Academics' Perceptions of the Effects of Globalization on Turkish Foundation[*] University Policies[**]

Akademisyenlerin Algılamalarına Göre Küreselleşmenin Türk Vakıf Üniversite Politikaları Üzerine Etkileri

Ayşen BAKİOĞLU[***]   Gülay DALGIÇ[****]

Marmara University   Bahçeşehir University

Abstract

While western countries are coping with the challenges arising from globalization, a key question being asked is whether the same or similar challenges are dominating a country that is trying to become westernized but regarded as a Muslim-European-Asian country. This study, therefore, attempts to explore academics' perceptions regarding the impact of the globalization process on higher education institutions in a country like Turkey that has a different culture, history, language, and so on, compared to other European communities. Analyses are based on qualitative interviews with 19 academics working at two foundation universities in Turkey. Findings of the study reveal that globalization has affected university policies in the areas of goals, marketing policies and the professional development opportunities provided for academics.

Keywords: Globalization, academics, university policy

Öz

Batılı ülkeler küreselleşmenin olumsuz etkileriyle mücadele ederken, Türkiye gibi batılılaşma yolunda olan, ancak batılı ülkeler tarafından Müslüman bir Asya-Avrupa ülkesi olarak kabul edilen bir ülkede küreselleşmenin batılı ülkelerdekine benzer etkiler doğurup doğurmadığı, son yıllarda akademisyenlerin ve araştırmacıların merak konusu olmuştur. Bu nedenle çalışmada, akademisyenlerin küreselleşme sürecinin yükseköğretim kurumları üzerindeki etkilerini nasıl algıladıklarını incelemek amaçlanmaktadır. Araştırmada nitel veri toplama teknikleri kullanılmıştır. Analizler, Türkiye'deki iki vakıf üniversitesinde görev yapmakta olan 19 akademisyenle yapılan görüşmelere dayanmaktadır. Araştırma sonuçları, küreselleşme sürecinin üniversiteleri hedefler, pazarlama politikaları ve akademisyenlere sağlanan profesyonel gelişim imkânları alanlarında etkilediğini ortaya koymaktadır.

Anahtar Sözcükler: Küreselleşme, akademisyenler, üniversite politikaları.

Introduction

The increasing competitiveness within almost every marketplace caused by high-speed

---

advances in technology and new concepts created by globalization has triggered important organizational, operational and policy changes in institutions. Institutions have been transforming their vision of themselves and their employees, and even the employees' perception of themselves, whilst at the same time making critical reevaluations of their corporate missions and strategies. Universities, too, have been profoundly affected by these changes. These fast transformations have, implicitly and explicitly, necessitated that universities reflect on their main objectives, policies and principles, and restructure themselves accordingly with creative and productive strategies by utilizing the latest technology. In this sense, the novelty and speed of the changes in higher education institutions has been faster in the last decade than has been previously observed. Higher education institutions have been competing in every field in order to distinguish themselves from other institutions, to have a place on international platforms and to realize the demands society places on them due to globalization. As such globalization can be defined as the process of decreasing geographical limits in social and cultural aspects and people's realization of these declining limits (Dyer, 2005). Among various definitions of globalization, Beck (2000: 11) defines it as **"*the processes through which sovereign national states are criss-crossed and undermined by transnational actors with varying prospects of power, orientations, identities and networks"*. For Currie and Newson (1998:28) Globalization can be defined as *"a material set of practices drawn from the world of business combined with a neo-liberal market ideology"*. However in most definitions of globalization from authorities in different fields a common component sees globalization as a fundamentally market-driven process (Yang, 2003).

According to Gümüşeli and Hacıfazlıoğlu (2009) the effect of globalization is so far-reaching and influential that events in one country can affect the economic, cultural and political structures of another. In this way international economic, political and social collaborations can become incorporated in every part of public administration and the private sector. Within this perspective, there have been various attempts to prepare human resources for such changes and higher education institutions in this context serve as one of the vehicles (De Wit, 2002; Knight, 1999). The European Commission has taken a significant step with the aim of creating the "European Higher Education Area". Due to globalization, universities feel responsible for adapting themselves to the impositions it creates such as increasing information communications technology, accepting students as customers, imposing greater efficiency, and accepting the shifting role of academics from main teachers to facilitators (Scott, 2003). Turkish universities are expected to operate in line with the internationalization targets and priorities required within this perspective. Internationalization of higher education has been on the agenda of many countries in the last decade, yet the number of studies analyzing the effects of this process at Turkish universities is limited (Ekinci, 2009; Boyacı, 2011; Gümüşeli, Hacıfazlıoğlu & Dalgıç, 2010; Gümüşeli, Hacıfazlıoğlu and Zagadallin, 2012; Turkish Council of Higher Education, 2009).

Western countries are coping with the challenges [such as the risk of students being exposed to cultural norms, cultural imperialism (Alderman, 2001), the dominance of the English language that hinders cultural enrichment (Brock-Utne, 2002), the erosion of traditional academic values (Scott, 1998), the homogenization of national identities and cultures (Yang, 2003)] arising from globalization. Turkish universities too inevitably face challenges within this internationalization process. In the wake of Turkey's access to European Union, Hacıfazlıoğlu and Özdemir (2010) claim that collecting data from an international view point will provide new insights to university leaders as well as policy makers. This study, therefore, attempts to explore the impact of the globalization process on foundation higher education institutions in Turkey, a country that has a different culture, history, language, and so on from that of European countries.

This article provides a general framework of globalization studies within the framework of higher education institutions, and then explains the method, study group and the results. In the results and discussion section, we discuss participants' perspectives by drawing on the research

questions, and analyze them through related literature. This study is unique since it provides an in depth description of academics' perspectives on globalization.

Literature Review

Universities make a significant contribution to the formation of culture and civilization. According to Iyi (2002), the reason why there were no universities in ancient times is that ancient cities were already rich in culture. In the present era, universities have in fact narrowed the concept of 'university', such that a more limited understanding of science and information is adhered to (Russo, 2008). Today, the university's only worthwhile endeavor is to produce, teach, spread and ultimately sell knowledge (Bakioğlu & Hacıfazlıoğlu, 2007).

Consequently, technological developments, globalization and the demand for education everywhere by any age group have created a collaborationist education market. This has been particularly observable in competition between universities, which has improved their capacity and skills for creating unique academic programs or curricula of their own in an attempt to out-compete other universities. This situation is mostly felt in developing countries (Ekinci, 2009). The focus of the university on knowledge and its alienation from social values has also led to its restructuring with education focusing on greater 'humanization'. In this context, Erasmus Programs, joint research projects and bilateral agreements can be seen as reflections of the effects of globalization on university policies.

There has been much research focusing on Europeanization and globalization; the outcomes of the globalization process in the Eastern and Western world, in both developed and developing countries; the impact of globalization on the higher education arena in Europe (Brock-Utne, 2002; Evans, 2002; Jarvis, 2006; Mohabedbhai, 2008; Olufemi, 2007; Scott, 2003; Verri, 2003; Yoder, 2006). Regarding the globalization process Jarvis (2006: 9) states *"the dominant forces of the sub-structure are producing a number of similar outcomes: and that does mean that it can be perceived as a standardizing process"*. According to Jarvis, in this standardization process, although all peoples or societies have different cultures, languages, histories, religions or economies, similar forces predominate (2006). However the research conducted on the globalization process of universities in Eastern and Western world reveal very different findings. These studies show that while universities in the west are producing more profits, employing more skilled scholars, conducting more quality research with the help of globalization, the situation is not the same for universities in the east. Globalization of higher education has seen a considerable increase in the flow of scholars. However this flow has generally been from the Eastern to the Western world such that developing countries feel the negative effects of globalization more than developed countries (Yılmaz & Horzum, 2005). Consequently, the situation for Eastern or underdeveloped countries seems totally different. In a study conducted in Nigeria in 1992-2000 (Olufemi, 2007) it was found that between 1992-2000, 20% of academic staff left one University for some other job opportunities, mostly abroad, through global connectivity. The study concluded that globalization causes scholars to move to foundation universities from state owned universities and to migrate to Western countries for exposure to better teaching and research facilities. Therefore globalization causes a brain drain whereby highly skilled academics in developing countries migrate to developed countries. According to Mohabedbhai (2008) developing countries' universities should act for the benefits of their nations not according to the necessities of globalization; they should think locally first.

At the end of 1960s with the development of the free-market economy, higher education institutions failed to meet demands (Gürüz, 2007). Since the first foundation university was established in 1984, their number has arisen rapidly so that there are now 61 foundations out of 172 universities (www.yok.gov.tr). This acceleration has not been limited to foundation universities. In Turkey the number of universities has tripled in the last five years and there has been a related shift from elite to mass education (Ekinci, 2009). The stagnation public universities experienced in renewing their academic and organizational policies in response to the new global demands gave way to the expansion of foundation universities (Mızıkacı, 2010). The establishment of new

departments in foundation universities attracted public attention from public higher education institutions (Bakioğlu & Hacifazlioglu, 2007). Therefore, foundation universities have inevitably helped stimulate public universities to question and change themselves. There have also been changes in the governance and management of higher education institutions in selecting rectors or deans who have international connections and who are internationally well known in certain fields, such as International Relations or Law. For this study, two pioneering foundation universities in Turkey were chosen as the degree of awareness of the effects of globalization on higher education is felt explicitly in foundation higher education institutions. This study does not include public universities as, while some effects of globalization may be similar, the differences between the two sectors may distort the findings.

Although globalization is a high stakes topic in higher education scholarship, there have only been a few empirical studies conducted in the Turkish context. Gümüşeli, Hacıfazlıoğlu and Zagadallin (2012) investigated the way internationalization has influenced teaching practices at universities in Turkey. They found that academics encounter the following challenges in the transition to the internationalization process: "a language barrier, bureaucratic obstacles, organizational mentality, cultural differences and financial obstacles". From another perspective, Gümüşeli, Hacıfazlıoğlu and Dalgıç (2010) examined the experiences of foreign academics working at foundation universities in Istanbul. In the voices of foreign academics in was revealed that universities need to restructure their academic, administrative and pedagogic philosophies in line with the concept of internationalization. Boyacı (2011) also analyzed the views of foreign academics from the basis of classroom management in Eskişehir. In all the aforementioned studies, it was evident that Turkish universities are in a transition phase of implementing internationalization in their daily academic practices and research activities. This study aims to provide the perspective of Turkish academics regarding the impact of globalization efforts on their academic lives as well as the university's administrative processes.

Purpose and Research Questions

The purpose of this study is to determine academics' views of the impacts of globalization on the practices of Foundation Universities. In order to achieve this, the following questions were formed and investigated:

What are the changes in the goals and responsibilities of universities (mission, vision, importance attached to values) due to the effects of globalization?

1. What are the changes in the policy of marketing educational programs and curriculum due to the effects of globalization?
2. What are the recent changes in the practices of professional development opportunities provided for academics (research, teaching, mobility issues) in foundation universities?

Methodology

The following provides information regarding the research model, participants, development of the data collection tool, the data collection process, the data analysis technique and assuring validity and reliability issues.

Research Model

This study is based on a qualitative research model. In order to provide an in depth description of the views of academics on the effects of globalization on Foundation university policies a descriptive survey method was followed.

Participants

Participants in the study were academics working at two foundation universities in

Istanbul, Turkey. 19 academics in total participated in the research, 8 female and 11 male academics from different departments of the universities previously discussed (Faculty of Business, Faculty of Architecture, Faculty of Arts and Sciences, Foreign Languages Department, Faculty of Communication). 21% per cent of the participants were Professors, 26.4% were Associate Professors, 15.8% were Assistant Professors, 21% were Lecturers and 15.8% were Research Assistants. Pseudonyms were used to keep respondents' identities confidential. Data was collected with face-to-face interviews in the fall term of 2008-2009. In order to achieve an in depth description of the globalization process in foundation universities and in order to access information-rich cases the participants were chosen by employing purposive sampling methods (maximum variation sampling).

Data collection Tool

An interview technique was employed for data collection and a data collection form was prepared. Certain steps were followed in the preparation process of the data collection form. Open-ended questions were prepared. The rationale behind this was to encourage academics to open up and share their views and experiences regarding the effects of globalization on the policies of the university at which they work (Yıldırım & Şimşek, 2008). A preliminary data collection form was given to academics in educational sciences for expert opinion. Following necessary changes in the question form, a pilot study was conducted with 3 academics (Anderson, 1990, from Büyüköztürk and others, 2008). On the basis of the pilot study further changes were made on the question form, and then interviews were conducted.

Data Collection Process

In order to target academics who could provide information-rich examples, academics who has worked at the research institutions for at least 5 years were given priority. The academics listed from two institutions were contacted via e-mail or telephone. Out of 34 email or telephones requests, 19 academics agreed to participate in the study. Upon positive replies, a detailed e-mail including a description of the study, the interview questions and a description of the interview process was sent to the volunteer academics. An informed consent letter was prepared beforehand (Groenewald, 2004; Kvale, 1996) in which participants were informed of the aim of the study, the process of the research, the ethical principles of the study and confidentiality terms (Bailey, 1996) of the interviews and study. Participants were also informed that it was a voluntary process and they could stop the interview at any time they wish. Before starting the interviews the participants' informed consent was obtained.

All the interviews were conducted in the offices of academics as it was considered that they would feel most comfortable here. All interviews were carried out between September and November 2008, and were voice recorded. Data collection interviews took approximately 1-1,5 hours and each interview was continued until it was felt that the participants had begun to bring no more original perspectives to the interview questions.

A Contact Summary Sheet was completed at the end of each interview in order to summarize the details and content immediately after the interview (Miles & Huberman, 1994). All the voiced recorded interviews were transcribed verbatim by the researcher and sent to the participants to obtain their consent and to eliminate any possible misunderstandings. Following formal confirmation, interview transcripts were put in a standard format for data analysis.

Data Analysis

Data collected in face-to-face meetings were analyzed employing descriptive analysis technique. In the process of preparing interview questions a comprehensive literature review was completed and research related to the topic was thoroughly researched. The interview questions were prepared accordingly. Therefore, in the data analysis stage the pre-determined conceptual framework was used and the data obtained were organized under the pre-determined themes. In

order to ensure confidentiality, a pseudonym was given to each participant and the information related to the institutions at which they worked was kept private.

Validity and Reliability

In order to ensure validity of the study, strategies developed by Lincoln and Guba (1985) were employed. In qualitative studies concepts such as dependability and applicability are used rather than validity; and consistency and confirmability concepts are used rather than reliability (Lincoln & Guba, 1985). In order to ensure dependability certain techniques were employed. In qualitative studies, there is always a risk that the researcher could misinterpret what s/he hears. In order to minimize the risk of misinterpretation, participant confirmation was taken. Participants were sent a letter to review the transcripts of their interview (Coffey and Atkinson, 1996). In addition expert opinion was taken in the stages of coding, thematizing and analyzing the data. Input from the expert was solicited (Maxwell, 1996; Yıldırım and Şimşek, 2008), inviting him to challenge both the researchers' way of thinking and interpretation of the data. To ensure applicability a purposive sampling method was employed to access information-rich cases and define general events; and data were used as direct quotations from the interviews.

In order to ensure consistency and confirmability (Lincoln and Cuba, 1985) of the study the interview questions were asked in a similar approach, records of the interviews were kept consistently, and the same steps were followed in coding and analyzing data. All the transcriptions were quoted verbatim also noting down the physical environment and unspoken messages.

Limitations

The study is limited to interview questions asked of 19 academics from 2 foundation universities in Istanbul. Therefore the findings cannot be generalized to all the foundation universities in Turkey.

Findings and Discussion

In the analysis of the data, findings were classified under the main topic: 'Academics' perceptions of the changes in university policies'. In relation to the main question of the study, three pre-determined sub-topic findings were listed as; changes in the a) goals and responsibilities of universities (mission, vision, importance attached to values), b) marketing policy and c) professional development (such as research, teaching and mobility issues) opportunities provided for academics.

Changes in the goals and responsibilities of university. Globalization is having a profoundly transformative impact on universities, to the point that even the establishment of goals has to conform to new globalizing norms. Findings regarding the changing missions and visions of universities revealed that foundation universities made changes in their strategic plans according to the global conditions at the time. Universities are no longer satisfied with attracting students from within the territory of their country. They are also more inclined to address students around the world with English as the medium of instruction in all their programs and international student exchange programs. Research reveal that by 2025 the number of international students in higher education will reach 15 million (Altbach & Knight, 2006; from Boyacı, 2011). Therefore it can be said that in both public and private universities there is a tendency to attract more international students. Joint partnerships and research projects have also proliferated in recent years. All the academics that participated in the study stated that the vision of their university is to compete on the global platform in forthcoming years.

Concerning the roles that universities should undertake, there was a consensus among all the participants, with one exception. The 'exception' emphasized the important role of the university in providing a knowledge transfer from teachers to students. According to all the other participants, the development of moral growth should be the main goal of higher education.

This finding is not in tune with the changing missions of higher education due to the effects of globalization ("to produce, teach, spread and sell knowledge").

In contrast to the current missions of universities, participants emphasized the importance of value education that universities should accomplish. Likewise, Erdem (2003) claims that because universities undertake the missions of educating, teaching and social service, they should prioritize values as universities are institutions that are based on values themselves. However, the hegemony of the economic values that globalization brought caused these values to conflict with academic (being scientific, effort for generating information, attaching importance to information), humanistic (respect for people, individuals are valuable) and ethical (honesty and trust) values of university (Erdem, 2003).

Four of the participants stated that there are certain courses students have to complete by graduation and the purpose of these courses are to broaden students' horizons and to orientate them towards a variety of disciplines. They defined these as good intentions. Although participants pointed out that developing moral consciousness and providing valuable education should be among a university's main responsibilities, they criticized the university system for not accomplishing these responsibilities.

From the perspective of globalization, the magnitude of some courses is emphasized by several participants. Four of the participants suggested that "Communication Skills" and "History of Civilization" should be compulsory courses for all disciplines. They attached all these efforts to studies on EU integration process and also added that basic courses like history of civilization will contribute to multiculturalism and quality culture in order to create a Common European Culture. One of the Associate Professors commented:

In EU Internationalization and Europeanization concepts are perceived as intercultural exchange. In this exchange process students learn the culture of that place. The aim is to create cultural awareness. With the cultural awareness a "Common European Culture" is aimed to be shaped. Quality left its place to quality culture. They want to create quality culture and multiculturalism as the basis to form this quality culture…. (Bilge)

Six of the participants concurred in the significance of the elective courses taken in the first two semesters and emphasized that these courses enable students to think critically. Regarding the importance of elective courses, one of the Assistant Professors maintained:

Especially in the first two semesters they take four general education (GE) courses that broaden their horizons in different disciplines, sweep the borders away in their minds, and improve their creativity … (Murat)

Participants of the study stressed the importance of presenting different points of view and values, building characters and creating a global consciousness in students with a wide range of elective courses in university education. For the participants, the way to accomplish this is to confront students with a range of different courses from various disciplines, namely general education (liberal arts). In their proposal to universities on value education, Colby and others (2003) emphasize the revival of liberal education and focus on cultural differentiation. Students should be pushed to think and discuss values without being forced to think within the remit of pre-defined specific views and values (Colby and others, 2003; Verri, 2003). Effective programs which improve tolerance to others, respect for others' points of view and awaken interest in the rights and welfare of societies, should be formed. These can be viewed as the basic values of a democratic system.

Regarding the policy shift within university management, three of the participants from the same university mentioned a program that used to be on the curriculum, and emphasized that systematic structuring with regards to vocational education cultivated students' creativity during that period. The interviewees thought that although students and academics had positive feelings about these courses, the new university management abolished these programs as they wanted to see their names under all programs and deeds.

ACADEMICS' PERCEPTIONS OF THE EFFECTS OF GLOBALIZATION ON TURKISH FOUNDATION UNIVERSITY POLICIES

In addition to the view of university as providing individuals with values and general culture, students seem to be more inclined to see it as a way to increase their income in the future. Participants discussed that university has more of an objective in developing a sense of moral consciousness than in giving the decision of establishing new departments and certificate programs. In parallel to that, Curtis-Tweed (2004) state that the new trends and movements that globalization has created has also affected value systems, and the consequent changes in value systems implicitly impacting educational systems. Nowadays, education is in a value chain that is related to the creation of income (Scott, 2003). With the point of view "education equals income", it is thought that individuals will get more than they invested for their education.

Changes in the policy of marketing. All the participants discussed the changes in university policies in accountability, spreading its reputation, market orientation, quality and internationalization. However, becoming more market orientated was the only item that all the participants, without exception, were keen to stress. Five of the participants defined all the investments of university as 'market oriented' and added that the most important factor in decisions to establish new departments is demand, such that the program which ensures the highest demand is most probably the one chosen. The public good of a program is not taken into consideration, as one participant argued:

When there is a novelty in university I want to see some good intentions behind it but I think, unintentionally, I programmed myself to be susceptive. Directly I look for a benefit that university will gain behind it. It seems to me that the newly established programs are first considered as a source of income. (Ahmet)

The findings regarding the market oriented investments of foundation universities are also consistent with the results of current scholarship (Bok, 2003; Evans, 2002; Mızıkacı, 2010; Tural, 2004). As foundation universities are almost financially autonomous from government, their organizational autonomy is higher than public universities. As previously mentioned, this autonomy has enabled them to follow market oriented policies rather than being dictated to by government regulations (Hüfner, 2003).

In all the interviews conducted, participants emphasized that in order for a university to have a high public profile there must also be some areas in which the university differentiates itself. This idea was also asserted by Marginson (2002), who emphasizes the fact that survival in the competitive atmosphere created by globalization requires being a leading figure in certain areas and even becoming a brand. Institutions attempt to gain competitive advantage in two ways, through pricing or by differentiation, producing a unique or high quality product.

Harvey (1990, . 151) also emphasizes the magnitude of differentiation in the following way:

As Space becomes united, fragmentation of social identities and actions gain more importance; developing local competitive strategies and awareness' of what makes a place special among others, and what gives it a chance in competitive platforms, requires attention.

The language of instruction is a constraint in the process of globalization. Seven of the participants agreed that having English as the medium of instruction is an advantage for them on the international platform and they can draw benefits from globalization in this way. Furthermore one of the professors pointed out that globalization requires actors in the global system to be able to speak more than one language. This study provided a picture of academics meeting the challenges of the global world. The constructive way language problems can be managed could be examined in future studies. Interdisciplinary studies could provide valuable insights into higher education scholarship.

This study found that the university policies, regarding the language of instruction and multiculturalism, feature in global education. The findings regarding the necessity of speaking more than one language in the process of globalization support the findings of existing research. Beyond any doubt, cultural awareness and multiculturalism are highly dependent on respect and knowledge of other languages. In the university restoration movements in Australia, which started

after the 1980s, increasing the language capacity and improving the multi-cultural curriculum was aimed to improve relations with East and South-East Asian Countries (Marginson, 2002).

Participants identified the perception of doing something for the public good as another marketing strategy of foundation universities. Four of the participants agreed that 'enlightening the community' is one of the basic aims of the university. Highlighting universities' social responsibility, an Associate Professor stated that a two-month free seminar helped the university integrate with society:

A program called "Community Academy" was established. It was a free program. Professors from different disciplines were lecturing on Saturday and Sunday for two months. During this period university welcomed thousands of people from different segments of society. At the end of the program participants were given a certificate. University both tried to serve the society and integrate with it. (Bilge)

Bilge revealed how supporting community programs is a tool for revealing its institutional identity. She also appeared to perceive this as a hidden agenda for university marketing strategies.

Another point where institutional marketing can be seen is mutual agreements signed between universities. Three of the participants stated that the university at which they work has agreements with American Universities ensuring dual diplomas for certain programs at graduation. These kinds of programs are important as they aim to provide a real social and cultural integration from the point of students. The participants were happy to be hosting international students as well as providing them with academic and intellectual support.

Changes in the professional development opportunities provided for academics (recruitment, research, teaching and mobility issues). The rapid change caused by globalization has inevitably affected the academics' role. According to participants, there have been changes in the roles of academics with respect to their relations among themselves, their academic environment and their value judgments. With globalization, universities' mission to compete on the global platform has also produced certain effects, in their view, on research. According to the findings of this study, participants (when comparing the past and present/future of their university) stated that there has been a highly significant change in the importance that is attached to research. All of the participants claimed that academic researchers are supported more than they were in the past.

Regarding the new approach to research, five of the participants stated that the foundation of a *Research Funding Unit* encouraged academics to conduct research. They claimed that supporting research is a new policy of the university, which has protected its own status and is beneficial to the academics and, in corollary, the country. In addition, there are more opportunities sending academics abroad for research and post doctorate research studies. They added that this was a good step for conducting multicultural researches and broadening academics' horizons.

As mentioned in the previous section, building international partnerships is another policy of universities which also has an influence on the roles and status of academics. Three of the participants viewed positively university international partnerships by means of joint research projects. They stated that all these partnerships encouraged them to conduct intercultural research which upgrades their employment potential in the global arena. As an example one of the Assistant Professors stressed:

For instance you may have done some very valuable research. However it is not published in an internationally indexed periodical. That may be because your research is not found global enough and it is found too local. If you have strong partners, you may conduct intercultural research with them which may be published. These are all new paradigms. (Cem)

With globalization, changes in the goals and responsibilities of university show themselves in the status and roles of academics. As Lieberwitz (2005) points out, the mission of the university and the rights of the academics in a university reflect the social roles of academics and the university. It has been borne out in this study that, as universities put their goals of being well-

known globally alongside their programs and research studies, there is a correlative increase in support given to their academics. As a matter of fact, priority was first given to research universities for entrepreneurship, collective research, developmental laboratories and national research centers (Mattoon, 2006). Likewise, the academics who participated in the study were pleased with their university's the new policy as it would give them a chance to conduct joint research programs with universities abroad or to join research teams abroad supported by their institution.

Along with the positive effects of globalization on the roles and status of academics, there have also been some negative aspects. Participants stated that an intense competitive atmosphere created rivalry and jealousy among academics, which has in turn negatively affected their productivity and teaching performance. Four of the participants emphasized that the work environment has become more stressful in comparison to the past, as competition among universities is also similarly effective among academics. Regarding competition among academics one of the Professors said:

The University displays a more aggressive attitude in choosing students [into departments like graphic and design, interior architecture using aptitude tests] and recruiting academics these days. It aims to have more quality input and create more resources. It is just like the TV channels; if a university transfers a professor, the other university transfers another reputable professor. This is a tense environment. There used to be colleagues in traditional universities who were not in competition with each other. However, now it creates a university image that encourages competition inside the university. Obviously it is not something positive. (Mesut)

For Curtis-Tweed (2004) commercialization has also damaged the unity and trust among academics, which in the end, impaired the impartiality and integrity of the university. According to the participants of the study, the negative competitive atmosphere among academics is caused by universities' inadequate policies. Eight of the participants agreed that this tense environment will disappear when the university becomes more institutionalized and academics are evaluated with specific criteria. This finding needs to be investigated in further studies to see whether their perception of competition changes in time.

Even though the competitive environment is described negatively by some academics, two of the academics described this competitive environment as something positive. According to these participants the competition of being qualified, being open to novel ways of thinking and producing original publications pushes academics into being productive. They name this as a positive side of the change. It was obvious in the views of the participants that the culture of the university has a significant role in either creating a collaborative or a competitive environment. The culture created in the new globalization paradigm serves as a unique topic that needs to be explored in further studies.

Regarding the recruitment criteria of academics, four of the participants added that academics are chosen according to their level of popularity in society and these academics mostly do not have time for their students out of the classroom and do not have as much teaching opportunities or time.

Furthermore, the fierce competition among universities has shown itself in the recruitment of instructors. As in the recruitment and promotion processes of academics, the mission and the differentiation strategy of the university play a significant role, which has created a disturbance among academics; as several of the participants noted, the lack of a detailed performance evaluation system makes the system highly partisan and not transparent. For the participants, the encouragement of university management to research has also negatively influenced academic teaching quality. In parallel to what participants stated with respect to improving poor teaching quality, Bok (2003) emphasizes that deans and department chairs could improve academics' course delivery by using a performance evaluation system in which academics should attend seminars on effective teaching techniques. Directing academics to research and decreasing their effects in

classroom means underestimating the role of modeling in education. Regarding the significance of quality teaching, social learning theorists Bandura and Walters (1963) claim that learning through modeling and imitation are at the fore in the formation of morality,. Therefore educators have the biggest impact in value education. Findings of the study showed that universities have been in a transformation process in accordance with globalization and participants revealed their observations about the ways in which institutions meet the challenges created in this new setting. Recruitment and retention of academics was revealed as a topic that needs to be investigated in detail in future studies.

Those findings are consistent with related literature indicating significant effects of globalization on higher education; on its functions, policies, marketing strategies, and roles and status of academics (Brock-Utne, 2002; Rinne and Koivula, 2005; Scott, 2003; Spiro, 2003). In their study on contemporary changes in higher education institutions in the UK, USA, Australia and Canada Slaughter and Leslie (1997) conclude that despite the very radical differences in their political cultures, their university sectors developed similar policies in order to accommodate and to compete in the globalization process.

However, the effects of the globalization process have been felt very recently. While academics in Turkey are complaining about the absence of a performance evaluation system based on salary and other benefits, in 1991 Norway replaced such a salary scale for professors with a different salary arrangement system negotiated yearly (Brock-Utne, 2002). Therefore the timing and degree of those effects definitely varies in countries with different education systems and traditions, cultures, and so on. In the case of Turkey, those effects might have seemed more extreme because of a long period of stability and fossilization in the policies of universities in the whole country, making the changes brought along with the establishment of foundation universities and globalization felt more keenly in Turkish universities. In particular, considering the increase in the number of foundation universities in the last 25 years, it can easily be inferred that foundation universities in Turkey are playing a stimulating role in the globalization process of higher education. However, during this process of change, it is important that foundation universities pay more attention to the local needs of the country instead of capitulating to market pressures, feedback from industry and student demands.

Conclusion

This study shed light on academics' perceptions of the impacts of globalization on the policies of foundation universities in Turkey. Three areas in which universities have been affected by the globalization process were explored and discussed: a) changes in the goals and responsibilities of universities (mission, vision, importance attached to values); b) changes in the policy of marketing (educational programs, curriculum); c) changes in the professional development opportunities provided for academics (research, teaching, mobility issues).

The study reveals that academics are opposed to the changing goals of universities which are becoming limited to the production, teaching, spread and selling of knowledge. They seem to have become advocates for universities' also providing value education. In this respect they are in conflict with university administration. In order to contribute to the adaptation of changes that are imposed by globalization, students and academics need to be informed about the findings of research such as this which in turn may help them benefit more from the effects of globalization in higher education.

Foundation universities have been seen to address the impositions that have emerged due to globalization mostly in the form of internationalization. They appear to realize their intentions to become internationalized in increasing the number of students and faculty mobility, increasing the number of international publications and the amount of international student enrolment. While an internationalization policy creates some professional development and research opportunities for academics, it also causes a tense competitive environment. Although foundation universities

are struggling hard to keep up with the changes imposed by globalization, their efforts in creating a quality culture and multiculturalism is not yet sufficient.

As the study is limited to the views of academics from two foundation universities in Istanbul, the findings can not be generalized to all foundation universities in Turkey. Therefore a more comprehensive research needs to be conducted scrutinizing the effects of globalization on foundation university policies including a variety of foundation universities showing different characteristics. In further studies other stakeholders of higher education such as students, higher education administrators and staff working in administrative areas should be included. Compared to the very old history of public universities in Turkey, the oldest foundation university is now just 30 years old. Therefore, with their management structure and policies, a huge difference between the two is inevitable. In further studies the effects of globalization on public universities in Turkey should be investigated and the effects of globalization on public and foundation university policies could be compared. In addition the marketing strategies of foundation universities as they become internationalized could also be the topic of further study.

References

Alderman, G. (2001). The globalization of higher education: Some observations regarding the free market and the national interest. *Higher Education in Europe, 26*(1), 47-52.

Bailey, E. (1996). *A guide to field research.* California: Pine Forge.

Bakioğlu, A., & Hacıfazlıoğlu, O. (2007). Academics' perceptions of private university establishment standards and teaching quality. In T. Townsend & R. Bates (Eds.) *Globalization, Standards and Professionalism in Times of Change* (pp.157-176) Netherlands: Springer.

Bandura, A., & Walters, R.H. (1963). *Social learning and personality development.* New York: Holt, Rinehart and Winston.

Beck, U. (2000). *What is globalization?* Cambridge: Polity Press.

Bok, D. (2003). *Universities in the market place: The commercialization of higher education*. NJ: Princeton University Press.

Boyacı, A. (2011). Erasmus exchange students' comparative views on classroom management in Turkey and in their country (Anadolu University case). *Education and Science, 36*(159), 270-282.

Brock-Utne, B. (2002). The global forces affecting the education sector today - The universities in Europe as an example. *Higher Education in Europe, 27,* 283-99.

Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, & Ş., Demirel, F. (2008). Bilimsel Araştırma Yöntemleri. Ankara: Pegem.

Coffey, A., & P. Atkinson. (1996). *Making sense of qualitative data analysis: Complementary strategies*. Thousand Oaks CA: Sage.

Colby, A, Ehrlich, E.T, Beaumont, E. & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.

Currie, J., Newson, J.A. (1998). *Universities and globalization: Critical perspectives*. Thousand Oaks: Sage Publications.

Curtis-Tweed, P. (2004). Moral and civic responsibility and the commercialization of higher education. *Journal of Moral Education, 33,* 211–17.

De Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis.* Westport, CT: Greenwood Press.

Diaz, R.M. (1999). *Nietzsche and Education*. Retrieved January 5, 2010, from http://www.vusst.hr/ENCYCLOPAEDIA/doku.php?id=nietzsche_and_education.

Dyer, J. (2005). Opportunities and challenges for global education in social education curriculum. In P. Jeffrey (Ed.), *AARE 2005 International education research conference* (pp. 1-21). Sydney: University of Western Sydney.

Ekinci, C.E. (2009). Student expenditures and costs in higher education in Turkey. *Education and Science*, 34(154), 119-133.

Erdem, A.R. (2003). Üniversite Kültüründe Önemli Bir Unsur: Değerler [An important element in university culture: Values]. *Değerler Eğitimi Dergisi*, 1, 55–72.

Evans, G. R. (2002). *Academics and the real world*. Buckingham: Open University Press.

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods 3*(1). Retrieved February 12, 2010, from http://www.ualberta.ca/~iiqm/backissues/3_1/pdf/groenewald.pdf**.**

Gümüşeli, A. İ. & Hacıfazlıoğlu, Ö., & Dalgıç, G. (2010). La transicion hacia un nuevo escenario academico: historias narrativas de academicos extranjeros que trabajan en universidades turcas [Transition to a new academic setting: Narrative stories of foreign academics working at turkish universities]. Revista de curriculum y formación del profesorado. 14(3), 99-116.

Gümüşeli, A. İ., Hacıfazlıoğlu, O., & Zagudillin, M. (2012). L'internationalisation de l'enseignement supérieur en Turquie: motivations des enseignants, obstacles et résistances aux changements. [Implementation of Change at The Local Level: Motivations For Internationalization of Higher Education Among University Lecturers in Istanbul, Turkey]. *Carrefours de l'éducation*. (In Press)

Gürüz, K. (2007). Development of private higher education in Turkey. *International Educator (NAFSA)*, 16(2).

Hacıfazlıoğlu O. & Ozdemir, N. (2010). Undergraduate students' expectations of foundation universities and student profile: Suggestions for university administrators. *Education and Science, 35*(155), 118-130.

Harvey, D. (1990). *The condition of postmodernity: An enquiry into the origins of cultural change*. Oxford: Blackwell.

Hüfner, K. (2003). Higher education as a public good: Means and forms of provision. *Higher Education in Europe, 28*, 339-48.

Iyi, S. (2002). Üniversitenin Bütünleşmesinde Etik'in Önemi [Importance of ethics in the integration of university]. Bursa: Uludağ Üniversitesi Kültür Sanat Kurulu Yayınları, 3-10.

Jarvis, P. (2006). The Bologna process: Europeanization or globalization? *Prospero, 12*, 6-13.

Knight, J. (1994). *Internationalization of Canadian universities* (Ottawa, Canada: UMI Dissertation Services), Retrieved February 15, 2007, from http://www.csc.scc.gc.ca.

Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Juta.

Lieberwitz, R. (2005). Confronting the privatization and commercialization of academic research: An analysis of social implications at the local, national, and global levels. *12 Indiana Journal of Global Legal Studies*, 109.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Marginson, S. (2002). Nation-building universities in a global environment: The case of Australia. *Higher Education, 43*, 409–28.

Marshall, C., & Rossman, G.R. (1999). *Designing qualitative research* (3rd ed.). Newbury Park, CA: Sage.

Mattoon, R. (2006). Higher education and economic growth: A conference report. *The federal reserve bank of Chicago*, 222b, 1–7.

Maxwell, J. (1996). *Qualitative research design*. Thousand Oaks, CA: Sage.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis. An expended source book*. Thousand Oaks, CA: Sage.

Mızıkacı, F. (2010). Isomorphic and diverse institutions among Turkish foundation universities. *Education and Science, 35*(157), 140-151.

Mohabedbhai, G. (2008). "Globalization and its implications on universities and developing countries." *Paper presented at One World Week, Forum on Global Universities Warwick University, 27 January*, Coventry, UK.

Olufemi, S. O. (2007). "Globalization, migration and brain drain: The experience of Olabisi Onabanjo University, Nigeria." *14th Nordic Migration Researchers' Conference, 14-16 November*, Bergen, Norway.

Rinne, R., & Koivula, J. (2005). The changing place of the university and a clash of values, the entrepreneurial university in the European knowledge society, a review of the literature. *Higher Education Management and Policy, 17*, 91-122.

Russo (2008). *Globalization and the rise of foundation universities.* Retrieved February 6, 2010, from http://network.nature.com/groups/naturejobs/forum/topics/1126.

Scott, P. (1998). The globalisation of higher education. Buckingham: Open University Press.

Scott, P. (2003). Challenges to academic values and the organization of academic work in a time of globalization. *Higher Education in Europe, 28*, 295-303.

Seidman, I. (1998). *Interviewing as qualitative research: a guide for researchers in education and the social sciences.* New York: Teachers College Press.

Slaughter, S., & L. Leslie. (1997). *Academic capitalism: politics, policies, and the entrepreneurial university.* Baltimore/London: John Hopkins University Press.

Spiro, M. (2003). Academic values and academic work in the era of globalization: The case of Albanian universities. *Higher Education in Europe, 28*, 311-23.

Tural, N.K. (2004). *Küreselleşme ve Üniversiteler* [Globalization and universities]. Ankara: Kök Yayıncılık.

Verri, G. (2003). Challenges to academe in a time of globalization. *Higher Education in Europe. 28*(3), 307-310.

Yang, R. (2003). Globalisation and higher education development: A critical analysis. *International review of Education, 49*(3-4), 269-291.

Yıldırım, A., & Şimşek, H. (2008). *Qualitative research method in social sciences*. Ankara: Seçkin Yayınları.

Yılmaz, K., & Horzum, M.B. (2005). Küreselleşme, Bilgi Teknolojileri ve Üniversite [Globalization, information technologies and university], İnönü Üniversitesi Eğitim Fakültesi Dergisi, 6(10), 103-121.

Yoder, B. L. (2006). Globalization of higher education in eight Chinese universities: Incorporation of and strategic responses to world culture. Unpublished doctoral dissertation, University of Pittsburgh, School of Education, Pittsburg.