: Uluslararasılaşma ile ilgili yapıları ve uygulamaları geliştirirken Türkiye'deki ya da yurtdışındaki üniversiteleri incelemek konusunda ne düşünüyorsunuz?

Soru 14: Önümüzdeki yıllarda Türkiye'deki üniversitelerde uluslararasılaşma nasıl bir rol oynayacaktır? Bu konudaki görüşünüz nedir?

Soru 15: Eklemek istediğiniz bir şey var mı?

APPENDIX C- INTERVIEW QUESTIONS FOR MIDDLE ADMINISTRATORS

Orta Yöneticiler için Mülakat Soruları (dekan yardımcıları, meslek okul müdür yardımcıları vb.)

Kişisel Bilgi:

Cinsiyet:

Bölüm:

Unvan: a) Dr b) Yrd.Doç.Dr c) Doç.Dr. d) Prof.Dr

Akademisyenlik deneyimi (yıl olarak):

Bu üniversitede bulunduğunuz yıl:

Yöneticilik deneyimi (yıl olarak):

Yurtdışında eğitim görme:

- a) lisans(ülke:.....)
- b) yüksek lisans (ülke:.....)
- c) doktora (ülke:.....)
- d) doktora sonrası araştırma (ülke:.....)
- e) hiçbiri

Bu çalışmada üniversitelerin uluslararasılaşma süreci ile ilgili bilgiler toplanmaktadır. Aşağıdaki sorular uluslararasılaşma ile ilgili olduğundan öncelikle uluslararasılaşma ile ne kastettiğimizi bilmenizi istiyorum. Uluslararasılaşma, üniversitelerin temel hizmet alanları olan öğretim, araştırma ve topluma hizmet faaliyetlerine uluslararası bir yön katmaktır. Diğer bir deyişle üniversitelerin uluslararasılaşması deyince kastedilen üniversite içinde gerçekleşen tüm uluslararası faaliyetlerdir. Örnek vermek gerekirse üniversiteye kayıtlı yabancı öğrenciler, İngilizce ders verilmesi, uluslararası yayın yapılması, uluslararası konferanslar düzenlenmesi ve yurtdışında konferanslara katılma, değişim programları kapsamında gelen ve giden öğrenciler, Bologna süreci kapsamında yapılan uygulamalar, yurtdışındaki üniversitelerle yapılan işbirliği anlaşmaları, uluslararası araştırma yapılması, yurtdışındaki üniversitelerle yürütülen ortak diploma programları gibi tüm faaliyetler üniversitelerin uluslararasılaşması tanımı içinde yer alır.

Soru 1: Yukarıda bahsettiğimiz tüm bu uluslararasılaşma faaliyetleri ile ilgili olarak, yöneticilik deneyiminde uluslararasılaşmanın yeri nedir?

- a) Bu deneyimleriniz arasında yaşadığınız kritik bir olay varsa bundan bahsedebilir misiniz?

Soru 2: Yöneticilik deneyiminiz sırasında uluslararasılaşmanın hangi boyutuna (Bologna, hareketlilik, yayın vs.) Üniversite daha çok zaman ayırmaktadır?

Soru 3: Uluslararası faaliyetlere karşı akademisyenlerin yaklaşımları/tutumları nasıldır açıklayabilir misiniz? Örneğin bu faaliyetler hakkında ne düşünüyorlar? Gelen işleri (Bologna kapsamında öğrenim çıktıları hazırlama, Erasmus öğrencileri gibi) yapmaya istekliler mi? Sahipleniyorlar mı?

Soru 4: Uluslararası faaliyetlerle ilgili çalışan idari ofislerin bu faaliyetleri yürütmek için gerekli yetkinlik ve motivasyona ne ölçüde sahiptirler?

Soru 5: Uluslararasılaşmayı nasıl değerlendirdiğinizle ilgili bazı sorular sormak istiyorum.

- Uluslararasılaşmanın akademik bir konu olduğunu düşünüyor musunuz?
- Uluslararasılaşmanın politik bir konu olduğunu düşünüyor musunuz?
- Uluslararasılaşmanın ekonomik bir konu olduğunu düşünüyor musunuz?
- Uluslararasılaşmanın sosyo-kültürel bir konu olduğunu düşünüyor musunuz?

Soru 6: Uluslararasılaşma ile ilgili faaliyetleri yürütmek için size sağlanan finansal kaynaklar (Üniversitenin verdiği ödenekler, BAP destekleri, TÜBİTAK destekleri, AB destekleri) yeterli olup olmadığına dair değerlendirmelerinizi öğrenebilir miyim?

Soru 7: Üniversitenize eğitim almak üzere gelen yabancı öğrencilerin sizce ne gibi sorunları oluyor?

Soru 8: Üniversitenize eğitim vermek üzere gelen yabancı öğretim üyelerinin ne gibi sorunları oluyor?

Soru 9: Değişim programları hakkında ne düşündüğünüzü öğrenmek istiyorum.

- Erasmus programı hakkında ne düşünüyorsunuz?
- Mevlana programı hakkında ne düşünüyorsunuz?

Soru 10: Bologna sürecini ve üniversitenizde bununla ilgili yapılan uygulamaları nasıl değerlendiriyorsunuz?

- AKTS kredileri, Diploma Eki, Öğrenim çıktılarının belirlenmesi gibi uygulamaların tüm üniversiteler için zorunlu hale getirilmesi hakkında ne düşünüyorsunuz?
- Bologna ile ilgili uygulamaların öğretim üyeleri için ekstra iş yükü getiriyor mu? Bu konudaki düşünceleriniz nelerdir?

Soru 11: Uluslararasılaşmanın ülkelere ve üniversitelere katkısı olduğu iddia ediliyor.

- Siz uluslararasılaşmanın ülkelere ve üniversitelere ekonomik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin harçlardan elde edilen gelirler, uluslararası projelerden alınan kaynaklar gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere akademik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin yurtdışındaki üniversitelerle akademik deneyimlerin paylaşılması, ulus ötesi akademik çalışmalar yapma gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere politik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin ülkenin dış politikadaki duruşuna katkı yapma, bilimsel anlamda egemen olan gelişmiş ülkelerle yakınlık kurma, ülkede var olan politik rejimin devamını sağlama gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere sosyo-kültürel katkısı olduğu fikrine ne ölçüde katılıyorsunuz? (Örneğin kültürel önyargıların kırılması, Türk kültürünün tanıtılması, diğer kültürler hakkında bilgi sahibi olunması gibi)

Soru 12: Önümüzdeki yıllarda Türkiye'deki üniversitelerde uluslararasılaşma nasıl bir rol oynayacaktır? Bu konudaki görüşünüz nedir?

Soru 13: Ekleme istediğiniz bir şey var mı?

**APPENDIX D- INTERVIEW QUESTIONS FOR INTERNATIONAL OFFICE
ADMINISTRATORS**

Uluslararasılaşma ile ilgili çalışan ofis yöneticileri için Mülakat Soruları (Erasmus ofis koordinatörleri, Mevlana ofis koordinatörleri, AB projeleri ofisi koordinatörleri, Bologna Ofisi Koordinatörleri vb.)

Kişisel Bilgi:

Cinsiyet:

Birim:

Unvan: a) Dr b) Yrd.Doç.Dr c) Doç.Dr d) Prof.Dr e) Okutman f) Araştırma Görevlisi

Bu birimdeki deneyiminiz (yıl olarak):

Bu birimdeki yöneticilik deneyimiz (yıl olarak):

Yurtdışında eğitim görme:

a) lisans (ülke:.....)

b) yüksek lisans (ülke:.....)

c) doktora (ülke:.....)

d)hiçbiri

Bu çalışmada üniversitelerin uluslararasılaşma süreci ile ilgili bilgiler toplanmaktadır. Aşağıdaki sorular uluslararasılaşma ile ilgili olduğundan öncelikle uluslararasılaşma ile ne kastettiğimizi bilmenizi istiyorum. Uluslararasılaşma, üniversitelerin temel hizmet alanları olan öğretim, araştırma ve topluma hizmet faaliyetlerine uluslararası bir yön katmaktır. Diğer bir deyişle üniversitelerin uluslararasılaşması deyince kastedilen üniversite içinde gerçekleşen tüm uluslararası faaliyetlerdir. Örnek vermek gerekirse üniversiteye kayıtlı yabancı öğrenciler, İngilizce ders verilmesi, uluslararası yayın yapılması, uluslararası konferanslar düzenlenmesi ve yurtdışında konferanslara katılma, değişim programları kapsamında gelen ve giden öğrenciler, Bologna süreci kapsamında yapılan uygulamalar, yurtdışındaki üniversitelerle yapılan işbirliği anlaşmaları, uluslararası araştırma yapılması, yurtdışındaki üniversitelerle yürütülen ortak diploma programları gibi tüm faaliyetler üniversitelerin uluslararasılaşması tanımını içinde yer alır.

Soru 1: Üniversitenizde bu yukarıda saydığımız faaliyetlerin çoğu yürütülüyor. Sizin biriminiz bu faaliyetlerden hangilerini yürütüyor?

Soru 2: Sizce bu yürüttüğünüz faaliyetler üniversitenin stratejik hedeflerine ne kadar katkı yapıyor? (Alternatif soru: Kurumsal hedefleri gerçekleştirilmede uluslararasılaşmanın nasıl bir yeri var?)

Soru 3: Bu faaliyetleri yürütürken ne tür zorluklarla karşılaşıyorsunuz?

Soru 4: Öğrencileri yurtdışına gönderme sürecinde ne tür zorluklar yaşıyorsunuz? (Eğer öğrenci gönderen bir ofis ise sorulacak)

Soru 5: Yürüttüğünüz faaliyetlerle ilgili olarak akademisyenlerin yaklaşımı nasıldır?

Soru 6: Bu ofiste çalışan personelin uluslararasılaşma ile ilgili faaliyetlere karşı tutumları nelerdir? Bu faaliyetleri yürütecek beceriye ve motivasyona sahip olduklarını düşünüyor musunuz?

Soru 7: Üst yönetim uluslararasılaşma faaliyetleri için ne kadar zaman harcıyor?

Soru 8: YÖK ya da Ulusal Ajans gibi ulusal kurumlar bu faaliyetlerin yürütülmesindeki rolünü nasıl değerlendiriyorsunuz?

- Sizin faaliyetlerinizi kolaylaştırıcı mı yoksa zorlaştırıcı mı olduklarını düşünüyorsunuz?
- Bu kurumlarla çalışırken ne tür zorluklarla karşılaşıyorsunuz?

Soru 9: Üniversitenize eğitim almak üzere gelen yabancı öğrencilerin sizce ne gibi sorunları oluyor?

Soru 10: Üniversitenize eğitim vermek üzere gelen yabancı öğretim üyelerinin ne gibi sorunları oluyor?

Soru 11: Uluslararası faaliyetlerle ilgili ekonomik kaynakların yeterliliği konusunda neler söyleyebilirsiniz?

Soru 12: Değişim programları hakkında ne düşündüğünüzü öğrenmek istiyorum.

- Erasmus programı hakkında ne düşünüyorsunuz?
- Mevlana programı hakkında ne düşünüyorsunuz?

Soru 13: Bologna sürecini ve üniversitenizde bununla ilgili yapılan uygulamalarla ilgili görüşünüzü almak istiyorum.

- AKTS kredileri, Diploma Eki, Öğrenim çıktılarının belirlenmesi gibi uygulamaların tüm üniversiteler için zorunlu hale getirilmesi hakkında ne düşünüyorsunuz?
- Bologna ile ilgili uygulamaların öğretim üyeleri için ekstra iş yükü getiriyor mu? Bu konudaki düşünceleriniz nelerdir?

Soru 14: Uluslararasılaşmanın ülkelere ve üniversitelere katkısı olduğu iddia ediliyor.

- Siz uluslararasılaşmanın ülkelere ve üniversitelere ekonomik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin harçlardan elde edilen gelirler, uluslararası projelerden alınan kaynaklar gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere akademik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin yurtdışındaki üniversitelerle akademik deneyimlerin paylaşılması, ulus ötesi akademik çalışmalar yapma gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere politik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin ülkenin dış politikadaki duruşuna katkı yapma, bilimsel anlamda egemen olan gelişmiş ülkelerle yakınlık kurma, ülkede var olan politik rejimin devamını sağlama gibi)

- Siz uluslararasılaşmanın ülkelere ve üniversitelere sosyo-kültürel katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin kültürel önyargıların kırılması, Türk kültürünün tanıtılması, diğer kültürler hakkında bilgi sahibi olunması gibi)

Soru 15: Önümüzdeki yıllarda Türkiye'deki üniversitelerde uluslararasılaşma nasıl bir rol oynayacaktır? Bu konudaki görüşünüz nedir?

Soru 16: Ekleme istediğiniz bir şey var mı?

APPENDIX E- INTERVIEW QUESTIONS FOR ACADEMICIANS

Akademisyenler için Mülakat Soruları

Kişisel Bilgiler:

Cinsiyet:

Bölüm:

Unvan: a) Dr. b) Yrd.Doç.Dr. c) Doç.Dr. d) Prof.Dr

Akademisyenlik deneyimi (yıl olarak):

Bu üniversitede bulunduğunuz yıl:

Yurtdışında eğitim görme:

a) Lisans (ülke:)

b) Yüksek Lisans (ülke:)

c) Doktora (ülke:)

d) Doktora sonrası araştırma (ülke:.....)

e) Hiçbiri

Bu çalışmada üniversitelerin uluslararasılaşma süreci ile ilgili bilgiler toplanmaktadır. Aşağıdaki sorular uluslararasılaşma ile ilgili olduğundan öncelikle uluslararasılaşma ile ne kastettiğimizi bilmenizi istiyorum. Uluslararasılaşma, üniversitelerin temel hizmet alanları olan öğretim, araştırma ve topluma hizmet faaliyetlerine uluslararası bir yön katmaktır. Diğer bir deyişle üniversitelerin uluslararasılaşması deyince kastedilen üniversite içinde gerçekleşen tüm uluslararası faaliyetlerdir. Örnek vermek gerekirse üniversiteye kayıtlı yabancı öğrenciler, İngilizce ders verilmesi, uluslararası yayın yapılması, uluslararası konferanslar düzenlenmesi ve yurtdışında konferanslara katılma, değişim programları kapsamında gelen ve giden öğrenciler, Bologna süreci kapsamında yapılan uygulamalar, yurtdışındaki üniversitelerle yapılan işbirliği anlaşmaları, uluslararası araştırma yapılması, yurtdışındaki üniversitelerle yürütülen ortak diploma programları gibi tüm faaliyetler üniversitelerin uluslararasılaşması tanımı içinde yer alır.

Soru 1: Yukarıda bahsettiğimiz uluslararasılaşma faaliyetlerinden meslek hayatınızda hangileri ile ilgili deneyimleriniz oldu? Bu deneyimlerinizi anlatabilir misiniz?

a) Bu deneyimleriniz arasında yaşadığınız kritik bir olay varsa bundan bahsedebilir misiniz?

Soru 2: Meslek hayatınızda uluslararasılaşmanın hangi boyutu (Bologna, hareketlilik, yayın vs.) sizin faaliyetlerinizle daha çok ilgilidir?

Soru 3: Uluslararasılaşma ile gelen işleri, görevleri ya da uygulamaları ne ölçüde desteklersiniz?

a) Bu işleri ne ölçüde sahiplenirsiniz?

Soru 4: Yukarıda belirttiğimiz gibi uluslararasılaşma ile ilgili belli faaliyetler var. Bunlarla ilgili düşüncelerinizi almak istiyorum.

- a) Uluslararası dergilerde yayın yapma zorunluluğu hakkında ne düşünüyorsunuz?
- b) Uluslararası konferanslara katılım hakkında ne düşünüyorsunuz?
- c) Akademisyenlerin uluslararası projeler yapması hakkında ne düşünüyorsunuz?
- d) Üniversitelere uluslararası öğrencilerin kabul edilmesi hakkında ne düşünüyorsunuz?
- e) Ders verirken sınıfınızda yabancı öğrenci olması hakkında ne düşünüyorsunuz?

Soru 5: Üniversitenize eğitim almak üzere gelen yabancı öğrencilerin sizce ne gibi sorunları oluyor?

Soru 6: Üniversitenize eğitim vermek üzere gelen yabancı öğretim üyelerinin ne gibi sorunları oluyor?

Soru 7: Uluslararasılaşma ile ilgili faaliyetleri yürütmek için size sağlanan finansal kaynakların (Üniversitenin verdiği ödenekler, BAP destekleri, TÜBİTAK destekleri, AB destekleri) yeterli olup olmadığı konusundaki değerlendirmeleriniz nelerdir?

Soru 8: Değişim programları hakkında ne düşündüğünüzü öğrenmek istiyorum.

- a) Erasmus programı hakkında ne düşünüyorsunuz?
- b) Mevlana programı hakkında ne düşünüyorsunuz?

Soru 9: Bologna sürecini ve üniversitenizde bununla ilgili yapılan uygulamaları nasıl değerlendiriyorsunuz?

- a) AKTS kredileri, Diploma Eki, öğrenim çıktılarının belirlenmesi gibi uygulamaların tüm üniversiteler için zorunlu hale getirilmesi hakkında ne düşünüyorsunuz?
- b) Bologna ile ilgili uygulamaların öğretim üyeleri için ekstra iş yükü getiriyor mu? Bu konudaki düşünceleriniz nelerdir?

Soru 10: Uluslararasılaşmanın ülkelere ve üniversitelere katkısı olduğu iddia ediliyor.

- a) Siz uluslararasılaşmanın ülkelere ve üniversitelere ekonomik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin harçlardan elde edilen gelirler, uluslararası projelerden alınan kaynaklar gibi)

- b) Siz uluslararasılaşmanın ülkelere ve üniversitelere akademik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin yurtdışındaki üniversitelerle akademik deneyimlerin paylaşılması, ulus ötesi akademik çalışmalar yapma gibi)

- c) Siz uluslararasılaşmanın ülkelere ve üniversitelere politik katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin ülkenin dış politikadaki duruşuna katkı yapma, bilimsel anlamda egemen olan gelişmiş ülkelerle yakınlık kurma, ülkede var olan politik rejimin devamını sağlama gibi)

- d) Siz uluslararasılaşmanın ülkelere ve üniversitelere sosyo-kültürel katkısı olduğu fikrine ne ölçüde katılıyorsunuz?

(Örneğin kültürel önyargıların kırılması, Türk kültürünün tanıtılması, diğer kültürler hakkında bilgi sahibi olunması gibi)

Soru 11: Önümüzdeki yıllarda Türkiye'deki üniversitelerde uluslararasılaşma nasıl bir rol oynayacaktır? Bu konudaki görüşünüz nedir?

Soru 12: Ekleme istediğiniz bir şey var mı?

APPENDIX F- DESCRIPTIVE INFORMATION ON PARTICIPANTS

Code Name	Gender	Title	Category	University	Department	Years of Experience
Interviewee A	Female	Prof.	Office Adm.	Ankara	Mevlana Office	21
Interviewee B	Male	Prof.	Academician	Ankara	Soil Science & Plant Nutrition	28
Interviewee C	Male	Prof.	Middle Adm.	Ankara	Veterinary Medicine	25
Interviewee D	Male	Prof.	Middle Adm.	Ankara	Agricultural Engineering	29
Interviewee E	Male	Assoc.Prof.	Academician	Ankara	Geography	13
Interviewee F	Male	Assoc.Prof.	Academician	Ankara	Educational Sciences	21
Interviewee G	Male	Dr.	Academician	Ankara	European Research Center	12
Interviewee H	Female	Prof.	Office Adm.	Ankara	Erasmus Office	21
Interviewee I	Female	Prof.	Upper Adm.	Ankara	Rectorate	29
Interviewee J	Female	Prof.	Academician	Ankara	Law	25
Interviewee K	Male	Prof.	Academician	Ankara	Public Administration	19
Interviewee L	Male	Assoc.Prof.	Middle Adm.	Gazi	Banking and Insurance	6
IntervieweeM	Female	Dr.	Academician	Gazi	English Language Teaching	5
Interviewee N	Male	Prof.	Academician	Gazi	Physics Education	23
Interviewee O	Male	Prof.	Upper Adm.	Gazi	Rectorate	18
Interviewee P	Female	Expert	Office Adm.	Gazi	Erasmus Office	8
Interviewee R	Male	Prof.	Academician	Gazi	Industrial Design	23
Interviewee S	Female	Assoc.Prof.	Academician	Gazi	Dentistry	17
Interviewee T	Male	Prof.	Academician	Gazi	Public Administration	19
Interviewee U	Female	Prof.	Office Adm.	Gazi	Erasmus Office	22
Interviewee V	Female	Prof.	Middle Adm.	Gazi	Architecture	19
Interviewee Y	Female	Assist.Prof.	Middle Adm.	Hacettepe	English Language and Literature	23
Interviewee Z	Male	Prof.	Upper Adm.	Hacettepe	Rectorate	32
Interviewee AB	Male	Assoc.Prof.	Academician	Hacettepe	Computer Educ.&Instruc. Techn.	18
Interviewee AC	Male	Dr.	Office Adm.	Hacettepe	Erasmus Office	13
Interviewee AD	Male	Prof.	Academician	Hacettepe	Public Administration	11

Interviewee AE	Male	Assist.Prof.	Academician	Hacettepe	Geomatic Engineering	16
Interviewee AF	Female	Assoc.Prof.	Office Adm.	Hacettepe	Bologna Office	20
Interviewee AG	Female	Assoc.Prof.	Academician	Hacettepe	Nursery	8
Interviewee AH	Female	Assoc.Prof.	Academician	Hacettepe	Medicine	20
Interviewee AI	Male	Prof.	Middle Adm.	Hacettepe	Public Administration	28
Interviewee AJ	Male	Prof.	Academician	METU	Architecture	23
Interviewee AK	Female	Prof.	Upper Adm.	METU	Rectorate	28
Interviewee AL	Female	Prof.	Middle Adm.	METU	Sociology	27
IntervieweeAM	Female	Prof.	Upper Adm.	METU	Psychology	22
Interviewee AN	Male	Assist.Prof.	Academician	METU	Sociology	12
Interviewee AO	Male	Prof.	Academician	METU	Mechanical Engineering	37
Interviewee AP	Female	Assist.Prof.	Academician	METU	Educational Sciences	9
Interviewee AR	Female	Dr.	Office Adm.	METU	SUNY Office	7
Interviewee AS	Female	Prof.	Middle Adm.	METU	Environmental Engineering	13
Interviewee AT	Male	Prof.	Academician	METU	Electrics and Electronics Engineering	29
Interviewee AU	Female	Prof.	Office Adm.	METU	Student Development Office	25
Interviewee AV	Female	Assist.Prof.	Academician	METU	Political Science & Public Adm.	16
Interviewee AY	Female	Lecturer	Office Adm.	METU	International Cooperations Office	22

**APPENDIX G - ETHIC COMMITTEE APPROVALS OF
UNIVERSITIES**

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816/59-145

10.02.2015

Gönderilen : Doç.Dr.Yaşar Kondakçı
Eğitim Bilimleri Bölümü

Gönderen.: Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Betül Bulut Şahin'in "Akademiyenlerin ve Yöneticilerin Gelişen Uluslararasılaşma Dinamikleri Hakkındaki Görüşleri: Çoklu Vaka Çalışması (Academicians' and Administrators' Views on Emergent Dynamics of Internationalization: a multiple-case study)" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

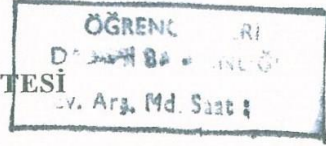
Uygundur

10/02/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkan Vekili
ODTÜ 06531 ANKARA



T.C.
HACETTEPE ÜNİVERSİTESİ
Genel Sekreterlik



Sayı : 76000869/ 240-1066

06 Nisan 2015

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 10.03.2015 tarih ve 54850036-300-1049/002800 sayılı yazımız.

Üniversiteniz Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Planlaması Anabilim Dalı Doktora Programı öğrencisi **Betül BULUT ŞAHİN**'in, "Akademisyen ve Yöneticilerin Uluslararasılaşma Hakkındaki Görüşleri: Çoklu Vaka Çalışması" başlıklı tez çalışmasına ilişkin hazırlanan anketi 01 Mart 2015 - 30 Haziran 2016 tarihleri arasında Üniversitemizde çalışan akademik ve idari personel ile görüşme tekniği kullanarak uygulama isteği, Üniversitemiz Senatosu Etik Komisyonunun 31 Mart 2015 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinize arz ederim.

Prof. Dr. Ömer UĞUR
Rektör a.
Rektör Yardımcısı

Ek: Tutanak

07-04-2015-5984

Tarih ve Sayısı: 03/04/2015-10694



T.C.
GAZİ ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı

ÖĞRENCİ İŞLERİ
DAİRESİ BAŞKANLIĞI
Ev. Ars. Md. Saat :



Sayı : 17311665-044-
Konu : Anket Çalışması (Betül BULUT
ŞAHİN)

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 10/03/2015 tarihli ve 2801 sayılı yazı,

Üniversiteniz Eğitim Yönetimi ve Planlaması Anabilim Dalı Doktora Programı öğrencisi Betül Bulut Şahin'in 01 Mart 2015 – 30 Haziran 2016 tarihleri arasında doktora tezi kapsamında "Akademisyen ve Yöneticilerin Uluslararasılaşma Hakkındaki Görüşleri: Çoklu Vaka Çalışması" konulu tezi ile ilgili olarak anket çalışması uygulanması talebi Üniversitemiz Etik Komisyon Kararı ile değerlendirilmiş ve uygun görülmüştür. Bilgilerinize arz ederim.

e-imzalıdır
Prof. Dr. Cengiz Bekir DEMİREL
Rektör a.
Rektör Yardımcısı

EK :
Etik Komisyon Kararı (1 sayfa)

Seyfettin KILIÇ
Bilgisayar İşletmeni

08-04-2015 - 6059

BELGENİN ASLI
ELEKTRONİK İMZALIDIR
6.04.2015

Evrakı Doğrulamak İçin: <http://belgedogrulama.gazi.edu.tr>

Pin: 89012

Gazi Üniversitesi Öğrenci İşleri Dairesi Başkanlığı Rektörlük Kampüsü 06500 Beşevler / ANKARA

Tel:0 (312) 212 68 40 Faks:0 (312) 221 32 02

E-Posta :ogris@gazi.edu.tr Web Adresi :www.ogris.gazi.edu.tr

Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır. (PIN:89012)



T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eczacılık Fakültesi Dekanlığı
Fakülte Sekreterliği
Öğrenci İşleri



Sayı : 68645345-730.08.03/3685
Konu : Anket İzni Hk.

29.07.2015

Sayın Betül Bulut ŞAHİN
ODTÜ Uluslar Arası İş Birliği Ofisi Kütüphane Binası Solmaz İzdemir Salonu 06800 ÇANKAYA
/ ANKARA

Fakültemiz Yönetim Kurulunun anket çalışması hakkındaki; 02/07/2015 tarih ve 1589 sayılı toplantısında alınan, 19855 sayılı kararın bir örneği ekte gönderilmektedir.

Bilgilerinizi saygı ile rica ederim.

Prof.Dr ZEYNEP ALAGÖZ
Dekan Yardımcısı

EK :
Yönetim Kurulu Kararı

BELGENİN ASLI
ELEKTRONİK İMZALIDIR
3.0.07.2015.....

Cengiz SARI
Evrak Kayıt

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : PKJNCCXNXMILVFUFAHNJ Belge Takip Adresi: <http://belgedogrulama.ankara.edu.tr/>
Tandoğan Yerleşkesi Döğol Caddesi 06100 Tandoğan/Ankara /ANKARA
Telefon No: 0312 203 30 00/3025 Belge Geçer No: 0312 203 10 81
e-posta: ankpharm@pharmacy.ankara.edu.tr internet adresi: -

Ayrıntılı bilgi için:
L.ŞAHİN
Memur



T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Siyasal Bilgiler Fakültesi Dekanlığı



Sayı : 68678451-302.08.01/1468
Konu : Betül Bulut ŞAHİN'in Araştırma Yapma
isteği hk.

10.06.2015

ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 09.06.2015 tarihli 14267719-302.08.01/32965 sayılı yazınız.

İlgide kayıtlı yazı gereğince, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Enstitüsü doktora öğrencilerinden Betül Bulut ŞAHİN'in 20 Mayıs - 30 Haziran 2015 tarihleri arasında Fakültemizde "Akademisyenlerin ve Yöneticilerin Gelişen Uluslararasılaşma Dinamikleri Hakkındaki Görüşleri: Çoklu Vaka Çalışması" konulu araştırma yapması uygun görülmüştür.

Bilgilerinize saygılarımla arz ederim.

Prof.Dr. Serpil SANCAR
Dekan

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

A.Ü Siyasal Bilgiler Fakültesi Cemal Gürsel cad. 06590 Çebeci Kampüsü Çankaya/ANKARA /ANKARA
Telefon No: 0312 595 12 00 Belge Geçer No: 0312 362 53 08
e-posta: sbfl@politics.ankara.edu.tr internet adresi: -

Ayrıntılı bilgi için:
S.ÖZTÜRK
Bİlg.İşl.



T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Veteriner Fakültesi Dekanlığı
Fakülte Sekreterliği



Sayı : 21304664-302.08.01/4690
Konu : Betül Bulut ŞAHİN'in Araştırma Yapma
isteği hk.

11.06.2015

ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 09.06.2015 tarihli 14267719-302.08.01/32965 sayılı yazınız.

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Yönetimi ve Planlaması doktora öğrencisi Betül Bulut ŞAHİN'in "Akademisyenlerin ve Yöneticilerin Gelişen Uluslararasılaşma Dinamikleri Hakkındaki Görüşleri: "Çoklu Vaka Çalışması" konulu araştırması kapsamında 20.05-30.06.2015 tarihleri arasında Fakültemizde yaklaşık 15 Akademisyen ve Yönetici ile görüşme yapabilmesi uygun görülmüştür.

Bilgilerinize saygılarımla arz ederim.

Prof.Dr Rifki HAZIROĞLU
Dekan

Not: 3076 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

İrfan Baştuğ Caddesi 9/C 06110 Dışkapı/ANKARA /ANKARA
Telefon No: 0312 317 03 15 / 217 Belge Geçer No: 0312 316 44 72
e-posta: - internet adresi: -

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isteği hk.

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İlgi : 09.06.2015 tarihli 14267719-302.08.01/32965 sayılı yazınız.

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Bilgilerinize saygı ile arz ederim.

Prof. Dr. Gökhan SÖYLEMEZOĞLU
Dekan

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

Ankara Üniversitesi Ziraat Fakültesi Dekanlığı 06110 Dışkapı/ANKARA
Telefon No: 0312 596 12 26 Belge Geçer No: 0312 317 67 24
e-posta: zperson@agri.ankara.edu.tr internet adresi: -

Ayrıntılı bilgi için:
MALBAY
Teknisyen

APPENDIX H - CURRICULUM VITAE

PERSONAL INFORMATION

Name/ Surname: Betül Bulut Şahin

E-mail: sbetul@metu.edu.tr

Date of Birth: 24.05.1980

EDUCATION

•2010-2017

Middle East Technical University, PhD. in Educational Administration and Planning

Thesis title: Emergent Dynamics on Internationalization in Turkish Universities: Multiple Case Study

•2004-2007

Middle East Technical University, Msc. in Educational Administration and Planning

Thesis title: Students' and Coordinators' Views on Effectiveness of the Erasmus Student Exchange Program at METU

•1998-2003

Middle East Technical University, B.S. in Political Science and Public Administration

WORK EXPERIENCE

• November 2016 – Onwards

Middle East Technical University, European Mobility Coordinator

- Responsible for the team which coordinates all incoming and outgoing student/staff exchange with European countries

• January 2005 – November 2016

Middle East Technical University, Counsellor in the International Cooperations Office

- Organizing and monitoring every phase of student exchange within the Erasmus Program and other exchange programs likewise selecting students, preparing learning agreements, providing Erasmus scholarships

- Coordinating Erasmus Mundus Asia and West Balkans projects at METU

-Responsible for the application of the European Credit Transfer System (ECTS)

-Responsible for the execution of Diploma Supplement

-Responsible for the preparation of the Information Package of the University

- April 2004 – January 2005

Atılım University, Coordinator of International Relations Office as the Erasmus Coordinator of the University

- Following up of all the seminars and workshops held by the Turkish National Agency on the subjects of Erasmus, Leonardo da Vinci, Lingua, Arion programs in various universities and places
- Informing University Staff and students about the Erasmus program via posters, web page and presentations
- Concluding bilateral agreements with the European Universities
- Organizing and monitoring every phase of student and teaching staff exchange within the Erasmus Program likewise selecting students, preparing learning agreements, providing Erasmus scholarships
- Management of the transition to the European Credit Transfer System (ECTS) by holding regular meetings with the ECTS Coordinators of the departments
- Execution of Diploma Supplement preparation
- Preparation of the Information Package of the University

- July 2003 – January 2005

Atılım University, Coordinator of Career Planning and Alumni Liason Office

- Foundation of Career Planning and Alumni Liason Office
- Foundation of Career Planning Student Club
- Coordination of “Young Entrepreneurs Development Program” organized by METU-KOSGEB and METU-TEKMER
- Organization of various career planning seminars
- Helping students as a counsellor on the subjects of career planning, such as cv and cover letter writing, preparing for job interviews etc.
- Forming alumni database and initiated efforts to found “Alumni Association”
- Organization of the first “Career Fair” in Atılım University in 2004 spring

ACADEMIC MEETINGS

- ERACON Conference, Austria (1-5 July 2010)

Presented article: A Comparative Evaluation of the Effectiveness of the Erasmus Services and Satisfaction Levels of Students and Coordinators at METU

- Learning Mobility in Higher Education Conference, Czech Republic (5-7 October 2011)

- International Higher Education Congress by Higher Education Council, Istanbul (27-29 May 2011)

Presenters: Daloglu,A., Bulut Sahin, B.

Presented paper: Internationalization through Mobility: METU Case

- Fullbright Program Seminar for American teachers (1 July 2011)

Presentation: Turkish Education System

- Applied Education Congress, Ankara (13-15 September 2012)

Presented paper: Turkish Higher Education Rationales for Internationalization

•European Educational Research Association(ECER) Conference, İstanbul (10-13 September 2013)

Presenters: Kondakçı, Y., Engin-Demir, C., Çalışkan, Ö., Yılık, M.A., Bulut Şahin, B.
Presented paper: Rationales for regional internationalization between Turkey and the Balkans

•Workshop for Social Sciences PhD students, Ankara (17-18 April 2014)
Presented paper: Internationalization of Turkish Universities

•BEST Ankara Cultural Exchange Program (2-9 February 2014)
Moderator of the workshop on Internationalization of Higher Education (30 foreign participants)

•1. International Higher Education Conference, İstanbul (14-16 October 2015)
Presenters: Turhan, B., Bulut Sahin, B.
Presented paper: The Effects of Mobility Programs on the Quality of Internationalization: Erasmus Case in Turkey

•11. National Educational Administration Congress, Kuşadası (12-14 May 2016)
Presenter: Bulut Şahin, B.
Presented paper: Internationalization in Turkish Higher Education from the Neo-Institutionalism Perspective

•HEIDA Project Conference, İstanbul (22-23 September 2016)
(Data driven decision making for internationalization of higher education)

•12. National Educational Administration Congress, Ankara (12-14 May 2016)
Presenter: Bulut Şahin, B.
Presented paper: International Mobility Experiences in Higher Education Institutions from views of students

Published Article: Kondakçı, Yasar; Çalışkan, Ömer; Sahin, Betül Bulut; Yılık Mehmet Ali; Demir, Cennet Engin. Regional Internationalization in Higher Education between Turkey and The Balkans/Türkiye ve Balkan Ülkeleri Arasında Yükseköğretimde Bölgesel Uluslararasılaşma Bilig 78 (Summer 2016): 287-308.

NATIONAL MEETINGS

- 1. Human Resource Management Congress, Ankara (18 February 2004)
- Erasmus Contact Seminar, Ankara (22 May 2004)
- Leonardo da Vinci Program Meeting by National Agency, Ankara (15 June 2004)
- Erasmus Program Meeting by National Agency, Ankara (18 June 2004)
- Comenius and Lingua Programs Meeting by National Agency, Ankara (20 June 2004)
- Erasmus Program Meeting by National Agency, Eskişehir (11-12 October 2004)

- Bologna Process Meeting by Turkish Bologna Team, Ankara (18 February 2005)
- ECTS Meeting by National Agency, Ankara (18 March 2005)
- ECTS Workshop by National Agency, Eskişehir (7 April 2005)
- Bologna Process 1st Regional Meeting, Ankara (15 April 2005)
- Erasmus Centralized Projects Meeting by National Agency, Ankara (22 December 2005)
- Erasmus Program Meeting by National Agency, Isparta (13-14 April 2006)
- Erasmus Program Meeting by National Agency, Trabzon (5-6 March 2008)
- Youth Program External Expert Training by National Agency, Ankara (27-29 June 2008)
- Erasmus Information Seminar, Northern Cyprus (20 November 2008)
- Farabi Program Meeting by Higher Educational Council, Ankara (30 April 2009)
- Erasmus Program Meeting by National Agency, Gaziantep (5-6 November 2009)
- Farabi Program Meeting by Higher Educational Council, Eskişehir (17 November 2009)
- Youth Program Action 2 External Accreditation Training by National Agency, Ankara (8-10 April 2010)
- Erasmus Program Meeting by National Agency, Erzurum (3-4 November 2010)
- Youth Program External Expert Training by National Agency, Antalya (21 April 2011)
- Youth Program External Expert Training by National Agency, Antalya (23-25 March 2012)
- Workshop for ECTS credits by National Agency, İstanbul (12-13 November 2012)
- Diploma Supplement Meeting by National Agency, İstanbul (01 March 2013)
- Erasmus Program Meeting by National Agency, Elazığ (21-22 November 2013)
- Erasmus Incoming Students Meetings by National Agency, İstanbul (14 April 2014)
- Youth Program External Expert Training by National Agency, Ankara (25-27 April 2014)
- Youth Program External Expert Training by National Agency, Ankara (10- 12 April 2015)
- Youth Program External Expert Training by National Agency, Ankara (27 February 2016)
- Erasmus Program Meeting by National Agency, Bursa (13 December 2016)

INTERNATIONAL MEETINGS

- EAIE Conference, Switzerland (13-16 September 2006)
- Erasmus Staff Training Mobility Program, Italy (10-16 May 2009)
- Erasmus Mundus Project Meeting, Austria (15-17 July 2009)
- Erasmus Mundus Project Meeting, France (3-4 April 2009)
- EAIE Conference, Spain (16-19 September 2009)
- Erasmus Mundus Project Meeting, Bosnia-Herzegovina (28-29 January 2010)
- Erasmus Mundus Project Meeting, Romania (5-7 May 2010)
- Erasmus Partner Visit, UK (20-26 June 2010)
- Erasmus Mundus Project Meeting, Slovenia (8-10 October 2010)
- Edu Espana Cooperation Meeting, Spain (2-6 March 2011)
- Erasmus Mundus Project Meeting, Austria (3-4 April 2011)
- Erasmus Mundus Project Meeting, Macedonia (27-28 October 2011)

- International Staff Training Week on Internationalization, Germany (17-21 June 2013)
- International Staff Training Week on Internationalization, Germany (23-27 June 2014)
- EAIE Conference, Scotland (15-18 September 2015)

LANGUAGE COMPETENCE

English : Excellent reading, writing, verbal skills

French: Good reading, writing; Elementary verbal skills

SOCIAL SKILLS

- 2000-2014
Middle East Technical University Turkish Classical Music Club
Voluntary Work, Head of Executive Board between 2013-2104
Coordination of the organization of 10 concerts and 2 conferences performed at METU and other cities
Contribution to the foundation of METU's Turkish Classical Music Club's Graduates Solidarity Board
- 2000, 2001, and 2002 summers
Youth Services Center, Ankara
Leader of International Work Camps in France and Turkey

APPENDIX I - TURKISH SUMMARY

Giriş

Uluslararasılaşma son yıllarda yükseköğretim kurumlarının ayrılmaz bir parçası olmuş ve bu kurumların yönetilmesinde stratejik bir konu haline gelmiştir. Bu nedenle, uluslararasılaşma tartışmaları dünyadaki tüm yükseköğretim kurumlarında önem kazanmıştır. Zaten evrensel bir anlayışla çalışan üniversitelerle uluslararasılaşma kavramını yeniden eşleştirmek ilk bakışta boş bir çaba gibi görülebilir. Ancak günümüz koşullarında, yükseköğretim kurumlarının ekonomik, sosyal ve kültürel değişimin bir aracı olarak yeniden tanımlanması ve ortaya çıkması; onların tarihsel olarak kabul edilmiş uluslararası misyonundan farklı olarak, bu kurumları gelişme politikalarının yeni taşıyıcısı haline getirmiştir. Bu nedenle yüksek öğretim sadece ulusal düzeyde değerlendirilebilecek bir olgu olmaktan çıkmıştır (Qiang, 2003) ve giderek artan rekabet içinde uluslararasılaşma üniversiteler için kaçınılmaz hale gelmiştir.

Uluslararasılaşma kavramı üniversiteler için yeni bir kavram değildir, hatta evrensel bilgiyi üretmek üzere kurulmuş olan “üniversite” kavramının tanımlayıcı bir unsuru olarak üniversitelerin ilk kuruluşundan beri bu kavramla birlikte anılmaktadır (De Wit, 2002; Enders, 2004; Marginson, 2000; Yang, 2002). Bunun yanı sıra, son yıllarda yaşanan dönüşümler sonucunda bu kavram özellikle ulus-üstü kurumların ürettiği standart politikalar sonucunda yeniden tanımlanmıştır. Uluslararasılaşma eskiden sınırlı sayıda öğrenci ve öğretim üyesinin değişimi olarak görülürken; bulunduğumuz yüzyılda stratejik bir alan haline gelmiştir (Yılmaz, 2013).

Uluslararasılaşma eğilimleri ile kurumsal yapılar arasındaki çatışmayı ortaya çıkarmak ve araştırmak üzere, bu çalışmanın amaçları (1) uluslararasılaşmanın kişisel, kurumsal ve ulusal düzeyde katkılarını (2) uluslararasılaşma sürecinde yaşanan çatışmaları (3) uluslararasılaşma sürecindeki çatışmaların kaynaklarını çeşitli paydaşların bakış açıları dikkate alınarak ortaya çıkarmaktır. Uluslararasılaşma Türk üniversiteleri için giderek daha önemli hale gelen bir kavramdır ve bu kavramın Türk üniversiteleri için derinlemesine analiz edilmesine ihtiyaç duyulmaktadır. Bu çalışmayı yapan araştırmacının Türkiye’de bir devlet üniversitesinde 13 senelik iş deneyiminin olması da bu çalışmaya yapılmasına olanak tanımıştır. Bu çalışmanın varsayımı “uluslararasılaşmanın üniversiteler için çok çeşitli çatışmalara neden olduğu” olarak kabul edilmiştir.

Bu çalışmanın teori, araştırma ve pratik açıdan önemi şöyle özetlenebilir. Teorik anlamda bu çalışma neo-liberalizm ve yeni kurumsalcılık gibi farklı seviyelerdeki teorileri aynı anda kullanılmıştır. Araştırma açısından ise bu çalışma uluslararasılaşmanın tek bir boyutuna değil de tüm boyutlarını içeren en genel haline odaklanması açısından önemlidir. Bunun yanı sıra, bu çalışma Türkiye’de seçilmiş rektörler döneminde yapılmış son çalışmalardan biridir; zira bu çalışmada veri toplandıktan sonra Türkiye’de rektörlerin atandığı döneme geçilmiştir. Pratik açısından ise; uluslararasılaşma Türk üniversiteleri için giderek önem kazanan bir kavramdır ve Türk yüksek öğretiminde uluslararasılaşma konusunda çok fazla bilimsel çalışma yapılmamaktadır. Bu çalışma Türk üniversitelerinin uygulamada yaşadıkları sorunları ortaya çıkarmaya çalıştığından bu bağlamda önemlidir.

Alanyazın Taraması

Bu çalışmada temel alanyazın taraması üniversitelerin uluslararasılaşması üzerine yapılmıştır. Bunun yanı sıra çalışmada iki temel teorik çerçeve kullanılmıştır. Bu teorik çerçevelerden ilki yeni kurumsalcı teori; diğeri ise neo-liberal ideolojiye yapılan eleştirilerdir. İlk olarak üniversitelerin uluslararasılaşması için alanyazında çok çeşitli tanımlar yapılmış olsa da; uluslararasılaşmanın tüm yönlerini kapsayacak şekilde yapılmış geniş tanımlardan birisi olan ve alanyazında çok sıklıkla kullanılan tanım bu çalışma içinde uygun bulunmuştur. Knight (2004) tarafından yapılan tanıma göre uluslararasılaşma yüksek öğretim kurumlarının amaç, fonksiyon ve hizmet sunmasına uluslararası, kültürlerarası ve küresel bir sürecin entegre edilmesidir. Bu tanımdan da anlaşılacağı gibi uluslararasılaşma yüksek öğrenim kurumları için sınırlı sayıda kişiyi ilgilendiren marjinal bir olgu olmaktan çıkmış ve tüm paydaşları ilgilendiren geniş kapsamlı bir kavram olarak yeniden tanımlanmıştır. Resiberg ve Rumbley (2009) tarafından da ifade edildiği gibi yakın geçmişte uluslararasılaşma marjinal bir faaliyetten merkezi olarak yönetilen ve dikkatle organize edilen kurumsal bir faaliyet haline gelmiştir. Bu süreçte üniversiteler uluslararasılaşma için reaktif pozisyonundan daha pro-aktif bir rol alır hale gelmişlerdir.

Alanyazında birbirinin yerine kullanılsa da; küreselleşme ve uluslararasılaşmanın farklı pozisyonlarını belirlemek bu çalışma için önemlidir. Uluslararasılaşma milletler arasındaki ilişkilere dayanırken; küreselleşme milletlerin var olduğunu ve aralarındaki farklılıkları reddetmektedir (De Wit, 2002). Bunun yanı sıra alanyazında bazı yazarlar (Knight, 2004; De Wit, 1995; Atbach vd. 2009; Ennew & Greenaway, 2012) uluslararasılaşmanın küreselleşmeye verilen bir karşılık olduğunu savunsa da; bu çalışmada iddia edilen uluslararasılaşmanın üniversite kavramının ilk ortaya çıkışından beri var olduğu ve küreselleşme ile birlikte anlam değiştirdiğidir. Diğer bir deyişle uluslararasılaşma küreselleşmeye bir karşılık olarak ortaya çıkmamıştır; üniversiteler kurulduğundan beri vardır

ancak küreselleşmeyle birlikte uluslararasılaşmanın tanımı, anlamı ve uygulaması şekil değiştirmiştir. Küreselleşme ile birlikte ulus-üstü kurumların tüm ülkelerin eğitim sistemleri için geliştirilmiş standart politikaları uluslararasılaşma pratiklerini de önemli ölçüde etkilemiştir.

Uluslararasılaşma ile ilgili olarak alanyazında çok çeşitli sayıda modelden ve yaklaşımdan bahsedilmektedir. Öncelikle uluslararasılaşma kavramı uluslararası organizasyonların, ulusal politika yapıcılarının ve üniversitelerin stratejik planlarının gündemlerinin ayrılmaz bir parçası haline gelmiştir (Ennew & Greenaway, 2012). Üniversiteler ve ülkeler uluslararasılaşmaya karşı daha pro-aktif bir rol alarak, uluslararasılaşmayı kurumsal misyonun ayrılmaz bir parçası haline getirmişlerdir (De Wit, Hunter, Howard, Egron-Polak, 2015). Bunun yanı sıra; uluslararasılaşma pratikleri de çok çeşitli modellerde gerçekleşmektedir. İlk olarak uluslararasılaşma ev sahibi kurumda ya da yurtdışında olmak üzere iki şekilde gerçekleştirilebilmektedir (Altbach vd., 2009). Ev sahibi kurumda uluslararasılaşma ev sahibi kuruma uluslararası öğrenci ve öğretim üyesi istihdam etme ya da uluslararası bir müfredat benimseme şeklinde olabilmektedir. Yurtdışında uluslararasılaşma için ise fiziksel değişim programları hala en bilinen yol olsa da (Van Damme, 2001), uluslararasılaşma pratikleri ortak diploma programlarından yurtdışında şube kampüsler açmaya kadar çok çeşitli modellerde gerçekleşmektedir. Türkiye özelinde bakıldığında uluslararasılaşma Türk üniversiteleri için de oldukça önemli bir kavramdır. Türk üniversiteleri Knight (2015) tarafından geliştirilen tipolojiye göre klasik uluslararasılaşma modelini benimsemiştir ve buna göre uluslararası işbirlikleri, öğrenci ve öğretim üyesi değişimi ve kültürlerarası aktiviteler uluslararasılaşmanın en çok kullanılan pratikleridir. Ancak ortak diploma programları gibi diğer pratikler Türk üniversiteleri için yaygın kullanılmamaktadır (Kondakci, 2007). Erasmus Programı da Türk üniversiteleri için önemli bir uluslararasılaşma pratiği oluşturmuş, programı neredeyse tüm Türk üniversiteleri benimsemiş ve binlerce öğrenci ve personel programdan yararlanmışlardır. Ancak gelen öğrenci oranları hala beklenen düzeyin çok altındadır. Çetinsaya (2014) tarafından yazılan raporda da belirtildiği üzere Türkiye'ye gelen öğrencilerin toplam öğrencilere oranı sadece %1 olabilmektedir.

Uluslararasılaşma kavramı ile ilgili olarak bahsedilmesi gereken bir diğer kavram rasyonel kavramdır. Rasyoneller yüksek öğretim kurumlarının neden uluslararası bir boyutu kendi fonksiyonlarına entegre ettiğini anlamamıza yardımcı olmaktadır (De Wit, 2000). Rasyonelleri anlamak uluslararasılaşmanın getirdiği sonuçları değerlendirmek açısından önemlidir. Knight (1999) tarafından geliştirilen tipolojiye göre uluslararasılaşma rasyonelleri akademik, ekonomik, politik ve sosyo-kültürel olarak sınıflandırılabilir. Buna göre akademik

rasyoneller yüksek akademik standartlara ulaşmak (De Wit, 2002), daha fazla uluslararası bilimsel araştırma yapmak (Knight, 2004), akademik kaliteye ulaşmak (De Wit, 2002; Knight, 1999), küresel problemlere çözüm bulmak için uluslararası işbirlikleri yapmak (Knight, 2006) gibi sebeplere dayanmaktadır. Bunun yanı sıra ekonomik rasyoneller günümüzde diğer üç boyuttan daha fazla öne çıkmış; uluslar, kurumlar ve kişiler uluslararasılaşmanın ekonomik faydalarını daha önemser olmuşlardır (Van der Wende, 2001). Ekonomik faydalar harçlar (De Wit, 2002) ve başarılı mezunlara sahip olmak için başarılı uluslararası öğrencileri daha fazla istihdam etmek (Van der Wende, 2001), teknoloji transfer yoluyla ekonomik getiri sağlamak (Tremblay, 2005) ve kişiler için daha iyi bir kariyere sahip olmak (Li & Bray, 2007) gibi çok çeşitli şekillerde ortaya çıkmaktadır. Politik faydalar çoğunlukla ulusal düzeyde gözlemlenmektedir (Knight, 1999). Temel olarak uluslararası barışa katkıda bulunmak (De Wit, 2002), ülke güvenliğine katkı sağlamak (Knight, 1999), uluslararası ilişkileri geliştirmek gibi faydalar gözetilmektedir. Sosyo-kültürel rasyoneller ise sosyo-kültürel değerlerin yaygınlaştırılması (De Wit, 2002), mezunları kültürlerarası becerilerle donatılmış şekilde yetiştirmek (Knight, 1999) ya da çok kültürlü bir üniversite ortamı yaratmak (Papatsiba, 2005) şeklinde özetlenebilir. Türkiye için rasyoneller değerlendirildiğinde ise özellikle gelen öğrenci anlamında sosyo-kültürel rasyonellerin öne çıktığı görülmektedir. Doğu ve Batı arasında bir köprü şeklinde yer alan coğrafi pozisyonu ve İngilizce eğitim vermenin mümkün olması, Türkiye'nin yükseköğretimin uluslararasılaşmasında önemli bir rol oynaması için potansiyel oluşturmaktadır (Barblan, Erguder, Guruz; 2008). Kondakci (2011) tarafından yapılan araştırmaya göre, Türkiye'ye batı gelişmiş ülkelerden gelen öğrenciler için kişisel rasyoneller daha önemliken; doğu ve gelişmekte olan ülkelerden gelen öğrenciler için ekonomik ve akademik rasyoneller öne çıkmaktadır. UNESCO (2015) verilerine göre Türkiye'ye en çok öğrenci gönderen ülkeler Türkmenistan, Azerbaycan, İran gibi ülkelerdir. Bu ülkelerden öğrenci gelmesinin arkasında Türkiye'nin geçmişten beri bu ülkelerle arasında kurulmuş olan tarihsel ve kültürel bağların da önemi olmakta, diğer bir deyişle sosyo-kültürel rasyoneller öne çıkmaktadır.

Bu çalışmanın teorik çerçevelerinden bir tanesi yeni kurumsalcı teoridir. Yeni kurumsalcı çerçeve 1970'li yıllarda durumsallık teorisinin (Fiedler, 1964; Lawrance & Lorsch, 1967) ardından ortaya çıkmıştır ve temel olarak kurumların çevrelerinde bulunan diğer kurumlarla benzerlik göstermelerini açıklamaya çalışmaktadır. Yeni kurumsalcı teorisinin (Meyer & Rowan, 1977; DiMaggio and Powell, 1983) temel kavramlarından bir tanesi izomorfizm kavramıdır ve buna göre kurumlar kendi kurumsal çevrelerindeki diğer kurumlara üç yolla benzerler. Bu benzeşme kimi zaman zorunlu izomorfizm yoluyla devlet kurumlarının ve kanunların öngörmesiyle; kimi zaman profesyonel ve mesleki gereksinimlerle normatif izomorfizm yoluyla; kimi zaman ise sadece taklit ederek mimetik izomorfizm yoluyla

olmaktadır. Bu teoriye göre kurumlar sosyal olarak oluşmuştur ve tıpkı insanlar gibi kendi sosyal çevreleri tarafından kabul görmek isterler. Bu amaçla kendi sosyal çevrelerindeki normlara uyarlar ve bu sayede meşruiyet kazanmaya çalışırlar. Bu teori eğitim kurumlarına da uygulanmaya uygundur çünkü eğitim kurumlarında da teknik yapı ile dış yapı arasında zayıf bir bağ vardır. Bu sayede dış yapı çevredeki değişikliklere kolayca uyum sağlayabilmektedir. Ancak bu uyum çoğunlukla içerideki teknik yapıyı değiştirmeden sadece seremonik bir şekilde uyum sağlayarak olmaktadır. Türk eğitim sisteminde de yeni kurumsalcı bakış açısının ifade ettiği benzeşmeleri gözlemlemek mümkündür. Türk yüksek öğretim sisteminin merkezi yapısından dolayı özellikle zorunlu izomorfizm yoluyla üniversiteler birbirine benzeşmektedir. Bologna Süreci, uluslararasılaşma anlamında bunun en görünen örneklerinden bir tanesidir. Avrupa’da olduğu gibi Türkiye’de de üniversiteler arasındaki farklara bakılmaksızın aynı standart reformların tüm üniversiteler tarafından aynı şekilde benimsenmesi beklenmiştir.

Bu çalışmanın bir diğer teorik çerçevesi neo-liberal politikalara yapılan eleştirilerdir. Uluslararasılaşmanın neo-liberal politikalar sonucu nasıl yeni bir anlam taşıdığını tartışmadan önce bu politikaların eğitim alanına özellikle de yükseköğretim alanına nasıl etkileri olduğunu iyi anlamak gerekir. 1960’lardaki refah devletlerinin ardından 1970’lerde yaşanan ekonomik krizler, 1980’de neo-liberalizm adlı ideolojinin devletler tarafından benimsenmeye başlamasıyla tüm dünyaya yayılmıştır. 1980’lerde başlayan değişim ülke temelli bir değişim olmamış, tam tersi tüm dünyadaki ülkeleri kapsayan hatta Dünya Bankası tarafından tüm ülkeler için değişimler önerilen bir süreç olmuştur (Önal, 2012). Devletin temel ihtiyaçların karşılanmasında geri çekilmesinden özellikle eğitim ve sağlık gibi temel hizmetler fazlasıyla etkilenmiş ve bu alanlarda çalışan kurumlar bir dönüşüm içine girmek durumunda kalmışlardır. Varghese (2008) devlet yatırımlarındaki azalmanın özellikle eğitim gibi “verimsiz” sektörlerde fazlaca kendini gösterdiğini söylemektedir. Kişisel düzeyde eğitim anlayışının değişmesinin yanı sıra kurumsal düzeyde de çok önemli değişimler olmuştur. Torres (2013) yükseköğretim kurumlarında neo-liberalizm sonucunda oluşan üç çeşit kriz tanımlamaktadır: ticari bilgi sonucu hegemoni krizi; değersizleştirilen diplomalar sonucu oluşan meşruiyet krizi ve devlet bütçesinin azalması sonucu yaşanan kurumsal kriz. Burada bahsedilen hegemoni krizi özellikle bilginin Batı ülkeleri tarafından; yine Batı ülkeleri tarafından belirlenen bilimsel standartlarda üretilmesi ve bunların tüm dünyadaki bilimsel çalışmalarda hegemonik bir baskı oluşturmasıdır. Bu baskının oluşmasında elbette yine yukarıda bahsedilen meşruiyet krizi ve kurumsal krizlerin de katkısı olmuştur. Piyasa üniversiteleri kontrol eder hale gelmiş ve akademisyenler kendi finansal kaynaklarını bulmaya zorlanmıştır; bunun bir sonucu olarak da sanayileşmiş Kuzey uluslararası bilim sistemi için standartları belirler hale gelmiştir (Enders, 2006). Üniversitelerin bilimsel özerklikleri azalmış

ve gittikçe daha çok şirketlere benzer hale gelmişlerdir (Önal, 2012). Değişim tüm dünyada yaşanmış olsa da, Şimşek (2006)' in de belirttiği gibi yerel taleplerle küresel rekabetçi çevrenin talepleri arasındaki çatışmalar anlamında gelişmemiş ya da gelişmekte olan ülkeler bu süreçten daha çok etkilenmiştir. Neo-liberal yaklaşımlarla beraber üniversitelerde yaşanan temel değişimler entelektüel faaliyetlerde niteliksel derinleşmenin yerini ölçülebilir sonuçların alması (Olssen & Peters, 2005); eğitimin amacının piyasa tarafından belirlenir olması (Ercan, 2005; Hyslop-Marginson & Sears, 2006; Önal, 2012); bilginin ticareti yapılabilir bir meta haline dönüşmesi (Varghese, 2008), devlet tarafından eğitim için ayrılan bütçenin azaltılmasıyla girişimci üniversite gibi kavramların ortaya çıkması (Ercan, 2005) şeklinde özetlenebilir.

Son olarak, Türk yükseköğretim sisteminin uluslararasılaşmasına tarihsel olarak bir bakıldığında ilk uluslararasılaşma pratiklerinin Osmanlı İmparatorluğu'nun son yıllarında ve Türkiye Cumhuriyeti'nin ilk yıllarında batıdan direk kopyalamak veya batılı akademisyenleri istihdam etmek şeklinde başladığı bilinmektedir (Gürüz, 2003). Ardından 1960'lı yıllarda Amerika ile ilişkilerin iyi olmasından kaynaklı bir Anglo-sakson etkisi görülmüş; 2000'li yılların başında ise Avrupa Birliği etkileri görülmüştür. Türkiye 1999 yılında Bologna Süreci'ne katılmış; 2004 yılından itibaren ise Erasmus Programı'na tam katılım göstermiştir. Tarihten itibaren günümüze kadar Türkiye'nin kapsayıcı bir yüksek öğretimde uluslararasılaşma politikası bulunmamaktadır. Uluslararasılaşma politikaları çoğunlukla ülkenin dış ilişkilerinde etkilenecek şekilde şekillenmiştir.

Yöntem

Bu çalışmada üç araştırma sorusu bulunmaktadır:

- 1) Akademisyenler, kurumlar ve ülkeler için uluslararasılaşmanın akademik, ekonomik, politik ve sosyo-kültürel katkıları nelerdir?
- 2) Uluslararasılaşmanın, akademisyenler, kurumlar ve ülkeler tarafından deneyimlenen akademik, ekonomik, politik ve sosyo-kültürel çatışmalar nelerdir?
- 3) Uluslararasılaşma neden akademisyenler, kurumlar ve ülkeler için akademik, ekonomik, politik ve sosyo-kültürel çatışmalara yol açmaktadır?

Çalışmada kullanılan yöntem kısmına gelindiğinde ise, bu çalışma nitel araştırma yöntemlerinden biri olan çoklu vaka analizi (Yin, 2009; Eisenhardt, 1989) yöntemini kullanmıştır. Kurumsal yapı ve akademisyenlik mesleği açısından, uluslararasılaşma eğilimlerinin yüksek öğretim kurumlarında ne tür katkı ve çatışmalara yol açtığı konusundaki algıları ortaya çıkarmak amacıyla 44 akademik ve idari çalışanla yarı-yapılandırılmış mülakatlar gerçekleştirilmiştir. Mülakat soruları araştırmacı tarafından derinlemesine bir

alanyazın taraması yaptıktan sonar oluşturulmuştur. Oluşturulan mülakatlar tez danışmanı tarafından üç kez gözden geçirilip düzeltildikten sonar bir de bağımsız araştırmacı tarafından uzman görüşü alınmıştır. Ardından bir pilot çalışma yapılmış ancak pilot çalışmanın sonucunda sorularda değişiklik yapılmamıştır. Mülakatlar uygulanırken maksimum çeşitleme örnekleme yöntemi (Patton, 2012) kullanılmış ve dört farklı katılımcı gruptan veri toplanmıştır. Bu gruplar üst yöneticiler (uluslararasılaşmadan sorumlu rektör yardımcısı); orta yöneticiler (dekan yardımcısı ya da enstitü müdür yardımcısı); ofis yöneticileri (uluslararasılaşma ile ilgili çalışan ofislerin koordinatörleri) ve akademisyenler (uluslararasılaşmayı savunan veya karşı olan akademisyenler, bölüm Erasmus koordinatörleri vb.) olarak belirlenmiştir. Mülakatlar yapılmadan önce dört üniversitenin etik kurullarından da gerekli onaylar alınmıştır. Bu çalışmada uluslararasılaşma en geniş anlamıyla uluslararası tüm etkinlikleri kapsadığından mülakatlardan önce uluslararasılaşmanın bu geniş tanımı tüm katılımcılara verilmiştir.

Mülakat sonuçları analiz edilirken öncelikle veriyle yakın olmak için tüm mülakatlar tam metin olarak araştırmacı tarafından deşifre edilmiştir. Ardından deşifreler katılımcılara kontrol etmeleri için geri gönderilmiş ve onlardan gelen düzeltilmiş mülakatlar analiz amacıyla kullanılmıştır. Deşifrelerin birçok defa okunmasından sonar veriyle yeterince yakın olduğu hissedildiğinde başlangıç kod listesi oluşturularak kodlama yapılmaya başlanmıştır. Kodlama aşamaları tez danışmanı tarafından da takip edilmiştir. Kodlama bittikten sonar araştırma sorularına uygun bir şekilde temalar belirlenmiştir ve en son olarak alıntılarla desteklenerek raporlama yapılmıştır.

Çoklu vaka analizi kapsamında Ankara'da bulunan dört devlet üniversitesinde çalışma yürütülmüştür. Öncelikle Ankara'nın seçilmesinin nedeni üniversite sayısı bakımından Ankara'nın ikinci sırada yer almasıdır. Ancak vakıf üniversiteleri çalışma dışında tutulmuştur. Bunun nedeni ise devlet üniversitelerinin benzer yönetim ve finansal yapılara sahip olması ve devlet üniversitelerinde ulusal otoriteler ile üniversiteler arasındaki çatışmaların daha iyi gözleniyor olmasıdır. Ankara'da bulunan altı devlet üniversitelerden yeni kurulan iki tanesi de; son 30 yılda yaşanan değişimleri gözlemek mümkün olmayacağından; çalışma dışında bırakılmış ve aynı zamanda Türkiye'nin en önde gelen üniversitelerinden olan dört devlet üniversitesi ile çalışma yürütülmüştür. Bu üniversiteler Ankara Üniversitesi, Gazi Üniversitesi, Hacettepe Üniversitesi ve ODTÜ'dür.

Mülakatların tamamı araştırmacı tarafından yapılmış, araştırmacı tarafından deşifre edilmiştir. Ardından kodlama ve temaların oluşturulması süreci araştırmacı ile birlikte tez danışmanı tarafından yürütülmüştür.

Mülakatların yanı sıra; stratejik planlar, faaliyet raporları, web sayfası gibi yazılı kaynaklar da incelenerek doküman analizi yapılmıştır.

Çalışmanın kısıtlılıkları ise sadece Ankara'da bulunan dört üniversiteyi kapsamaması, araştırmayı yapan araştırmacının bu dört üniversiteden birinin Uluslararası İşbirliği Ofisi'nde çalışması nedeniyle mülakat yapılan kişileri önceden tanınması ve üniversite paydaşlarından sadece akademisyenlerle ve yöneticilerle yürütülmüş olmasıdır.

Bulgular

Yapılan araştırmanın sonuçlarına göre; kurumsal olarak üniversiteler ve kişisel olarak akademisyenler uluslararasılaşma eğilimleriyle ilgili olarak hem katkıları hem de çatışmaları akademik, ekonomik, politik ve sosyo-kültürel alanlarda deneyimlemişlerdir. Yapılan çalışmanın sonuçları vaka içi ve vakalar arası olmak üzere iki bölümde sunulmuştur. Vaka içi analizlerde her bir üniversite tek tek değerlendirilmiş; vakalar arası analize göre ise vakalar arasında ortak olan bulgular elde edilmiştir.

Vaka içi analizle başlamak gerekirse, Ankara Üniversite için uluslararasılaşma anlamında öne çıkan katkıların önemli bir bölümü değişim programlarından gelmektedir. Üniversite diğer üniversitelere göre en yüksek sayıda Erasmus anlaşmasına sahiptir ve çok sayıda idari personel ve staj öğrencisi gönderdiği için ödül almıştır. Üniversitenin en büyük avantajlarından bir tanesi Dil, Tarih ve Coğrafya Fakültesi'nde sunulan 10 farklı çeşitte dil programının bulunmasıdır. Ayrıca Üniversite'nin Afrika üniversiteleri ile özel bir bağı bulunmakta ve çok sayıda Afrikalı öğrenci bu Üniversite'de eğitim görmektedir. Ankara Üniversitesi'nde uluslararasılaşma ile ilgili yaşanan çatışmalara geldiğimizde ise üniversitenin köklü yapısı akademisyenlerin dil bariyeri ve ulusal bakış açıları ile birleşerek Üniversite'de uluslararasılaşmaya karşı bir bariyer oluşturmaktadır. Bunun yanı sıra coğrafya ve hukuk fakültelerinden mülakata katılan öğretim üyeleri kendi alanlarının ulusal tarafı nedeniyle uluslararası yayın yapmalarının zorluğundan bahsetmişlerdir. Bu zorluklar ve direnmeler nedeniyle Üniversite'de yeterli sayıda İngilizce açılmış ders bulunmamakta bu da gelen öğrenciler açısından sıkıntı yaratmaktadır.

Gazi Üniversitesi'ne gelindiği zaman ise uluslararasılaşma ile ilgili en önemli katkı öğretim üyelerinin yurtdışına gönderilmesi şeklinde ortaya çıkmaktadır. Üniversite'nin stratejisi öğretim üyelerini Erasmus Programı ile Avrupa'ya; Mevlana Programı ile doğu ülkelerine ve Üniversite kaynakları yoluyla Amerika'ya göndermek hedeflenmiştir. Yapılan doküman analizine göre bu Üniversite en çok sayıda öğretim üyesi gönderen Üniversite olmuştur. Bunun yanı sıra Gazi Üniversitesi Mevlana Programı'nı en çok benimseyen Üniversite olmuştur ve bu Üniversite'den bazı akademisyenler Mevlana Programı vasıtasıyla

eski Osmanlı topraklarında yeniden var olmayı önemsemektedir. Yine uluslararasılaşmanın katkılarından biri olarak Teknokent vasıtasıyla uluslararası projelerin sayısı arttırılmıştır. Uluslararasılaşmanın bu Üniversite için bir diğer katkısı yurtdışına giden öğrencilerin dil seviyelerinde olan artış ve yeni hayat tarzları deneyimleme fırsatı yaşamalarıdır. Bu anlamda mülakatlarda öğrencilerin yaşadığı deneyimlerle ilgili çok çarpıcı örnekler verilmiştir. Yaşanan çatışmalara gelindiğinde ise yöneticiler öğretim üyelerinin memur statüde çalışmasından dolayı uluslararasılaşma ile ilgili inisiyatif almak istememelerinden şikayet etmektedirler. Bunun yanı sıra Üniversitedeki Türk öğrencilerin yabancı dil seviyesi düşük olduğundan öğrenci göndermekte sorun yaşanmaktadır. Ayrıca Dişçilik Fakültesi'nden çalışmaya katılan bir öğretim üyesi hastaların İngilizce bilmemesinden dolayı gelen öğrenci kabul etmede yaşadıkları sorunlardan bahsetmiştir. Son olarak giden öğretim üyesi sayısı fazla olsa da, bazı öğretim üyeleri bu giden öğretim üyelerinden bazılarının dil öğrenmek veya eğitim almak için değil sadece gezmek için gittiğini düşünmektedir.

Hacettepe Üniversitesi'ne gelindiğinde ise uluslararasılaşmanın en çok benimsenen boyutu Bologna Süreci olmuştur. Bu üniversitede Bologna Süreci'ni yürütmek için özel bir birim kurulmuş ayrıca öğretim üyelerine yapacakları katkılar için ödemeler yapılmıştır. Bunun yanı sıra Üniversite'de uluslararası yayın ve sıralamalara da önem verilmekte ve uluslararasılaşma anlamında önemli bir katkı olarak görülmektedir. Üniversite tarafından 1. Bologna Araştırmaları Kongresi de düzenlenmiştir. Uluslararasılaşma ile ilgili yaşanan çatışmalarda ise çatışmalar en çok tıp ve hemşirelik bölümleri tarafından dile getirilmiştir; bu bölümler müfredat uyumsuzlukları nedeniyle değişim programlarına katılmakta zorlandıklarını ifade etmişlerdir. Bunun yanı sıra çalışmaya katılanlar İngilizce eğitim veren bölümlerin Türkçe eğitim veren bölümlere göre uluslararasılaşmadan daha fazla yararlandıklarını düşünmektedirler.

ODTÜ'ye geldiği zaman uluslararasılaşmanın en fazla yaşandığı üniversite ODTÜ olmuştur. Eğitim dilinin İngilizce olması, öğretim üyelerinin bir çoğunun lisansüstü derecelerini yurtdışından almış olması Üniversite'de önemli bir atılım sağlamıştır. Uluslararası öğrenci ve öğretim üyelerinin mevcut öğrenci ve öğretim üyelerine oranına bakıldığında ODTÜ'de uluslararası öğrenci ve öğretim üyesi oranları diğer üniversitelerden daha yüksektir. Ayrıca diğer üç üniversitede uluslararası ofisler Erasmus programı ile birlikte 2004 yılında kurulmuşken, ODTÜ'de bu ofis Amerika, Kanada ve Avustralya'daki üniversitelerle değişim ve iş birliği sağlamak amacıyla 1992 yılında kurulmuştur. Uluslararası projelerde ve uluslararası yayın konusunda da Üniversite'nin dünya sıralamalarında önemli bir yeri bulunmaktadır. ODTÜ'den çalışmaya katılan 13 katılımcıdan 10 tanesi, uluslararası yayının işlerinin ayrılmaz bir parçası olduğunu ifade etmişlerdir. Uluslararasılaşma ile ilgili

yaşanan çatışmalar söz konusu olduğunda ise öğretim üyeleri uluslararasılaşmanın “garanti” olarak algılanmasından ve teşviklerin yetersizliğinden şikâyet etmektedirler. Bunun yanı sıra uluslararası projeler için yetersiz idari destekten de söz edilmektedir. Son olarak kampüste çalışan idari personelin dil yetersizliği de bir çatışma olarak ifade edilmiştir.

Vakalar arası analiz yapıldığında ise bulgular araştırma sorularıyla paralel bir şekilde katkılar, çatışmalar ve çatışma kaynakları olarak üç grupta sunulmuştur. Katkılar ve çatışmalar akademik, ekonomik, politik ve sosyo-kültürel olarak sınıflandırılmıştır.

Akademik katkılar uluslararası akademik ağlara katılma ve bu sayede uluslararası meslektaşlarla çalışma imkanı; bu meslektaşlarla ortak çalışmalar yapma; kendi yaptığı çalışmaları uluslararası ortamlarda sunma ve bu sayede bilime katkı yapma; yurtdışı deneyimlerden yeni bilgiler öğrenme ve bunları kendi akademik ortamına yansıtma; uluslararası öğrencileri kabul etme sayesinde ders içeriğini ve metodunu güncelleme ve Bologna Süreci kapsamında ders içeriklerini ve AKTS kredilerini belirleme, ders programlarını gözden geçirme olarak belirlenmiştir. Bologna Süreci kapsamında ortaya çıkan direk akademik bulgular olmamakla birlikte, akademik hayata katkılarından dolayı bu başlık altında verilmiştir. Akademik katkılar anlamında çalışmaya katılan öğretim üyeleri kendi çalışmalarını ulusal ortamda tutmak istemediklerini; bunun yerine uluslararası ortamlarda paylaşarak geliştirmek ve bu çalışmaların devamını uluslararası meslektaşlarıyla yaparak bilime katkı yapmayı istediklerini belirtmişlerdir. Bunun yanı sıra özellikle uluslararası konferansların kendileri için çok faydalı olduğunu; her ne kadar internet sınırları kaldırmış olmasa; yüz yüze kontak kurmadan kültürel sınırların kalkamayacağını ifade etmişlerdir. Yine akademik anlamda yurtdışındaki ziyaretlerinden yeni bilgiler öğrendiklerini ve bu bilgileri kendi üniversitelerinde gerek uygulamalarla gerek paylaşımlarla çoğalttıklarını belirtmişlerdir. Uluslararası öğrencilerin de derslere hem içerik hem müfredat anlamında çok fazla katkısı olduğu; sınıftaki diğer öğrenciler açısından da faydalı olduğu vurgulanmıştır.

Ekonomik katkılar uzun vadede giden öğrencilerin kariyerlerine olacak olumlu ekonomik katkılar; gelen öğrencilerin kendi ülkeleri ile Türkiye arasında ekonomik ilişkiler için köprü kurmaları; akademisyenlerin araştırmaları için uluslararası araştırma fonlarından kaynak yaratabilmeleri ve uluslararası iş birlikleri vasıtasıyla yeni teknoloji geliştirme ve inovasyon olarak belirlenmiştir. Kısa vadede uluslararası fonların hem araştırma hem alt yapı için önemi çok fazla dile getirilmiştir. Uzun vadede ise özellikle Türkiye’ye gelen öğrencilerin kendi ülkelerinde iyi pozisyonlara geldikleri zaman Türkiye ile ekonomik ilişkilerin geliştirilmesi açısından katkı sağlayacağı düşünülmektedir.

Politik katkılar daha çok ulusal düzeyde ifade edilmiştir. Buna göre üniversiteler arasındaki ilişkilerin ülkeler arasındaki ilişkilere de katkı sağlayabileceği ve

uluslararasılaşmanın dünya barışına ve ülkeler arası olumlu ilişkilere yol açabileceği belirtilmiştir.

Sosyo-kültürel katkılar söz konusu olduğunda diğer kültürleri öğrenme, önyargılardan kaçınma, diğer kültürlerle karşı daha toleranslı olma ve yeni yaşam biçimleri deneyimlemek olarak ortaya çıkmıştır. Özellikle yeni yaşam biçimlerini deneyimleme konusunda mülakatlarda öğrencilerle ilgili çok çarpıcı örneklerle rastlanmıştır. Örneğin bir öğrencinin Erasmus programı ile yurt dışına gittikten sonra ilk defa şort giymesi ya da staj programı kapsamında restorana çalışmaya giden öğrencilerin ilk defa domuz eti ile karşılaşmaları gibi örnekler verilmiştir.

Akademik çatışmalar söz konusu olduğunda ise en fazla dil ile ilgili yaşanan çatışmalardan bahsedilmiştir. Bu çatışmalar Türk öğrenci ve akademisyenlerinin yaşadığı dil yetersizlikleri olabildiği gibi; doğu ülkelerinden gelen öğrenci ve akademisyenlerin de dil yetersizliği olabilmektedir. Dil yetersizliği ve İngilizce ders açılmaması gibi sorunların üniversitelerin uluslararasılaşmaması için büyük bir engel teşkil ettiğinden bahsedilmiştir. Bunun yanı sıra müfredat uyumsuzlukları; değişim programlarının beklenen akademik sonuçları vermemesi; “yayın yap ya da yok ol” baskısı; uluslararası projeleri yürütmek için gerekli ağların ve yönetsel desteklerin olmayışı ve akademik aktivitelerin ticari hale gelmesi olarak özetlenebilir. Özellikle değişim programlarının süresinin kısa olması ve programa katılan öğrencilerin sadece İngilizce açılan dersleri alabilmeleri değişim programlarının akademik katkısını azaltmaktadır. Bunun yanı sıra yayın yapma konusundaki baskı akademisyenlerin neredeyse tamamı tarafından dile getirilmiştir. Hangi alanda çalışırsa çalışsın; tüm öğretim üyelerinden aynı oranda uluslararası yayın beklemenin öğretim üyeleri üzerinde bir baskı yarattığı; hatta genç akademisyenlerin kendi yüksek lisans/ doktora çalışmalarından önce uluslararası yayın yapmaya yönelmesinin sakıncalarından bahsedilmiştir.

Ekonomik çatışmalar ise uluslararası aktiviteler için yetersiz finansal destek yapılması; gelen öğrenci ve öğretim üyeleri için burs ve kaynak bulma zorluğu ve giden öğrencileri için verilen hibelerin yetersizliği olarak ortaya çıkmıştır. Üniversitelerde gelen öğretim üyeleri için bir bütçe ayıramadığından, davet edilen uluslararası öğretim üyelerini ağırlama konusunda ekonomik zorluklar yaşanmaktadır. Ayrıca özellikle Erasmus programına katılan öğrenciler için verilen hibe miktarlarının yetersizliğinden bahsedilmiştir.

Politik çatışmalar farklı karar alma mekanizmaları arasındaki uyumsuzluklar; ulusal yüksek öğretimin değişime olan direnci ve politik olarak alınan kararların üniversitelerin uluslararası işbirliklerine müdahalesi olarak ortaya çıkmıştır. Özellikle ulus-üstü düzeyde alınan kararların kurum düzeyinde hiç tartışılmadan uygulanması politik bir çatışma olarak

yorumlanmıştır. Bunun yanı sıra ülkenin değişen dış ilişkilerinin üniversitelerin uluslararası işbirliklerine yansımaları da yine bir sorun olarak ifade edilmiştir.

Sosyo-kültürel çatışmalar uluslararası öğrenciler ve akademisyenlerin yaşadığı adaptasyon sorunları; şehirlerde çift dilli tabelaların, toplu taşımanın olmayışı; kalacak yer problemleri ve yaşanan bürokratik sorunlar olarak ortaya çıkmıştır. Adaptasyon sorunlarının temel kaynakları uluslararası öğrencilerin önyargı ve dil bariyerleri nedeniyle Türk öğrencilerle kaynaşmaması sonucu ortaya çıkmaktadır. Şehirlerde yaşanan sorunlar ise Türkçe bilmeyen öğrencilerin yol bulma, toplu taşıma araçlarını kullanma ve kalacak yer bulma sorunları dile getirilmiştir. Bürokratik sorunlar olarak ise ikamet izni, sağlık hizmetlerinden faydalanma gibi sorunların yanı sıra; uluslararası öğretim üyelerinin çalışma izni alma ve Türk üniversitelerinde çalışmalarının önündeki bürokratik engeller ifade edilmiştir.

Çatışma kaynaklarına gelindiği zaman ise iki çatışma kaynağı belirlenmiştir. İlki neo-liberalizm, küreselleşme ve güncel dinamikler diye adlandırılmıştır. Bir taraftan, uluslararasılaşma tarih boyunca üniversitelerin doğal bir parçası olmuş ve bu doğal süreçten evrilen uluslararasılaşma pratikleri genellikle uluslararasılaşmanın katkıları olarak algılanmıştır. Diğer yandan, küreselleşme ve neo-liberalizmin etkileriyle oluşan bazı uluslararasılaşma eğilimleri; var olan yapıyı değiştirmek üzere ortaya çıkmış ve bu empoze edilen politikalar genellikle çatışma olarak algılanmıştır. Diğer bir deyişle, üniversitelerin doğal varoluşundan gelen uluslararasılaşma deneyimleri katkı olarak algılanmakta; ancak üniversite dışından empoze edilen sosyo-ekonomik faktörleri değiştirmek gibi büyük yapısal zorunluluklar getiren uluslararasılaşma deneyimleri çatışmaların kaynağı olarak algılanmaktadır. Bunun yanı sıra gelişmiş ülkelerin yarattığı hegemoni ve dış politikada yaşanan instabilite de bu başlık altında çatışma kaynağı olarak yer almıştır.

İkinci çatışma kaynağı ise kurumsal değerler ve uluslararasılaşma ile ortaya çıkan eğilimler arasında yaşanan çatışmalar olarak belirlenmiştir. Üniversitelerde yaşanan insan kaynakları sorunu ve uluslararasılaşma stratejilerinin olmayışı çatışmaya yol açmaktadır. Özellikle yöneticiler esnek olmayan insan kaynakları sistemi, İngilizce bilen personel istihdam edememe, memur gibi çalışan akademisyenlerin inisiyatif almaması gibi sorunlardan bahsetmişlerdir. Bunun yanı sıra ne üniversitelerin ne de ülkenin yüksek öğretimin uluslararasılaşması ile ilgili bir stratejisinin olmayışı da bir sorun kaynağı olarak dile getirilmiştir. Bunun yanı sıra yeni kurumsalcı teorinin bir söylemi olan seromonik adaptasyon da bir çatışma kaynağı olmuştur. Yapılandırılmış uluslararasılaşma eğilimleri ile gelen değişiklikler; meşruiyet kaygılarıyla yüksek öğretim kurumlarının pragmatik yollarla gerçekleştirdiği uygulamalar olarak kendini göstermiş; göstermelik bir biçimde adapte edilmiş

ve bazı akademisyenlerin de bu deęişiklikleri benimsememesi yeni çatışmalara neden olmuştur. Son olarak Bologna Süreci de bir çatışma kaynağı olarak tanımlanmıştır. Birçok katılımcı bu süreç ile gelen değerlere inanmadıklarını; yapmaları gereken işlemleri sadece yapmak için yaptıklarını ve sonuçlarının bir fayda getireceğine inanmadıklarından bir angarya olarak gördüklerini ifade etmişlerdir. Bologna süreci kapsamında üniversitelerde yapılan uygulamalara karşı öğretim üyelerinde bir direnç oluştuğu bu çalışmada ortaya çıkmıştır.

Sonuç ve Tartışma

Ortaya çıkan sonuçlara göre üniversiteler uluslararasılaşma kavramıyla ilgili olarak hem katkıları hem de çatışmaları deneyimlemektedirler. Ortaya çıkan katkılar daha çok üniversitenin kuruluşundan beri var olan uluslararasılaşma kavramı ile ilgiliyken; çatışmalar genelde sonradan geliştirilen ve genelde tüm ülkeler içinde aynı şekilde uygulanan standart politikalarla ilgilidir. Önek vermek gerekirse uluslararası meslektaşlarla yapılan çalışmalar ve yayınlar akademik katkı olarak algılanmaktayken; daha fazla uluslararası akademik yayın yapmak için öğretim üyeleri üzerinde baskı oluşturulması akademik çatışma olarak algılanmaktadır. Oysa üniversiteler evrensel bilgiyi üretmek üzere kurulmuş kurumlar olarak zaten doğal olarak ülke dışındaki diğer bilim adamlarıyla iş birliği içinde evrensel bilgiyi üretmek için ortak çalışmakta; doğal olarak uluslararasılaşmaktadır. Her ne kadar uluslararasılaşma üniversiteler için kuruluşun beri var olan bir kavram olsa da, 1980'lerden sonra tüm dünyada ortaya çıkan neo-liberal ve küresel yaklaşımların sonucunda uluslararasılaşma kavramı da yeni bir şekil almıştır. “Evrensel bilginin yayılması ideali için uluslararasılaşma” amacının aksine, yükseköğretim alanının piyasalaştırılması sürecinde küresel ve ulus-üstü düzeylerde geliştirilen standart uygulamalar uluslararasılaşma için daha sistematik yaklaşımları da beraberinde getirmiş ve bilgi ve iletişim teknolojilerindeki ilerlemeler sayesinde üniversitelerdeki standartlaşma çabaları daha da yaygınlaşmıştır. Bunun yanı sıra “standartlaşma” kavramı neo-liberal politikalar ile birlikte çok daha fazla anlam kazanmıştır. Piyasa denilen tüm ticari ve ekonomik aktivitelerin ortamı yönetebilmesi için standartlaşma olmazsa olmaz bir kavram haline gelmiştir. Bu standartlaşma “kalite”, “kurumsallaşma” vb. kavramları da yanına alarak her alanda kendini göstermekte, eğitim de bunun dışından kalamamaktadır. Önek vermek gerekirse, uluslararası sıralamalar için belirlenen standart ölçekler tüm dünyadaki üniversiteleri aynı kriterlere göre değerlendirmektedir.

Üniversiteler var olduklarından beri evrensel bilgiyi üretmek amacıyla doğal olarak uluslararası kurumlar olsalar da; son yıllarda üniversitelerin üzerinde standart uluslararasılaşma politikaları nedeniyle çok ciddi baskı oluşmuştur. Aynı şekilde akademisyenler de bu baskıyı üzerlerinden hissetmektedirler. Tüm bu baskılara ellerindeki

sınırlı finansal kaynak ve insan kaynağı ile cevap vermeye çalışan üniversitelerin tüm bu değişiklikleri bütün yapıda uygulaması mümkün olmamaktadır. Bu durumda üniversiteler yeni kurumsalcı teorinin de iddia ettiği gibi sadece dış çevreleriyle uyum sağlayarak seromonik bir adaptasyon yaşamakta ancak içerikler buna uygun olarak değişmemektedir. Bu serominik adaptasyon süreçleri genelde uluslararasılaşmanın en kolay elde edilebilecek pragmatik taraflarını benimsemek üzerine olmaktadır. Gelen öğrenci sayısını veya yayın sayısını arttırmak gibi pragmatik hedefler belirlenerek daha kolay yoldan sonuç elde edilmeye çalışılmaktadır. Oysa sadece sayısal verilere dayanarak uluslararasılaşma sonuçlarını değerlendirmek doğru bir yaklaşım değildir ve daha fazla nitel çalışma yapılmasına ihtiyaç vardır. Bu çalışma bulgularında da ortaya konulduğu gibi ulusal otoriteler tarafından belirlenen standart uygulamalar; akademisyenler tarafından benimsenmediğinde ya da kurumsal kapasite sınırlılıkları nedeniyle istenildiği gibi uygulanmadığında ciddi çatışma kaynakları haline gelmektedirler.

Özellikle ulus-üstü kurumlar tarafından geliştirilen standart uluslararasılaşma politikalarını uygulamadan önce, kurumların kendi önceliklerini belirlemeleri ve hatta kendi uluslararasılaşma stratejik planlarını yapmaları önem arz etmektedir. Bu sayede ulus-üstü politikalara daha eleştirel bir şekilde yaklaşmak ve kurum öncelikleriyle uyumlu olanları benimsemek mümkün olabilir. Aynı şekilde ulusal düzeyde de mutlaka uluslararasılaşma politikası ve önceliklerinin belirlenmesi gerekmektedir. Tüm bu öncelikler ve planlar belirlenirken akademisyenlerin bu süreçlere katılımı da son derecede önemlidir. Akademisyenler üniversitelerin en temel paydaşlarından olup; bu süreç ve politikaların asıl uygulayıcısıdır. Bu nedenle karar alan süreçlerinde akademisyenlerin bulunması ve akademisyenlerin de benimsediği politikaların benimsenmesi son derece önemlidir.

Türk eğitim sistemi göz önüne alındığında yukarıda bahsedilen çatışmaların yanı sıra Türkiye’de var olan merkezi eğitim sisteminin kendi başına bir başka çatışma kaynağı olduğu gözlenmektedir. Üniversitelerin üzerinde çok ciddi bir uluslararasılaşma baskısı varken; özellikle devlet üniversitelerinde uluslararasılaşma için ayrılacak finansal bir kaynak bulunmamaktadır. Bunun yanı sıra hiç esnek olmayan insan kaynağı sistemi; devlet üniversitelerinde uluslararasılaşmaya katkı verecek kalifiye personel alımını engellemektedir. Sınırlı finansal ve insan kaynağı ile uluslararasılaşma ile gelen baskıları karşılamaya çalışmak üniversiteler için bir çatışma kaynağı olarak ortaya çıkmıştır. Bunun yanı sıra Türkiye’de bulunan yaklaşık 200 üniversitenin her birinin ayrı yapıları ve kapasiteleri bulunmaktadır. Tüm üniversitelere aynı stratejileri merkezi bir şekilde uygulamak; bu üniversitelerin sadece seromonik olarak sürece adaptasyonunu gerektirmekte ve sorunlar ortaya çıkmaktadır.

Uluslararasılaşma, özellikle getirdiđi katkılar göz önüne alındığında üniversiteler ve akademisyenler için iyi fırsatlar ve önemli akademik, ekonomik, politik ve sosyo-kültürel katkılar sunmaktadır. Özellikle Türk eğitim sistemi için uluslararasılaşma giderek daha fazla önem kazanan bir kavram olduğundan; uluslararasılaşmanın katkılarını daha fazla ortaya çıkaracak politikalara ve uygulamalara ihtiyaç vardır. Bu nedenle daha fazla nitel çalışma yapılarak ortaya çıkan çatışmaların azaltılarak üniversitelerin uluslararasılaşmadan daha fazla fayda sağlaması önemlidir.



APPENDIX J - TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü X

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı : Bulut Şahin

Adı : Betül

Bölümü : Eğitim Bilimleri

TEZİN ADI (İngilizce): Internationalization in Turkish Universities; Contributions, Conflicts, and Sources of Conflicts: A Multiple Case Study

TEZİN TÜRÜ : Yüksek Lisans Doktora X

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. X

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: