



ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF EDUCATION ADMINISTRATION

Current Models in Higher Education Governance

Master's Thesis

Bayramgeldi Hudayberdiyev

September 2023



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Supervisor

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THESIS JURY APPROVAL

This Master's thesis titled "Current Models in Higher Education Governance" written by Bayramgeldi Hudayberdiyev at the Department of Education Administration was accepted by our jury.

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Date of Defense: 26/09/2023

STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA Manual of Style (7th Edition) and used its [footnote/in text] reference format consistently throughout the entire text.

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Declaration of Originality

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

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Bayramgeldi Hudayberdiyev

GENİŞ ÖZET

Yükseköğretim Yönetiminde Çağdaş Modeller

Hudayberdiyev, Bayramgeldi

Yüksek Lisans Tezi, Eğitim Yönetimi Anabilim Dalı

Danışman: Doç. Dr. İbrahim Hakan Karataş

Eylül 2023

Problem Durumu

1960'lı ve 1970'li yıllarda araştırmacıların, üniversitelerin yönetiminden ziyade onların eğitim ve işlevleri üzerine daha fazla çalışma yaptığını görmek mümkündür. Örneklemelerinde üniversiteleri ülke çapında “İngiliz üniversiteleri” veya “Amerikan üniversiteleri” olarak kategorize etmişlerdir. Bu durum aynı zamanda devlet otoritesi ile beraber merkezileşme konusunda kabul görmüş bir tutumun olduğunu göstermektedir. Buna örnek olarak, o dönemin literatür taraması olarak da değerlendirilebilecek Meray'ın 1971 tarihli çalışmasında üniversitelerin ulusal çapta sınıflandırılmasını vermek mümkündür. Meray (1971) çalışmasında “İngiliz Üniversiteleri”, “Alman Üniversiteleri”, “Amerikan Üniversiteleri”, “Fransız Üniversitesi” ve “Sovyetler Birliği Üniversitesi” olarak kategorize eden dünya üniversitelerinin eğitimini, hedeflerini, işlevlerini ve yönetimlerini analiz etmiş ve açıklamıştır. Ancak 1980'li yılların ortalarından itibaren dünyada üniversite yönetiminde “yönetim” anlayışı yaygınlaşmaya başlamıştır (Erdoğan, 2022). Başka bir ifade ile, özel bir şirket yönetir gibi üniversiteler yönetilmeye başlanmıştır. Bilgi Çağı'nın ilk 10 yılını temsil eden 1990'lı yıllarda ise toplum dönüşümünden geçerken yükseköğretim de uygulamalarını zamanın standartlarına göre yeniden düzenlemek zorunda kalmıştır (Dolence & Norris, 1995). Yükseköğretimdeki dönüşüm, yönetim modelleri üzerine daha fazla araştırmayı beraberinde getirmiştir.

Yükseköğretim kurumlarının yönetimi konusunda yapılan çalışmalardan en yaygın olanlarından biri, Clark'ın 1983 yılında yükseköğretim sistemi üzerine yazdığı kitabında geniş bir şekilde tanıttığı Koordinasyon Üçgeni olarak ifade edilebilir. Üçgen'in tanıtıldığı zamanlarda Clark, bir yükseköğretim örgütsel sosyoloğu olarak yükseköğretim kurumlarının yönetimi üzerine birçok analiz yapmakta ve yükseköğretim sisteminin birçok boyuttan etkilenen en karmaşık sistemlerden biri olduğunu iddia etmektedir (Clark, 1983; Fındıklı, 2017). Bu üçgen üzerinden yükseköğretim yönetiminde devlet, akademik oligarşi ve piyasa arasında koordinasyonun bulunduğunu öne sürmüştür. Frans van Vught (1993) da aynı zamanda bir derleme çalışmasını sunmuş ve tam bir piyasa temelli kurum oluşturma çok zor olduğunu belirterek, yükseköğretim yönetimindeki ademi merkeziyetçiliğin potansiyel sorunlarını vurgulamıştır. 2007 yılında Olsen,

üniversitelerin organizasyon ve yönetişimine ilişkin ana vizyonları ortaya çıkarmış ve aynı zamanda yükseköğretim kurumlarının yönetim modellerinin analizinde de bu vizyonlar ile ilgili açıklamalarından yararlanılmıştır. Bu dört vizyon şu şekildedir: “Üniversite kurallara göre yönetilen bir akademisyenler topluluğudur”, “Üniversite ulusal siyasi gündemlerin bir aracıdır”, “Üniversite temsili bir demokrasidir” ve “Üniversite rekabetçi pazarlara yerleştirilmiş bir hizmet kuruluşudur” (Olsen, 2007). Bu vizyonlar kendilerine ait spesifik kriterleri içermektedir. Ancak Olsen'in (2007) çalışmasındaki dört vizyonun kriterlerinin çoğunlukla Avrupa üniversiteleriyle ilgili olduğunu belirtmek gerekir. Yükseköğretim kurumlarının yönetişimine ilişkin en güncel çalışma Knill ve Dobbins'in 2014 yılında yaptığı araştırmadır (Fındıklı, 2017). Knill ve Dobbins (2014) “Devlet merkezli model”, “piyasa odaklı model” ve “akademik özyönetim” olmak üzere üç tür yükseköğretim düzenlemesini içeren bir tablo sunmuşlardır. Bu üç tür model, Clark'ın, Olsen'in ve diğerlerinin çalışmalarından elde edilen verilerden ve yorumlardan gelen göstergeleri içermektedir (Knill & Dobbins, 2014).

Toparlamak gerekirse, yükseköğretim yönetimi üzerine bugüne kadar pek çok araştırma yapılmıştır. Bunlara Meray ve Clark'ın sırasıyla 1971 ve 1983'te Avrupa, Asya (USSR) ve Amerika Ülkelerini kapsayan çalışmaları, Olsen'in 2007'de Avrupa üniversitelerini kapsayan çalışması ve Knill ve Dobbins'in 2014'te Avrupa ve Amerikan üniversitelerini kapsayan çalışmaları örnek olarak verilebilir. Bu çalışmaların ana fikri, Clark'ın (1983) üniversite yönetimindeki devlete, akademik oligarşiye ve piyasaya yönelik eğilimleri hakkında önemli bilgilere dayanmakta ve bu çalışmalar yükseköğretim yönetim modellerinin analizinde kullanılabilecek evrensel çerçeveler sunmaktadırlar. Şimdiki çalışmada da dünyanın farklı yerlerinden değişik üniversitelerin devlet temelli yönetişime, piyasa temelli yönetişime veya akademik özyönetişime yönelik güncel eğiliminin ortaya çıkarılması amaçlanmaktadır.

Amaç ve Araştırma Soruları

Shanghai Ranking Consultancy tarafından hazırlanan Dünya Üniversiteleri Akademik Sıralaması (ARWU) veya Times Higher Education (THE) Dünya Üniversite Sıralaması gibi dünya üniversite sıralama sitelerine bakıldığında bazı üniversitelerin çok başarılı olduğu, bazılarının ise standart altında olduğu açıkça görülmektedir. Bütün dünyada yükseköğretim sistemi, eğitim yöntemi, işlevleri, kazanımları ve yönetişimi açısından birbirinden farklılık gösteren oldukça karmaşık bir sistem olduğu da görülmektedir. Bunların bir kısmı daha çok devlet otoritesine bağlı iken bir kısmı da piyasa odaklı bir çerçevede faaliyet göstermektedir. Bu açıdan bakıldığında üniversitelerin devlet merkezli yönetim, akademik özyönetim veya piyasa odaklı yönetim yönündeki mevcut eğilimlerinin ortaya çıkarılması zorunluluğu öne çıkmaktadır. Dolayısıyla, bu araştırmanın temel amacı da dünyanın farklı coğrafyalarındaki farklı temsili yükseköğretim kurumlarının mevcut yönetişim modellerini Clark Üçgeni'ne göre devlet,

akademik oligarşi ve piyasa olmak üzere üç boyut kapsamında incelemektir. Çalışma sırasında kurumların amaçları, işlevleri, karar alma yönetmelikleri ve mali kaynaklarına ilişkin belgeler derinlemesine incelenmiştir. Bu doğrultuda çalışmanın asıl amacına ulaşmak için aşağıdaki üç araştırma sorusuna cevap aranmıştır:

1. Knill ve Dobbins'in modellerine göre yükseköğretim kurumunun devlet ve toplumla ilişkileri nasıldır?
2. Üniversitenin kurumsal yapısı nasıldır?
3. Üniversite yönetiminde kontrol ve kalite değerlendirmesi nasıldır?

Araştırma soruları Knill ve Dobbins (2014) tarafından sunulan modellerdeki kriterlerin karşılanmasını sağlamak amacıyla hazırlandığı için bütünseldir.

Yöntem

Bu çalışma nitel yaklaşımla sürdürülmüştür. Nitel araştırmalarda veriler istatistiksel olarak sunulmaktan ziyade yorumlanmaktadır (Mackey & Gass, 2005, s. 2). Araştırmada nitel bir araştırma yöntemi olarak doküman analizi kullanılmıştır. Bowen'a (2009) göre doküman analizi, basılı ve elektronik dokümanları incelemenin ve değerlendirmenin sistematik bir yolu olarak ifade edilmektedir. Bu çalışmada belgelere hermenötik açıdan yaklaşılmış ve belirli yönlerden yorumlanmıştır. Burada doküman analizinin, röportajların ve diğer konuşma biçimlerinin transkripsiyonlarının analizinden oluşan içerik analizinden daha fazlası olduğunu da belirtmek önemlidir (Bowen, 2009).

Araştırmada amaçsal örnekleme çeşitlerinden biri olan ve "evrende incelenen problemle ilgili olarak kendi içinde benzeşik farklı durumların belirlenerek çalışmanın bu durumlar üzerinde yapılması" olarak tanımlanan (Kriter Bazlı) Maksimum Çeşitlilik Örnekleme yöntemi kullanılmıştır (Büyüköztürk vd., 2018, p.93). Bu örneklemede temel amaç, farklı durumlarda farklı veya ortak yönleri ortaya çıkarmak için birimleri mümkün olduğunca farklı hale getirmek ve bu şekilde problemi daha geniş bir çerçevede tanımlamaktır (Büyüköztürk vd., 2018). Patton'a (2014) göre, öncelikle "örnekleme oluşturmak için çeşitli özellikler veya kriterler belirlenerek başlanmaktadır." Bu çalışmada da örneklem oluşturmak için üniversitelerin "temel öğretim yöntemi", "işlevi" ve "coğrafi çeşitliliği" olmak üzere 3 ana kriter belirlenmiş ve bunlara göre kriter tablosu oluşturulmuştur. Bu tabloda sunulan kriterlere göre 11 yükseköğretim kurumu seçilmiştir. Seçilen kurumlar Avustralya'dan Melbourne Üniversitesi, Almanya'dan Münih Teknik Üniversitesi (TUM), Hindistan'dan Hindistan Bilim Enstitüsü (IISc), Katar'dan Katar Üniversitesi (QU), Rusya Federasyonu'ndan Moskova Fizik ve Teknoloji Enstitüsü (MIPT) ve Moskova Devlet Üniversitesi (MSU), Güney Afrika'dan Cape Town Üniversitesi (UCT), Türkiye'den Sağlık Bilimleri Üniversitesi (UHS), İngiltere'den The Open University ve Oxford Üniversitesi ve ABD'den de Massachusetts Teknoloji Enstitüsü (MIT) olarak belirlenmiştir.

Örneklemede üniversiteler rollerini kendi özgünlükleriyle temsil etmektedir. Örneğin Melbourne Üniversitesi, Okyanusya'daki araştırma üniversitesi olarak nitelendirilen üniversiteleri temsil etmekte ve Şangay Jiao Tong Üniversitesi'nin Dünya Üniversiteleri Akademik Sıralamasındaki (ARWU) ulusal sıralamada da en iyi üniversite olarak yer almaktadır. Melbourne Üniversitesi 1953 yılında kurulmuş olup, Avustralya'nın en eski ikinci üniversitesi olarak bilinmektedir (Potts, 2012). TUM ise 2022 yılında 78 start-up'a destek veren girişimci üniversitelerin Almanya'daki temsilcisi konumundadır. 1868 yılında Almanya'da Politeknik Okulu olarak kurulan bu üniversite ARWU'ya göre ulusal düzeyde de ilk sırada yerini almaktadır. IISc, 2021 - 2022 Yıllık Raporunda kendisini “yüksek öğrenim ve araştırma kurumu” olarak tanımlamaktadır. 1909 yılında kurulmuş olan bu üniversite örneklemede, Hindistan'da çoğunlukla yüksek lisans öğrencilerine eğitim veren bir araştırma üniversitesi olarak temsil etmektedir. IISc Hindistan genelindeki üniversite sıralamasında 1. sıradaki yerini korumaktadır. QU, aynı zamanda Körfez ülkelerinden biri olan Katar'ın eğitim odaklı üniversitelerini temsil etmektedir. Bu çalışmaya dahil edilecek sonraki iki kurum MIPT ve MSU, kendi coğrafik konumunda sırasıyla araştırma ve eğitim odaklı üniversiteler olarak bilinmekte ve Rusya'daki belirli fonksiyonlardaki üniversiteleri ve aynı zamanda da eski Sovyet Sosyalist Cumhuriyetler Birliği'nde (USSR) yıllarca yer alan özellikle Orta Asya ülkelerindeki araştırma veya eğitim bazlı üniversiteleri temsil ettiği söylenebilir. ARWU'ya göre, 2009 yılında “Ulusal Araştırma Üniversitesi” olarak da ilan edilen MIPT ulusal sıralamada 3. sırada yer alırken, MSU ilk sıradaki yerini korumaktadır.

Örneklemedeki diğer farklı temsili üniversiteler UCT, UHS, The Open University, Oxford Üniversitesi ve MIT'dir. UCT, Güney Afrika'da ırkçılık ve yoksulluk gibi toplumsal ve aynı zamanda da global sorunların titizlikle ele alındığı eğitim odaklı üniversiteleri temsil ederken, UHS, Somali, Sudan ve Özbekistan gibi diğer ülkelerdeki şubeleri sayesinde en büyük sağlık bilimleri üniversitelerinden biri haline gelen Türkiye'de yalnızca sağlık bilimleri veren üniversiteleri temsil etmektedir. ARWU'ya göre işlevleri itibarıyla bu üniversiteler bulundukları yerin en iyi üniversiteleridir. The Open University öğretim yöntemleri açısından diğerlerinden tamamen farklıdır. Öğrenci sayısı bakımından dünyanın en büyük üniversitelerinden biri olan The Open University'de eğitim tamamen online olarak verilmektedir. Oxford Üniversitesi ve MIT uzun yıllardır dünya çapında eğitim ve araştırma alanında lider üniversiteler olurken, diğer üniversiteler de işlevleri açısından onların adımlarını takip etmeye çalışmaktadır. Örneklemede MIT araştırma odaklı üniversiteleri, Oxford Üniversitesi ise bölgelerindeki araştırma ve eğitim odaklı üniversiteleri temsil etmektedir.

Üniversitelerin seçilmesine ilişkin diğer bir kriter de web sayfalarının çalışma için gereken bilgiyi sağlayıp sağlamamalarıdır. Örneğin, Tsinghua Üniversitesi, Apple Üniversitesi veya Harvard Üniversitesi gibi birkaç üniversite veriye erişimdeki bazı problemlerden dolayı listeden kaldırılmıştır.

Halihazırda seçilen yükseköğretim enstitüleri, daha önce de belirtildiği örneklemede birbirinden farklı rollere sahiptir. Bazıları işlevleri itibarıyla temsilci konumundayken, diğerleri farklı öğretim yöntemleri veya farklı coğrafi konumları itibarıyla temsili üniversitelerdir. Bu çalışmada cevaplanması gereken asıl soru da “Clark Üçgeni'ndeki çeşitli üniversitelerin yerleri nerede?” olarak da belirtilebilir. Bu çalışmanın amacına ulaşabilmek için kurumların İngilizce ve ana dillerindeki resmi internet siteleri (11), yıllık raporları (11), stratejik planları, kurumların ve hükümetlerin seçme ve atamalara ilişkin tüzükleri incelenmiş ve finansman kaynaklarını ortaya çıkarmak amacıyla da üniversitelerin mali tabloları analiz edilmiştir. Üniversitelerin temsiliyetleri ve başarıları yorumlanırken, bu çalışmanın hedeflerini destekleyen ve ortak metodolojisi olması nedeniyle ARWU 2022 – istatistiklerinden yararlanılmıştır. ARWU’yun metodolojisinde eğitimin kalitesi (%10), fakültenin kalitesi (%40), araştırma çıktısı (%40) ve kişi başına düşen akademik performansı (%10) değerlendirilmektedir.

Veri toplama aracı olarak Excel programında araştırmanın ana amacına ulaşmayı sağlayacak araştırma sorularına yanıt sağlayabilen bir kriter tablosu oluşturulmuştur. Gereken bilgiler tabloya arşivlendikten sonra, veriler içerik analizi tekniği ile incelenerek, vurgulanan temalar ortaya çıkartılmış, yorumlanmıştır. Dolayısıyla bu araştırma rolleri inceleyip keşfetmeye yönelik nitel bir araştırmadır ve veriler incelenirken sürece nicel istatistikler katmak ve nicel tablolar oluşturmak düşünülmemiştir.

Bulgular ve Sonuçlar

Bu araştırmada dünyanın farklı yerlerindeki üniversitelerin Clark’ın Üçgenindeki devlet, pazarlama yeri ve akademik oligarşi ile yönetim olarak nitelendirilen üç köşeye olan eğilimleri incelenmiştir. Araştırmanın bulgular kısmında, araştırmanın ana amacına götürecek üç araştırma sorusuna yönelik cevap aranmıştır.

İlk araştırma sorusuna cevap bulabilmek için üniversitelerin misyonu, vizyonu ve verdiği değerleri yada öncülükleri incelenmiştir. Aynı zamanda bunların, üniversitelerin işlevlerini gösterdikleri de söylenebilir. Bunun yanı sıra üniversitelerin gücünü beraber paylaşan içsel ve dışsal sponsorları ortaya çıkarabilmek için onların finansal kaynakları da incelenmiştir. Üniversitelerin kurumsal yapısı ile ilgili ikinci araştırma sorusuna cevap bulabilmek için üniversitelerin ana karar verme aktörleri ortaya konmaya çalışılmıştır. Bu doğrultuda üniversitelerin web sayfalarındaki kanun ve kurallar ile ilgili belgeler incelenmiştir. Üçüncü soruya yanıt bulabilmek için de bu belgelerle beraber, üniversitelerin kontrol ve kalite değerlendirme mekanizmaları belirlenmeye çalışılmış ve kontrol ve kalite değerlendirme sürecinde ilgili taraflar, odak noktaları ve kontrol ve değerlendirme sıklığı incelenmiştir.

Araştırma sonucunda bazı üniversitelerin devletin yönetime büyük miktarda dahil olduğu yönetim biçimine eğiliminin olduğu, bazılarının ise pazarlama

yerinin ya da akademinin daha çok dahil olduđu yönetim biçimlerine eğildiđi sonucuna ulařılmıştır. Detaylandırmak gerekirse, ARWU'da ulusal sıralamada ilk sırada yer alan ve coğrafi bölgesini temsil eden Melbourne Üniversitesi, akademik özyönetim modeline veya akademik oligarşeye dayalı modele daha fazla eğilim göstermektedir. Alman girişimci üniversitesi TUM ise piyasa odaklı modele açık ara en yakın olanıdır. IISc, QU, MIPT ve UHS, birçok devlet kurumuna sahip olan ve devletin yönetim sistemlerine daha fazla entegre olduđu devlet merkezli modele daha yakındır. Açık üniversitelerin temsilcisi olabilecek The Open University ve kendi işlevleri ve coğrafi bölgeleri itibarıyla temsil eden MIT ve Oxford Üniversitesi de pazar odaklı modele daha yakındır. Ancak MSU'nun her üç boyutun da özelliklerine sahip olması düşündürücü bir durumdur ve yapılan analize göre, genel olarak MSU'nun akademik özyönetim modeline diğerk modellere göre daha fazla eğilim gösterdiği söylenebilir. Aynı zamanda işlevinin ve coğrafi bölgesinin de temsilcisi olduğuna inanılan UCT, bu çalışmadaki sonuçlara göre çoğunlukla akademik özyönetim modelinde yönetilmektedir.

Sonuç olarak, araştırmanın bulgular kısmında üç araştırma sorusuna cevap aranırken, sonuç kısmında ise Knill ve Dobbins (2014) tarafından sunulan tablo aracılığıyla, bulgular da yorumlanarak Clark'ın Üçgenine göre üniversitelerin devlet merkezli, piyasa merkezli ve akademik oligarşi dahilindeki yönetim modellerine yönelik eğilimleri açıklanmıştır. Genellikle bulgular kısmında üniversitelerin misyonu, vizyonu, baskın karar verme aktörleri, finansal kaynakları, kontrol ya da değerlendirmeye dahil olan taraflar, kontrol sürecindeki odak noktaları, değerlendirme sıklığı, toplam öğrenci sayıları, akademik personel sayıları, uluslararası öğrenci oranı, lisansüstü öğrenci oranı ve ARWU'da ulus genelinde ve dünya genelindeki sıralamasındaki yerleri çalışmanın ana amacına ulaşabilmek için incelenmiş ve bulgular bunlar üzerine toplanmıştır. Sonucunda Melbourne Üniversitesinin, MSU'nun ve UCT'nin akademik özyönetim modeline, TUM'un, The Open University'nin, MIT'nin ve Oxford Üniversitesinin piyasa odaklı yönetim modeline ve IISc'nin, QU'nun, MIPT'nin, ve UHS'in ise devlet merkezli yönetim modeline günümüzde daha çok eğilimli olduğu belirtilmiştir.

Anahtar Kelimeler: Yükseköğretim, Yükseköğretim Kurumu, Yönetim Modeli, Clark'ın Koordinasyon Üçgeni, Devlet Merkezli Yönetim, Piyasa Bazlı Yönetim, Akademik Özyönetişim, Döküman İncelemesi.

ABSTRACT

Current Models in Higher Education Governance

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Master's Thesis, Department of Education Administration

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September 2023

Rationale: Higher education governance is one of the systems that can be easily influenced by external phenomena. Nowadays, the demand from its external “stakeholders” such as from the students, industry, or state/s challenges the higher education institutions. Especially, (sudden) increase or decrease in the number of students brings together some conflicts in the systems of higher education administration that causes to conduct more studies on the analysis of higher education governance models.

Purpose: The main purpose of this study is to explore the current governance models of different representative higher education institutions from the different geographical regions of the world within the scope of three dimensions which are the state, market and academic oligarchy according to Clark's Triangle.

Research Methods/Approach: In this research, 11 universities from 9 different geographical regions were selected to be analyzed. In this study, the document analysis was utilized as a quality research method. The documents were analyzed by using the content analysis technique. The selected higher education institutions are the University of Melbourne from Australia, Technical University of Munich from Germany, Indian Institution of Science from India, Qatar University from Qatar, Moscow Institution of Physics and Technology and Moscow State University from Russia, University of Cape Town from South Africa, University of Health Sciences from Türkiye, The Open University and the University of Oxford from the United Kingdom, and Massachusetts Institution of Technology from the United States of America, each of which has tendencies towards the state – centered model, market – oriented model, and academic self-governance model in different degrees.

Findings: According to the findings from this study, the University of Melbourne, Moscow State University, and University of Cape Town have more tendencies towards the academic self-governance model, while Technical University of Munich, Massachusetts Institution of Technology, The Open University, and the University of Oxford tend to be administered in the market – oriented model and the others are in the nearest location towards the state – centered model.

Implications: This study shows the tendencies of the universities towards the state – centered, market – oriented, and academic self-governance models introduced by Knill and Dobbins (2014) drawn on Clark’s study (1983). At the same time, this work introduces the universities’ current actions towards the demand from the external areas such as state, market, students, industry, society and so on as well as their success according to ARWU. Therefore, the universities with lower places in the rankings may consider the findings of the study on the universities with higher places to compare and contrast their actions which is also the case for any other universities with their specified governance models as well.

Keywords: Higher Education, Higher Education Institution, Governance Model, Clark’s Triangle of Coordination, State – Centered Model, Market – Oriented Model, Academic Self-Governance, Document Analysis.

TABLE OF CONTENTS

TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER I	1
INTRODUCTION	1
1.1 Statement of the Problem	5
1.2 Purpose of the Study	7
1.3 Significance of the Study	7
1.4 Limitations of the Study	8
1.5 Definition of Key Terms and Concepts	9
1.6 Abbreviations	9
CHAPTER II	12
LITERATURE REVIEW	12
2.1 Higher Education: Development and Definition	12
2.2 Meray's Study	17
2.3 Clark's Triangle of Coordination	22
2.4 Olsen's Study	23
2.5 Knill and Dobbins' Study	26
2.6 Literature Review	31
CHAPTER III	36
METHODOLOGY	36
3.1 Research Design	36
3.2 Selected Higher Education Institutions and Documents	36
3.3 Brief Information About the Countries	40
3.4 Instruments for the Analysis	41
3.5 Data Collection Procedures	43
3.6 Data Analysis	43
CHAPTER IV	45
RESULTS	45
4.1 How are the Relations of the Higher Education Institution to the State and Society in Terms of Knill and Dobbins' Models?	45
4.2 How is the Institutional Structure of the University?	59

4.3 How are the Control and Quality Evaluation in the Governance of the University?	104
CHAPTER V.....	114
DISCUSSION AND SUGGESTIONS	114
5.1 National Institutions Willing to be “Social and Entrepreneurial”	114
5.2 Market – Oriented Model Applied, Academic Self-Governance Preferred, State Integration Accepted	118
5.3 Most Universities are More Active in Quality Evaluation.....	122
5.4 More State? More Market? More Academic Oligarchy?	123
5.5 Suggestions.....	125
REFERENCES.....	126

LIST OF TABLES

Table 1. The Amount of Fall Enrollment in the Degree – Granting Postsecondary Education in the USA (National Center for Education Statistics, 2022)	2
Table 2. The Increase in the Enrollment in Higher Education in the UK (The Higher Education Statistics Agency [HESA], 2022)	2
Table 3. The Increase in the Number of Secondary Education and Higher Education Graduates (Official Statistics Programme, n.d.)	2
Table 4. Four Visions of University Organization and Governance (Olsen, 2007)...	25
Table 5. General Higher Education Arrangements (Knill & Dobbins, 2014)	26
Table 6. Higher Education Funding Mechanisms (Knill & Dobbins, 2014)	28
Table 7. Personnel Autonomy (Knill & Dobbins, 2014)	28
Table 8. Substantive Autonomy (Knill & Dobbins, 2014)	29
Table 9. The Criteria for Sampling	38
Table 10. Table Including Certain Criteria for Data Collection	42
Table 11. Findings on the Mission, Vision, Priorities, and Resources of the Universities	46
Table 12. The Funding Resources of IISc (IISc, n.d.a).....	51
Table 13. Findings on the Main Decision – Making Actors of the Universities	60
Table 14. Findings on the Patterns of Control and Quality Evaluations in the Universities	105
Table 15. The Current Governance Models of the Selected Universities (Knill & Dobbins, 2014).....	123

LIST OF FIGURES

Figure 1. Clark’s Triangle of Coordination (Clark, 1983).....	22
Figure 2. The Framework of Institutional University Autonomy (Reilly et al., 2016)	30
Figure 3. Cascades of Choice - from Roger Martin’s Book, “Playing to Win,” Adapted for UCT (UCT, 2021).....	55
Figure 4. Hierarchy of the Governance of the University of Melbourne Operations (University of Melbourne, n.d.c).....	63
Figure 5. The Structure of the University of Melbourne (University of Melbourne, n.d.a).....	64
Figure 6. Committee Approval and Reporting Pathways (University of Melbourne, 2023a).....	66
Figure 7. Summative Structure of TUM Administration (Board of Trustees, 2023). 69	
Figure 8. Appointment Procedure at TUM (Marsch, 2012).....	71
Figure 9. Organizational Chart of TUM Asia (TUM Asia, n.d.)	71
Figure 10. The Summative Flowchart of the Governance Members of IISc (Government of India, Visitor, & Council of the Institute, 2018)	74
Figure 11. Summative Organization Chart of QU (Institutional Research and Effectiveness Department, n.d.)	77
Figure 12. The Summative Governance Structure of MIPT (Ministry of Higher Education and Science, 2018)	80
Figure 13. The Summative Flowchart of the Governance Bodies of MSU (Government of the Russian Federation, 2008)	83
Figure 14. The Summative Governance Structure of UCT (UCT, 2022b).....	86
Figure 15. The Summative Organization Chart of UHS (Bülbül & Altunhan, 2020; UHS, n.d.d)	87
Figure 16. The Organization Chart of CoHE (CoHE, n.d.)	88
Figure 17. The Summative Chart of the Organization Structure of The Open University (Open University, 2022a).....	91
Figure 18. The Summative Organizational Chart of Oxford University (University of Oxford, 2002).....	96
Figure 19. The Summative Organization Chart of MIT (MIT Corporation, 2021; MIT Faculty, 2023; MIT Faculty, n.d.)	104

CHAPTER I

INTRODUCTION

In the continuously changing world, higher education institutions have undergone many different governance models in accordance with their existing functions (Güleç, 2020; Aytaç, 2018; Gür, 2016). While the principal existing function of them was to provide education for the learners in the past, they own other functions such as research and marketing at present. This has brought the change in their vision and the reform in their administration. On the other hand, the other global and environmental phenomena such as the concept of widening the access to higher education, globalization, enthusiasm for lifelong learning, the issues on the freedom and accountability in higher education, and economic impacts have been also challenging the administrative staff of higher education. For instance, in Table 1, while there is gradual increase in the enrollment of higher education students between 1970 – 2000 in the Unites States of America (USA), it is possible to see the sudden increase between 2000 – 2010 and between 2010 – 2020, there is significant decrease in the amount. In Table 2 and Table 3, it is also possible to see the gradual increase in the number of higher education students. Although the quota is determined according to the capacity or financial strength of the institutions or the learners' abilities, this case challenges the management of the higher education institution.

Table 1. The Amount of Fall Enrollment in the Degree – Granting Postsecondary Education in the USA (National Center for Education Statistics, 2022)

Years	Number of the students
1970	7,368,644
1980	10,475,055
1990	11,959,106
2000	13,155,393
2010	18,082,427
2020	15,884,559
2030 (Projected)	16,790,126

Table 2. The Increase in the Enrollment in Higher Education in the UK (The Higher Education Statistics Agency [HESA], 2022)

Years	Number of the students
2016 – 2017	2,376,975
2017 – 2018	2,414,745
2018 – 2019	2,456,545
2019 – 2020	2,532,385
2020 – 2021	2,751,865

Table 3. The Increase in the Number of Secondary Education and Higher Education Graduates (Official Statistics Programme, n.d.)

Years	Secondary education graduates	Faculty (4/6 – year higher education program) graduates and college (2 – year higher education program) graduates
2017 – 2018	556,837	771,460
2018 – 2019	594,137	797,138
2019 – 2020	674,914	1,044,321

The concept of lifelong learning and learning society has also come to the forefront today, and among the institutions which are primarily responsible for them are higher education institutions (Poyraz & Titrek, 2013). Until 2019, the participation rates of adults in education in the European Union countries increased gradually in general (Eurostat, 2021). When we look at the OECD (Organisation for Economic Co-operation and Development) countries, it is also realized that the number of students in the upper age group in higher education has generally increased (OECD, 2021, p. 49, 155). Another fact about the enthusiasm for the lifelong learning is from Türkiye that the number of students simultaneously studying at another program in Anadolu University Open Education System was 135,735 students in the 2015 – 2016 academic year, 180,017 students in the 2016 – 2017 academic year and 223,545 students in the 2017 – 2018 academic year (İbilime et., 2020). In addition to these, the universities also try to widen the access to the knowledge by opening on – campus development programs and Massive Online Courses (MOCs) on teaching technology, language, and so on for their graduates and other people. As a result, all of these kinds of initiation bring together more workload for the management of the higher education institutions. The higher education institutions have also tendency to be affected by globalization as well as the international mobility. According to the recent OECD statistics, the gradual increase in international student admissions is observed every year (OECD, 2021, p.222). The student exchange programs have also been initiative which contributes to the high level of globalization in the higher education institutions. All the operations, in fact, bring multiculturalism alongside and require multicultural education and multicultural management with culture – friendly orders at universities.

In addition to these, the yearly raise in demand for higher education increases the need of more financial resources for the institutions (Giray & Bodur, 2019). The raise in the student enrollment and the demand for the further scientific research require more financial support from the state, the market or the industry. Nowadays, especially under the neoliberal structure where the competition is at its peak, the financial investments of the public, industry (university – industry cooperation) and private sectors on higher education have become one of the most controversial issues. They

are the essence of planning, controlling, quality, and access in higher education system (Knill & Dobbins, 2014). The universities with state funding in major are considered to be responsible for meeting the expectations of the government. Traditionally, the States plan the annual accounts of the universities in advance, but this may not be sufficient during the fiscal year with changing prices (Reilly J. E., Turcan R. V., & Bugaian L. 2016). Therefore, the universities can face hurdles in making decisions and taking actions independently in this situation.

The academic freedom, autonomy, and accountability are the interrelated topics taking an essential role in the quality of higher education. The rules involving the academic freedom, autonomy and accountability differ from country to country. For instance, in regard to the academic freedom and autonomy, while the Rector is appointed by the Board of Trustees from outside the university in some universities in the USA, it is appointed by the Council consisting of academic members in some universities in the UK (Gür, 2016; Doğramacı, 2007). In Türkiye, on the other hand, the Rector is appointed by the President, who is also regarded as the representative of the society. While the Rector of Bologna University, which was one of the first universities in the past, was a student and elected by the students and this tradition is still maintained in some of the Scottish universities (Doğramacı, 2007; Gedikoğlu, 1990). The concept of accountability has also been a controversial topic in the literature (Huisman & Currie, 2004). In higher education system, the annual reports, teacher evaluations, and even student examinations may be considered as the accountability measures. For instance, in Brazil, the proficiency exam named Exame Nacional de Cursos (ENC) is included in the accountability mechanism. The result of this exam is announced to the public in a way and the unsuccessful universities are determined and the student admission of these universities is temporarily stopped (Gedikoğlu, 2012). According to Huisman and Currie (2004), the “soft” mechanisms including less reward and sanctions in individual and institutional level do not seem to change the quality of higher education any more. They (2004) also find out that there is a shift towards the political accountability using the “soft” mechanisms from the professional accountability using the “hard” mechanisms in the policies and practice in Europe and the USA.

As a result, the raise of higher education enrollments, the increase in the desire for lifelong learning, globalization and multiculturalism, the decrease in government

funds, conceptual differences on academic freedom and accountability among the “stakeholders” in higher education system cause the universities to be managed with different governance models. In this study, it is assumed that the universities have undergone the significant transformation in different amounts especially due to those factors. These cases are, therefore, believed to require an in-depth analysis of different contemporary models in higher education governance.

1.1 Statement of the Problem

In the 1960s and 1970s, it is possible to see that the researchers conducted more studies on the education and functions of the universities rather than their governance. They categorized the universities in nation – wide in their samples such as English Universities or American Universities which could be also interpreted as there was an accepted attitude about the centralization with state authority. In Meray’s work in 1971, which may also be considered as the review of the literature at that time, it is possible to see the classification of the universities. He (1971) analyzed and explained the education, goals, functions, and governance of the world universities categorizing as “English Universities,” “German Universities,” “American Universities,” “French University,” and “Soviet Union University.” However, since the mid – 1980s, the manner of “management” in university administration has become widespread in the world (Erdoğan, 2022). They started to be managed in the way of managing a private company. In the 1990s, which marks the first 10 years of the Information Age, the higher education had to realign its practices according to the time’s standards as the society was undergoing the transformation (Dolence & Norris, 1995). The transformation in higher education has brought more researches on the governance models together.

One of the most common studies conducted on the governance of higher education institutions is about the Triangle of Coordination, which was broadly introduced by Clark in his book on the higher education system in 1983. At the times of presentation of the Triangle, Clark was maintaining a lot of analyses on the governance of higher education institutions as an organizational sociologist of higher education and claimed that the system of higher education is one of the most complicated systems getting affected from many dimensions (Fındıklı, 2017; Clark, 1983). He claimed that the

coordination exists between the state, academic oligarchy, and market in higher education governance while presenting the Triangle. Frans van Vught (1993) also presented a review of the literature, in which he stated that it is very difficult to make a complete market – based institution emphasizing the potential problems in the decentralization in higher education governance. In 2007, Olsen found out the four main visions in the organization and governance of the universities which is also utilized in the analysis of the governance models of the higher education institutions (Table 4). The four visions are “The University is a rule-governed community of scholars,” “The University is an instrument for national political agendas,” “The University is a representative democracy,” and “The University is a service enterprise embedded in competitive markets” including their specific criteria (Olsen, 2007). However, it is important to mention that the criteria of the four visions in the Olsen’s work (2007) are mainly associated with the European universities. The most recent study on the governance of higher education institutions is Knill and Dobbins’ work in 2014 (Fındıklı, 2017). They presented a table including three types of higher education arrangements which are “state – centered model,” “market – oriented model,” and “academic self-governance.” These three types of arrangements include the indicators deriving from the data and interpretations from Clark’s, Olsen’s, and other’s works (Knill & Dobbins, 2014).

So far, many researches have been carried out on the administration of higher education as it was mentioned before. For instance, they are Meray’s and Clark’s studies including European, Asian (USSR), and American Countries in 1971 and 1983 respectively, Olsen’s work including European universities in 2007 and Knill and Dobbins’ work including European and American universities in 2014. These studies provide important insights about the tendency of the universities’ governance towards the state, academic oligarchy, and the market as well as presenting universal frameworks to be used in the analyses of the higher education governance models. In this study it is aimed to find out the 2023 – tendency of the universities towards the state – based governance, market – based governance, or the academic self-governance from different parts of the world.

1.2 Purpose of the Study

Considering globally, the higher education system is very complex system differing from each other in terms of their education method, functions, achievements and governance. As it was mentioned before, while some of them are more connected to the state authority, some of them are liable to function in market – oriented context. And also, according to the world university ranking websites such as the Academic Ranking of World Universities (ARWU) by Shanghai Ranking Consultancy or the Times Higher Education (THE) World University Rankings, it is clearly noticed that some of them are very successful and some of them are substandard universities. When viewed from this aspect, there has been a necessity to find out the current tendency of the universities to the state – centered governance, academic self-governance, or the market – oriented governance. Therefore, the main purpose of this research is to explore the current governance models of different representative higher education institutions from the different geographical regions of the world within the scope of three dimensions which are the state, market, and academic oligarchy according to Clark's Triangle. During the study, the documents regarding with the institutions' goals, functions, their bylaws on decision – making, and their financial sources will be analyzed in depth. In this direction, to reach the main purpose of the study, three research questions are answered which are as follows:

1. How are the relations of the higher education institution to the state and society in terms of Knill and Dobbins' Models?
2. How is the institutional structure of the University?
3. How are the control and quality evaluation in the governance of the University?

The research questions stand holistic because they were made to enable the fulfillment of the criteria in the models by Knill and Dobbins (2014).

1.3 Significance of the Study

The American universities, universities from the UK, universities of USSR, French universities, and German universities have been the most debatable topics in the academic doctrine during their effective times (Meray, 1971; Clark, 1983; Olsen, 2007; Knill & Dobbins, 2014). On the other hand, the universities from other countries maintain their existence benefitting from the practices of the above-mentioned

countries or universities in varying degrees. In this study, not only the leading universities from the US, the UK or Germany, but also the universities from other parts of the world such as Oceania or Gulf countries were included to show their governance models side by side. In this way, it is believed that the study will provide useful insights to realize the current governance models preferred in different geographical locations around the world. For instance, while the University of Melbourne represents the research – incentive universities in Australia, the TUM represents the entrepreneurial universities in Germany. And also, QU represents the education – oriented universities in Qatar which is also one of the Gulf countries while the IISc represents the research incentive – universities in India which has the largest higher education system in terms of the number of higher education institutions and the second largest system in terms of number of students (Joshi & Ahir, 2014), for instance. The mass (readers) of this study may parallelly notice the similarities and differences in the tendencies of the universities' management towards the state – based, market – based, or the academic oligarchy – based governance models around the world. The in-depth analyses will also be useful to find out how they maintain the management in the universities with different functions and teaching methods such as online or on campus – teaching methods, research – oriented or education – oriented universities.

This dissertation will also provide up – to – date insights to the field conducted by analyzing the recent documents. The mass (readers/users) of this thesis is believed to be the researchers, governing members, and academic members of higher education institutions.

1.4 Limitations of the Study

In this study, the current governance models of some specific higher education institutions are explored by analyzing various documents such as the laws regarding with the particular higher education institutions and their current functional goals in their communities. In every study, it is believed to be essential to consider the results to be generalized. Hence, utilizing any of the models described in this research for a different university governance with different criteria may necessitate further research on the target higher education institution to be governed. In general, the results are limited to the date when the information announced by the higher education

institutions at their institutional websites, limited to the number of higher education institutions selected, limited to the countries' legal regulations, educational policies and the socio-economic and socio-demographic situations.

1.5 Definition of Key Terms and Concepts

Higher Education: For this study, it may be defined as the level of education after the secondary education given under one higher education institution with its certain rules and regulations.

Higher Education Institution: In this study, it refers to the institution which provides higher education on campus or online and serves for the society and the world with its certain functions.

University: Specifically, it may be defined as the educational body bringing its units and disciplines all together under certain laws and which is believed to be more than the educational building.

Mission Statement: It is defined as the statement showing the short – term goals and the current directions of a company/institution to reach their long – term goals.

Vision Statement: In this study, it is defined as the statement showing the long – term goals and the future situation of a company/institutions which is also believed to be beneficial for the followers.

International Students: “The students who left their country of origin and moved to another country for the purpose of study” (OECD, 2022).

Academic Staff: In this study, it is defined as the staff who is mainly in the teaching occupations and rarely attending to the research activities of the institution in accordance with its bylaws.

1.6 Abbreviations

AQF: Australian Qualifications Framework

ARWU: Academic Ranking of World Universities

ATAR: Australian Tertiary Admission Rank

ATB: Appointment and Tenure Board

CoHE: Council of Higher Education

CJAC: Corporation Joint Advisory Committee

ENC: Exame Nacional de Cursos

EUA: European University Association

FAPC: Faculty Appointments Promotions and Committee

FPS: Faculty Point Scores

FTE: Full-Time Equivalency

GLAM: Gardens, Libraries, and Museums

HECS – HELP: Higher Education Contribution Scheme – Higher Education Loan Program

HERDC: Higher Education Research Data Collection

HESA: Higher Education Statistics Agency

IISc: Indian Institute of Science

MIPT: Moscow Institute of Physics and Technology

MOCs: Massive Online Courses

MoE: Ministry of Education

MoNE: Ministry of National Education

MSU: Moscow State University

NHMRC: National Health and Medical Research Council

OECD: Organisation for Economic Co-operation and Development

PASS: Professional, Administrative, Support, and Service

PVC: Pro-Vice-Chancellor

PVC RES: Pro-Vice-Chancellor – Research and Innovation

QA: Quality Assurance

QME: Quality Monitoring and Enhancement

QU: Qatar University

ROSC: Recourses and Operations Sub-Committee

SCPSC: Strategy Coordination and Planning Sub-Committee

SRC: Students’ Representative Council

TEF: Teaching Excellence Framework

THE: Times Higher Education

TUM: Technical University of Munich

UAPC: University Appointments and Promotions Committee

UCT: University of Cape Town

UE: University Executive
UHS: University of Health Sciences
UK: United Kingdom
US: United States
USA: United States of America
UCLA: University of California, Los Angeles
USSR: Union of Soviet Socialist Republics
VC: Vice-Chancellor
VTAC: Victorian Tertiary Admissions Center
WAS: Widening Access and Success

CHAPTER II

LITERATURE REVIEW

It is important to state that “managers must develop an in-depth knowledge of past and present models, theories and processes in order to manage effectively and intelligently” (Pindur et., 1995, p. 59). In this section, after providing some information about the historical development of higher education around the world, some applied studies and basic studies on the higher education governance models will be introduced. The studies stated in those sub-sections will be beneficial to achieve the purpose of the study and will be useful to construct the basic knowledge to understand the current case of the universities’ governance.

2.1 Higher Education: Development and Definition

While the history of management techniques is traced back to 3000 BC when the Sumerian priests started to keep written records as a way of recording business transactions in Ur, Iraq, the history of classical management movement having two thrusts – scientific management and general administrative management – follows back to the years between 1895 and 1940 stemming from the needs during the Industrial Revolution (Pindur et al., 1995). It means that the idea of “management” dates back to very old times, but the scientific basement started in the recent past. The history of higher education management is also based on that argument which goes back to the times of Pluto’s “Academia” built in 387 BC. In order to understand the history of higher education and higher education management, in the beginning, it could be better to discuss the concept of “higher education,” “university,” or “college” to remove the confusion in global level.

According to Oxford Dictionary, the current definition of “higher education” is that “higher education is education at university, especially to degree level” (Oxford

University Press, n.d.). While that seems to be just the basic and widespread description of higher education, to find the exact definition requires in-depth research. Initially, in brief, higher education might be defined as education at universities and colleges acquired after secondary education. However, the exact universal definition of universities and colleges is also challenging to be given due to their different concepts in countries. For instance, while the institutions with 2 – year programs or a unit of university are called as “colleges” in the USA, private secondary schools are named as “college” (“kolej”) in Türkiye (Gür, 2016).

And also, the description of “university” has changed from time to time (Güleç, 2020). When we look at the history of higher education, it is traced back to 387 BC (Aytaç, 2018). In that year, Plato opened his school of philosophy called “Academia” in ancient Greece. After the students completed their secondary education, they started their higher education in Academia. Academia preceded its education for 9 centuries (387 BC – 529 AD) (Aytaç, 2018). During this time period, Aristotle, one of Plato’s students, also opened his philosophy school called “Lykeion.” And later, in the Hellenistic period (323 BC – 31 BC) higher education mainly represented the completion of “Enkyklios paideia” (Aytaç, 2018). After a while this circular education program (general formation program) was developed and became popular with the name of “Septem artes liberales.” This program was made up of “Trivium” (grammar, rhetoric, logic) and “Quadrivium” (arithmetic, geometry, astronomy, and music). During this time period, they could also attend Rhetoric Schools in higher education level.

During the Middle Age (476 – 1500th), it is possible to see the first universities including faculties according to historical record (Aytaç, 2018). The first university is believed to be Bologna University, built in 1088 in Bologna, Italy. Many of the universities came from the church schools as Paris University coming from Notre Dame de Paris Cathedral School (Aytaç, 2018). While they were opening the universities, they focused on the unity of the teachers and students (“Universitas magistrorum et scholarium”) rather than the unity of the disciplines or science (universitas literarum). In the universities the faculty of arts (Facultas artium) was the basic level consisting of the seven arts. They generally had the Faculty of Theology (Facultas theologorum), Faculty of Law (Facultas descretistarum), and Faculty of

Medicine (Facultas medicorum). To be able to start these fields, they had to finish the seven arts (grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music). As it is understood here, the definition of higher education is dynamic with its changing subjects in accordance with the transformation in community.

During the 5th century BC, education in Athens had to be reformed since the education had not been able to keep up with the changes at that time (Aytaç, 2018). The sophists (teachers of the time) and philosophers such as Socrates, Plato, and Aristotle had the invaluable contribution in the reformation of the education. The sophists started to teach the young future statesmen and they were quite successful in their teaching. It is possible to see that the education was, to a great extent, dependent on the sophists, and at the later time, the philosophers.

In Plato's academy, Plato was responsible for the governance himself. The education was free and the academy was supported by the people in the State. After Plato's death, the scholarch (the head of the school) was his nephew, Speusippus. The next scholarches were determined by elections (Aytaç, 2018). Here, it is possible to say that the governance was mainly based on the scholarches in the ancient times where the students seemed to be passive. On the other hand, in the time of the establishment of Bologna University, the president used to be selected by its students, the payment for the teachers was provided by its students and they were evaluated by the students as well (Doğramacı, 2007). However, this situation does not mean that the governance of the Bologna University was "hugely" affected by the students. The authority must have been in the State mainly because in the past, there were rules on the delegation of authority that was also one of the main factors to the expansion of the empires and emergence of management techniques (Pindur et al., 1995). Therefore, it is possible to say that the academia and the university must have been governed in the coordination with the academic members, the students, and the State of the time.

After a group of people settled in the American lands from the British lands, although the universities were organized in the similar way to British universities of those times, in the later times, the universities started to get their own shape in education and governance all around the world.

First, in the USA, which is now known as one of the most influential countries in higher education around the world, the current universities were established as

“colleges” to train clergymen for the churches and congregations. They are nowadays called as “colonial colleges” in the literature some of which are the Harvard College (1636), William and Mary College (1693), and Yale College (1702) (Gür, 2016). Their physical construction is very similar to British universities which are Oxford University and Cambridge University, but the difference was that they were controlled by the clergymen of those times called “Board of Trustees” while the British universities were governed by the teachers (Gür, 2016). The system is called “lay governance,” in which the President of a college had to account to the Board of Trustees. In the US, there is “Board of Regents” that is responsible for region – wide educational policies and selects the members of the Board of Trustees (Gür, 2016). Nowadays those colonial colleges with their lay governance have become the leading universities in the world.

Some differences from European and American higher education systems are also realized in the development of higher education in Russia, which influenced many countries especially from Asia under the rules of USSR from 1922 to 1991. The reigning period of Peter the Great is a significant one in the history of Russian higher education. A decree about opening the St. Petersburg Academy of Sciences, which is currently known as the oldest university of Russia, was issued by him in 1724 (St Petersburg University, n.d.). According to Kuzminov and Yudkovich (2022), the decree was signed by Empress Catherine I because of the death of Peter I. The main purposes of the academy were to create the scholarly research and to popularize science around Russia (Kuzminov & Yudkovich, 2022). To make the research easier, they supported the academy with the university and the gymnasium. In the gymnasium they prepared students for the university and the purpose of the university was to create a group of domestic scientists and specialists. The problem was that there were limited number of students who wanted to study at the university (Çelik, 2017). The academy was supported by the State financially at that time. Initially, some professors were invited from Europe, especially from Germany and France, to teach and research. Mikhail Lomonosov was among the first graduates of the university, who became its Rector later.

In 1755, the Moscow University was opened with three departments which were law, medicine, and philosophy. The university also faced the same problem as in the St.

Petersburg University which was the insufficient number of students. Even professors were in the force of teaching one another at that time (Kuzminov & Yudkovich, 2022). In the upcoming years, the Russian higher education system continued being developed with some charters signed by the following Emperors or Empresses of Russia. It is possible to see the number of private and state universities and the number of students increased during the Soviet rule.

After the revolution of 1905, there were non-profit (social) and for-profit higher education institutions as private ones. The non-profit institutions were financed by the organizations and philanthropists while the for-profit ones – by their founders being based on commercial principles (Kuzminov & Yudkovich, 2022).

As a result, Russian education system has undergone some changes in governance in its development while its main goal stayed the same which was to train the researchers and scientists. For instance, in the history of Russian higher education system, it is possible to see the state authorized system before the revolution of 1905; however, with the private institutions, the coordination started to be maintained in commercial principles among the founders and the institutions (Kuzminov & Yudkovich, 2022).

Another country, Türkiye has long history of education in the Islamic world containing many various ethnic groups. The history of higher education in Türkiye is traced back to the reigning period of Fatih Sultan Mehmet. In 1470, he had 8 madrasahs built in Istanbul which were the most developed version of Seljuks' and Ottomans' previous madrasahs. The students had to finish certain levels in the previous madrasahs to be able to start in one of the 8 madrasahs called “Sahn-ı Seman” (Aksoy & Arslantaş, 2010). After these madrasahs, next sultans and viziers had other madrasahs built in their governing periods. 7 madrasahs were built in Kanuni Sultan Süleyman's royal time, which were called “Süleymaniye madrasahs.” Süleymaniye and Sahn-ı Seman madrasahs were in the highest rank in the education system of that time.

In the 18th century, with the effect of the modernizing Western world, the higher education system started to move away from the madrasah-system (Baskan, 2001; Ihsanoğlu, 1990). In Istanbul, Mühendishane-i Bahri-i Hümayun, Mühendishane-Berri-i Hümayun, Tıbbiye, and Harbiye were built in 1773, 1793, 1827, and 1834 respectively. They were also argued to be in the quality of higher education of that time by the researchers (Baskan, 2001; Ihsanoğlu, 1990).

In 1846, a decision of opening Darülfünun which was in a quality of higher education institution was made. It started giving service in 1863. The name of Darülfünun was changed during the upcoming years. On May 9th, 1933, it was transformed as “Istanbul University” (Baskan, 2001).

In the history of Turkish higher education, it is possible to see the complete governance of the institutions by the sultans or the State. Therefore, it is possible to see the larger focus on the coordination between the state and the academic members of the time.

In conclusion, the development of higher education remained in the same purpose in the beginning around the world while it has got its own shape in their function and governance especially after the period of Enlightenment and Industrial Revolution in each nation which is clear through the historical records discussed above. For instance, during the establishment of the colleges in the UK, USA, and Türkiye, the purpose of education was religious (Aytaç, 2018; Gür, 2016; Aksoy & Arslantaş, 2010). However, in Russia for instance, the main purpose of higher education was to train the domestic scientists and researchers in the beginning times, which comes to the period of Enlightenment and Industrial Revolution. And also, while the governance of the higher education institutions was mostly maintained by the academic members in the UK in the past, the American colonial colleges were governed by the Board of Trustees containing the clergymen of those times (Gür, 2016). In the later times, their purposes as well as their governance systems have continued to be changed in accordance with the transformation of the society which will be discussed in detail in the next parts.

2.2 Meray’s Study

In Meray’s work in 1971, the universities were classified as English Universities, German Universities, American Universities, French University, and Soviet Union University in accordance with their own functions which are to be “the context of training (formation),” “the society of researchers,” “the institution for serving the public,” “intellectual mold,” and “the factor of production” respectively. He (1971) stated that each society unanimously adopts a group of patterns that qualify their universities and seems to focus on one of those patterns by applying models in order to make them successful.

According to Meray (1971), one of the functions of the universities is their usage as a context for training (formation) that they mostly focus on training the “gentlemen” or the “alphas” of the society with general education. This model was adopted by the English universities, especially Oxford and Cambridge Universities. The universities are the “carriers” of the knowledge and passes it from one generation to another. In other words, the universities are responsible to spread and popularize the knowledge rather than its production. Therefore, the universities needed more professional tutors and fewer students who can conceptualize the knowledge well. Those universities were completely independent institutions established under the royal charters, so they could make decisions on their own preferences about the appointment of the staff, selection of the students, and the academic degrees to be provided. To a great extent, the universities were sustained by their own resources in the beginning, but after the World War I, they had to get support from the state for its researches. The Cambridge and Oxford Universities were managed by the committees consisting of the senior faculty members, while the civic universities were managed by the mixed committees consisting of the representative members of external committees because of their dependence on those organizations. In Oxford and Cambridge Universities, the central governing organ was the “Congregation” and “Regent House” respectively. They consisted of the teaching staff with M.A. degree. In Oxford University, there was also “Convocation” consisting of the graduates of the universities who made unanimous decisions. While the Chancellor was considered as the honorable member, the Vice-Chancellor was the main manager of the university. The academic activities organized by the Hebdomadal Council (Meray, 1971).

The second main function of the universities was their usage as the “society of researchers” which was adopted by the German universities according to Meray’s work (1971). This was the idea supported and developed by Wilhelm von Humboldt in the first half of 19th century. According to Humboldt, the main desire of humanity is to learn the reality and to research, which exist in every field (Meray, 1971). The university is the society of older teachers and younger students who are committed to learning the realities or facts. The university must provide opportunity or context for the teachers and students to research the facts. The teachers must have freedom to choose the topic to conduct a research on it or to teach and the students must have

freedom to choose different institutions to improve themselves or to learn new things. This may also require the university to be independent from political activities by the State. In that way, the scientific truth can be found out and the students can develop their researching skills.

In Meray's work (1971), it is stated that West German universities were considered as governmental and non-governmental institutions in the history. They were the local states' ("Land") body and, at the same time, they were considered as legal entities by law. The Rector of the universities was elected from the distinguished professors and appointed with the approval of the "Land" Minister of Culture. Higher education governance in West Germany was not center – based that there was not the Federal National Ministry of Education. Rather, the higher education was included in the authority of the states ("Land"). The "Land" provided the financial support and control since the universities did not have their own private budget. The control or evaluation of teaching and researching activities was not the matter of the Federal Government thanks to the law on academic freedom. Only the conferences were organized among the members of the Ministry of Culture and university rectors to discuss the problems. The professors were appointed by the Minister of Culture from three candidates proposed by the universities. The teaching staff were considered as civil servants and personnel of non-governmental organizations (Meray, 1971).

University is also considered as the "institution serving for the public" in Meray's research (1971). This function of the universities was adopted by the American Universities. Their main duties were the service and contribution for the society as well as teaching and research. Meray (1971) also states that the generalization is difficult for every situation and showing one sample university representing all the universities is impossible to show in the USA where the private enterprise and industrial capitalism had become "State dogmas." In his study, it is mentioned that there was not any university based on the Federal Government in the US. American universities were governed by the Board of Trustees, the members of which were from the outside of the university members and elected by the local state member, graduates and the members of the local congregation. The President seemed to be the representative of the Board of Trustees getting the authorities delegated in the later times. The Board of Trustees mostly worked on finding external financial support for

the university spotting the problem in the society and encouraging them for the research by the university. This concept of “service” created some problems that the M.A. students started to teach the B.A. students and made the professors be private entrepreneurs (Meray, 1971).

The next function of universities according to Meray (1971) is their usage as an “intellectual mold.” This function is based on Napoleon’s ideology about universities and education. He believed that strong country would not be able to be established if there were not “corps” of teachers (“un corps enseignant”) based on strong and unchanging principles. From that perspective, he planned to establish universities that would be center – based and consider the people as “intellectual molds.” After a new Act on education in 1968, the Napoleonic education system was changed. Before that reform, the whole France had been divided into 23 Academies (“Académie”) in terms of education and certain higher education institutions under one “Académie” had made up one University. For each “Académie,” there had been one Academy Rector (“Recteur de l’Académie”) having large amount of authority from the Ministry of National Education (MoNE) and representing the Minister in the meetings and other activities. The Rector had been appointed under the cabinet decree under the proposal of the MoNE. The universities had been governed by the Academic Council chaired by the Academy Rector until the 1968 – reform. After the reform, the situation changed to some extent that there was one President other than the Academy Council, who was elected by the University Council which consisted of the academic staff, researchers, students, and the representatives of other working members. There was one National Council and other Councils in regional level. The Regional Councils worked in collaboration with all the external organization to support the region. The National Council was responsible for the planning of education and research, giving its opinion on the budgeting plans, Rector’s decisions, and so on. The universities financially supported by the State and evaluated after the expenditure. The academic staff were free to give their objective ideas on a topic except for their political or economic viewpoints (Meray, 1971).

The last function of universities that Meray (1971) discussed in his study was their usage as “the factor of production” which was mainly adopted by USSR universities. Lenin strongly advocated that the relationship between theory and practice should be

taken into consideration. He knew that science or education would be the main factor to develop country. He gave priority to education and learning which is also possible to realize from his quote “Learning, learning, and again learning!” (Учиться, Учиться и Еще Раз Учиться!) (Meray, 1971). That is why the Soviet Union gave special interest to the education. The universities in the Soviet Union focused on production and tended to train researchers for the social and communist structure. Meray (1971) brought the higher education institutions under three classes such as “Universities”, “Higher Specialization Institutes” and “Polytechnic Institutes”. He (1971) explained them as follows:

The main duties of Universities are to provide teachers for the secondary education institutions and to train the researchers. Their main fields of interest are language, mathematics, physics, chemistry, biology, mechanics and so on. Higher Specialized Institutes are institutions that train experts in the field of agriculture, technology, economics, law, medicine, pharmacy, dramatic arts, music, technology, pedagogy, etc. Polytechnic Institutes are institutions that provide in-depth training in various branches of knowledge (Meray, 1971: p. 55).

It can be said that to some extent, these models are still utilized in the former Central Asian countries of the Soviet Union. The governance of the USSR universities was so similar to the governance of French universities that the universities were strongly dependent on the State. The academic freedom was not the case as it was in other European countries. They were financially dependent on the MoNE. of the Republic. There was the Rector for each university who was recommended by the Academic Council to the Minister. The researches were conducted in the Science Academy which included 210 scientific institutions, 250.000 researchers, and large amount of budget. In conclusion, Meray (1971) analyzed the main functions and the governance models adopted by representative universities from the UK, the USA, Germany, France, and Soviet Union in 1971. The main functions were their usages as “the context of training (formation),” “the society of researchers,” “the institution for serving the public,” “intellectual mold,” and “the factor of production” that the universities implemented

their governance models in order to succeed in those functions. The governance models of French and USSR universities existing as “intellectual mold,” and “the factor of production” respectively were very similar to each other. The British universities focused on training the standard “gentlemen” passing the knowledge from one to another while American universities gave priority to solve the problems in the society supporting them with their research and private enterprises. The German universities, on the other hand, functioned as the society of researchers requiring more freedom as much as possible. Later, the UK, the USA, France, and USSR took their places in the Triangle of Coordination (Figure 1) presented in Clark’s (1983) study which will be discussed in the next sections in-depth.

2.3 Clark’s Triangle of Coordination

Clark’s Triangle of Coordination shows how the disciplines and institutions are planned in a way that changes from “tight bureaucracy to professional oligarchy to loose market” (Clark, 1983). The Triangle is given as a figure below.

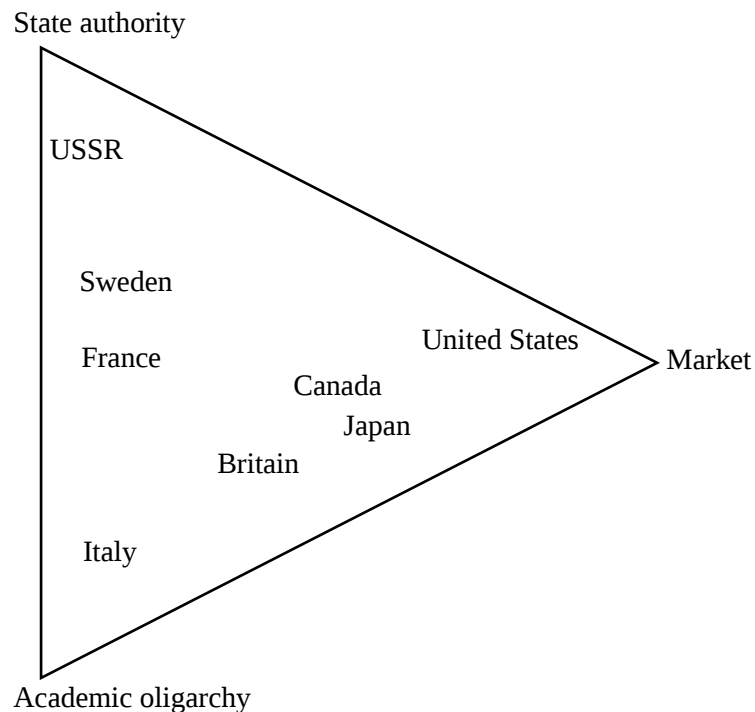


Figure 1. Clark’s Triangle of Coordination (Clark, 1983)

Clark's (1983) main argument is that integration is the integral part of higher education organizations and there is the integration of state authority, academic oligarchy, and market in higher education systems. According to him (1983), "higher education systems vary widely between dependence on authority and dependence on exchange: the more loosely joined the system the greater the dependence on exchange." For instance, in Sweden, there was tighter state control in their higher education system than in the American higher education system where there was the exchange of things and authority between external sectors which is associated with the "market system." Japanese, Canadian, and British higher education systems were almost as near as the US higher education system to the market exchange, but they still had more influence of the state. In Italy, on the other hand, it is possible to see that the integration was more at the side of academic oligarchs of that period reducing the initiative of universities and the competition among them. Clark (1983) argued that "a national system may be coordinated by such oligarchs, for good or for bad, rather than by either political – bureaucratic dictate or market – type interaction." In Italy, the authorities were senior professors rather than bureaucrats or market mechanisms. They were responsible for finance, personnel, curriculum, and research. However, in USSR, the state pushed the academic barons and there was not direct coordination between the university and state, which was the same situation for France, but later, it moved further from the state extreme towards to the oligarchy due to the impossibility of the agreement in an agreement. Overall, each corner of Clark's triangle represents "the extreme of one form and a minimum of the other two, and locations within the triangle represent combinations of the three elements in different degrees." (Clark, 1983). This triangle is the starting point to find out the countries' locations as well as higher education institutions' themselves by analyzing their governance models. This could be done with the further "complementing" works for Clark's study by Olsen (2007), and Knill and Dobbins (2014).

2.4 Olsen's Study

Olsen (2007) presented four visions of university organization or governance that was the study drawn on Clark's work (1983) (Table 4). One of the visions is that "the

University is a rule-governed community of scholars” which to a great extent equals to Clark’s idea (1983) about integration of academic oligarchs in higher education system. In this vision, Olsen (2007) states that university is a self-governed community of academicians and an institution established upon academic values by law. In this model adopting that vision, the university is considered as the "Republic of Science" giving priorities to the spread of knowledge, searching the truth, scientific quality, internal assessment (peer review), academic autonomy, economic benefit, benefit of the society, and others that are mostly managed by a group of scholars internally getting authority from the state. This vision also comes to Meray's (1973) description of British universities the function of which was "the context for training (formation)." In this vision, there is collegial organization, elected leaders, and disciplinary organization and the system is the design of organic process rather than external design (Olsen, 2007). Another vision is "the university is an instrument for shifting national political agendas" which comes to Clark's (1986) argument on the integration of state authority. In this vision, university is considered as an "instrument" rather than an "institution," which is undergoing the goals and policies of the state or unanimously selected leaders in a society (Olsen, 2007). It is accepted as a tool to achieve the national priorities. There are not constitutive principles giving priorities to academic values and best academic quality, but the authority is shared for developing education and research which are the effective dynamics in the source of wealth and welfare. There are not elections for the leaders but appointments. The university is mostly funded by the government for the outcomes to be utilized in the defense, industrial – technological competition, health, education, and so on. The change is mostly based on political decisions and political change (Olsen, 2007). The third vision is "the university is a representative democracy" which is new among the all described so far. In this vision, the authority is shared with other groups such as students and other personnel. They are included in the decision – making process such as elections. "Giving more power to younger faculty and reducing the sovereignty of senior professors are assumed to improve the scholarly competence of the University" (Olsen, 2007). The last vision of university organization described by Olsen (2007) is "the university is a service enterprise embedded in competitive markets" which supports Meray’s (1973) idea on the function of American universities and Clark's idea on the

integration of market to the university governance systems. In this vision, the university is considered as a “service station” proving the best alternatives for its “customers;” thus, it is governed and changed by its “stakeholders.” Its governance is far from the state authority. The information and knowledge are their sources in the competitive marketplace in regional – level or global – level, so the managers must control the human and their sources well. The state control is farther and there are regulations and incentives rather than governmental commands (Olsen, 2007). The university is mostly dependent on the “stakeholders,” donors, buyers, student fees, competitors, and society. The academic staff is pressured towards “patent or perish” rather than “publish or perish” (Olsen, 2007). The table presented by Olsen (2007) and, at the same time, summarizing all the discussions so far is shown below.

Table 4. Four Visions of University Organization and Governance (Olsen, 2007)

<i>Autonomy:</i>		University operations and dynamics are governed by <i>internal</i> factors	University operations and dynamics are governed by <i>environmental</i> factors
<i>Conflict:</i>	Actors have <i>shared</i> norms and objectives	<i>The University is a rule-governed community of scholars</i> <i>Constitutive logic:</i> Identity based on free inquiry, truth finding, rationality and expertise. <i>Criteria of assessment:</i> Scientific quality. <i>Reasons for autonomy:</i> Constitutive principle of the University as an institution: authority to the best qualified. <i>Change:</i> Driven by the internal dynamics of science. Slow reinterpretation of institutional identity. Rapid and radical change only with performance crises.	<i>The University is an instrument for national political agendas</i> <i>Constitutive logic:</i> Administrative: Implementing predetermined political objectives. <i>Criteria of assessment:</i> Effective and efficient achievement of national purposes. <i>Reasons for autonomy:</i> Delegated and based on relative efficiency. <i>Change:</i> Political decisions, priorities, designs as a function of elections, coalition formation and breakdowns and changing political leadership.
		<i>The University is a representative democracy</i> <i>Constitutive logic:</i> Interest representation, elections, bargaining and majority decisions. <i>Criteria of assessment:</i> Who gets what: Accommodating internal interests. <i>Reasons for autonomy:</i> Mixed (work-place democracy, functional competence, <i>realpolitik</i>). <i>Change:</i> Depends on bargaining and conflict resolution and changes in power, interests, and alliances.	<i>The University is a service enterprise embedded in competitive markets</i> <i>Constitutive logic:</i> Community service. Part of a system of market exchange and price systems. <i>Criteria of assessment:</i> Meeting community demands. Economy, efficiency, flexibility, survival. <i>Reasons for autonomy:</i> Responsiveness to “stakeholders” and external exigencies, survival. <i>Change:</i> Competitive selection or rational learning. Entrepreneurship and adaptation to changing circumstances and sovereign customers.

2.5 Knill and Dobbins' Study

Knill and Dobbins (2014) presented a table including indicators to analyze the governance system of higher education institutions in three models which are state – centered model, market – oriented model, and academic self – governance (Table 5). While the table is based on Clark's Triangle of Coordination, its indicators have been created as considering the outcomes of many relating studies, especially Olsen's (2007) study and the others' researches. The table is presented below.

Table 5. General Higher Education Arrangements (Knill & Dobbins, 2014)

	State-centred model	Market-oriented model	Academic self-governance
Institutional structures of universities			
Dominant decision-making actors	State	University management	Community of scholars Professional chairs
Organizational structure	State agency	Enterprise	Corporatist, state–university partnership
Dominant management approach	Bureaucratic	Entrepreneurial	Collegial, federation of chairs
Patterns of control and quality evaluation			
Who controls/evaluates?	Ministry	Accreditation/evaluation bodies (state or quasi-governmental)	Self-evaluation by university, academic peers (within broad regulatory framework set by the state)
What is controlled?	Academic processes	Quality of academic products	Quality of research output, publications
When does evaluation take place?	Ex ante	Ex post	Not systematized, university dependent
Relations to the state and society			
State control instruments	Manpower planning System design	Incentives for competition, quality improvements	Financial, legal framework
Orientation and utility of teaching and research	State defined	Market demands	Scientific advancement
Economic and employer stakeholders	Function	Control	Co-agenda setting
	Appointed by	State	University management
			Limited Academia

As it is seen from the table, each model is analyzed in three main dimensions involving with the institutional structures of universities, patterns of control and quality evaluation, and relations to the state and society.

In the first dimension, which is about the institutional structures of universities, initially, in the analysis of the governance models, the dominant decision – making actors must be determined whether they are by the State, university management, for instance, coordinating technology centers or knowledge centers with

industry/commerce and so on, or the community of scholars or professional chairs. After that, organizational structure is determined if it is based on a state agency, enterprise, or corporatism around state – university relationship. Finally, in order to find out the general institutional structure, dominant management approach is well described with in-depth analysis of the documents if it is bureaucratic, entrepreneurial, or collegial (federation of chairs).

In the second dimension, which is about the patterns of control and quality evaluation, the responsible body who controls or evaluates the operations must be found out, at first. This might be the Ministry, accreditation or evaluation bodies which may be the state or quasi – governmental in market – based models, or self-evaluation by university such as academic peers. And later, the controlled activities of the university and the frequency of evaluation is determined in the analysis of the governance models of the universities. In the state – centered model, the main controlled activity is the academic processes such as regulating the disciplinary profiles, duration of studies, accession conditions, and expended resources and the ex ante approach is utilized (Knill & Dobbins, 2014). Ex ante and ex post approaches are defined as; “if the basic structure, concepts, variables and paradigms are examined before putting them into practice, it is called an ex ante analysis, and if the data, numbers and results that arise after the system is implemented, it is called an ex post analysis” (Kurul Tural, 2002). In the third dimension, which is about the relations to the state and society, the state control instruments for universities are spotted, the orientation and utility of teaching and research is found out, and function and appointment of economic and employer stakeholders are analyzed. In state – centered models, the state is considered as a “guardian” planning manpower for the operations and designing systems while, in the market – oriented models it has a role of stimulator to market competition by providing incentives and ensuring the quality (Knill & Dobbins, 2014). In the academic self-governance, the stakeholders are usually approached by the academic scholars and they are usually restricted. In the state – centered model, on the other hand, they are usually used for control and appointed by the state.

Knill and Dobbins (2014) also provided tables regarding with financial governance (Table 6), personnel autonomy (Table 7), and substantive autonomy (Table 8) and their indicators and their statements on the indicators were utilized in this study.

Table 6. Higher Education Funding Mechanisms (Knill & Dobbins, 2014)

	State-centred model	Market-oriented model	Academic self-governance
Main funding base	State budget (university budget integral part of state budget)	Competitive and diversified (tuition/donations/ research grants/ private entities/state)	State budget (with own university budget)
State funding approach	Itemized (low budgetary discretion for universities)	Lump sum (high budgetary discretion for university management)	Mixed type (high budgetary discretion for university)
Allocation within university	Input-based → output-based (objectives defined by the state)	Output-based (objectives defined by university)	Input-based (objectives negotiated by the state and universities)
Strategic investments	State defined	Multifaceted (undertaken by university management, faculties, via spin-off companies, technology centres)	Occasional, chair-based (occasionally undertaken by chairs and departments)

Table 7. Personnel Autonomy (Knill & Dobbins, 2014)

	State-centred model	Market-oriented model	Academic self-governance
Recruitment of high-level academic staff	Appointed by state	Elected by faculty/university management	Elected by professoriate
University autonomy to dismiss high-ranking academics	No – State competence; frequent tenure (dismissal for ideological non-compliance in undemocratic states)	Yes (for lack of productivity; limited tenure privileges)	No – frequent tenure (dismissal only for severe misconduct)
Professional background of rectors/deans	Public administration	Management	Scholar/ chairholder
Participation of academic staff in administrative management	Limited	Moderate	High

Table 8. Substantive Autonomy (Knill & Dobbins, 2014)

	State-centred model	Market-oriented model	Academic self-governance
Setting academic profiles/curriculum design	State/academia	University management/academia	Academia
Setting strategic goals	State	University management	Academia
Determining the research profile	State/academia	University management/academia	Academia
Setting accession conditions, size of institution, and core specializations	State	University management	State/university (negotiated)

Not only were the arguments in Knill and Dobbins' (2014) study on autonomy used in this analysis, but also the claims in the works carried out by the European University Association (EUA) (Pruvot et., 2023) and by Reilly et al. (2016).

Since 2011, EUA has been regularly conducting a research on the evaluation of the university autonomy around several European countries. The study offers a method to assess the autonomy of university within the scope of four dimensions which are organizational, financial, staffing, and academic autonomy. They developed indicators with their own restrictions for each dimension. They evaluated how restrictive the indicators are by using deduction value for each restriction.

According to Reilly et al. (2016), it is a challenge to define "autonomy" in higher education in the contemporary era. The government, which is the main founder of the higher education institutions, awaits its expectations to be covered. On the other side, the higher education institutions also require to be autonomous to a certain extent to keep up with the changes and plans. Therefore, the researchers analyzed the university autonomy from a holistic viewpoint which includes the interaction (interface) between government, university, business, academic staff, and internationalization (Figure 2).

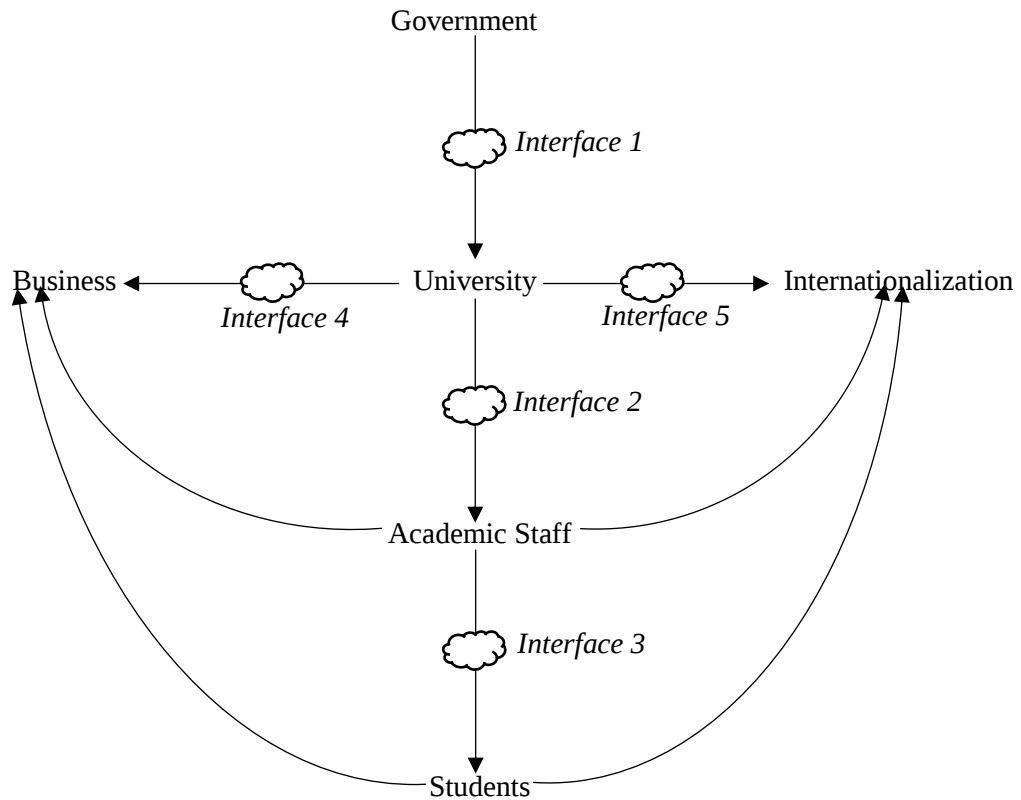


Figure 2. The Framework of Institutional University Autonomy (Reilly et al., 2016)

In the government – university interface (interface 1), the role of government in funding, management of the total number of the students, and curriculum approval and the role of other independent national organizations in funding higher education institutions are discussed. In the university management – academic staff interface (Interface 2), it is argued that the academic staff involving into research and teaching must have their personal autonomy to be able to develop their personal career that also creates competitive atmosphere among the colleagues. The management must not restrict their quality and professional development. The academic staff play an essential role in attracting the students, securing the research funding, publishing the research, attending national and international projects, and increasing the reputation of the institution (Reilly et al., 2016). In the third interface, which is the academic staff – student interface, issues on the cutting – edge services of the institution, employment market, selection of high – quality students, and Alumni organizations are analyzed.

According to the researchers, an autonomous institution must provide up – to – date context for teaching and learning, respond to the needs of the marketplace, and recruit high – quality students for its departments. In the next interface, the university – business interface, it is claimed that the collaboration between universities and employers is imperative to provide internship and sponsorship and assess overall degree. The enterprises can also play an important role in the curriculum development. Last but not least, in the university – internationalization interface, the researchers suggest that internationalization is a key factor to engage the other dimensions – the government, institution, academic staff, students, and market. It influences the curriculum, funding, international reputation, and the quality of teaching, learning, and research (Reilly et al., 2016).

2.6 Literature Review

There are also basic studies motivating for the further research rather than the applied researches such as the aforementioned works (Clark, 1986; Meray, 1973; Olsen, 2007; Knill & Dobbins, 2014). Many other researchers (Agasisti & Catalano, 2006; Al – Eisa & Smith, 2013; Davidovitch & İram, 2015; Ekinici et al., 2018; Guo & Jamal, 2007; Sam & van der Sijde, 2014; Trakman, 2008) have conducted that kind of basic researches on many different higher education governance models so far that may further the next applied studies. For instance, Ekinici et al. (2018) classified all the current models under three categories which are center-based model, research-based model, market-based models. American model, corporate governance model, intercultural education model, multicultural education model, anti-racist education model, university governance by academic staff, corporate governance, trustee governance and shareholder governance are also debatable ones in the literature (Davidovitch & İram, 2015; Guo & Jamal, 2007; Sam & van der Sijde, 2014; Trakman, 2008).

To give brief information about the current arguable models in literature, in the center – based model, the management of the higher education institution is based on the public and the authorities are given by the State (Ekinici et al., 2018). According to Ekinici et al. (2018), in this model, most of the things from the purpose of the institution to its financing are under the control of the State. It is also stated that it is adopted by

the countries such as France, Italy, Denmark and Belgium (Ekinici et al., 2018). The research – based model, on the other hand, focuses on research rather than education and is financed from there. These universities are now known as “researching universities”. This model is also known as the Humboldt model or the German higher education model. It was presented by Wilhelm von Humboldt towards the end of the 19th century. In this model, which forms the basis of the University of Berlin, academic freedom and research-based education are aimed (Ekinici, et al., 2018). In the market – based model, the focus is on the market by seeking solutions to the problems of the society. This model, which was adopted especially in capitalist countries such as the USA and England, is also known as the Anglo – Saxon model or the entrepreneurial model and was preferred by Cambridge University and Oxford University (Ekinici et al., 2018).

In the article presented by Sam and van der Sijde (2014), Humboldt model, Napoleonic model (the center – based model explained above [Ekinici et al., 2018]) and Anglo – Saxon model are introduced as European models. It is written that American universities used to be based on the Anglo – Saxon model and later adapted the Humboldt model, and a different American model emerged. It is also stated that nowadays, there is an evolution towards the Anglo – American model, which is a mixture of the European models being adopted by entrepreneurial universities. In addition to these, it was argued that the American model is more dominant in Europe and in the world, although European models continue to be influential at the moment (Sam & van der Sijde, 2014).

On the other hand, the corporate governance model is also tried to be adapted to the American higher education administration (Hermalin, 2005/2020). In the corporate governance model, the higher education institution is expected to be managed like a company.¹ The Board of Trustees elects the Head of higher education (the President), just as the upper board chooses the CEO in a company. However, in this potentially adapted model, some problems may occur relating to the functions and goals of the institutions, since many of the higher education institutions are non-profit institutions

¹ In economy, corporate governance is described as “in a narrow sense, it is the set of rules that regulate the relations between the company management and shareholders and stakeholders” (Aktan, 2013)

while companies often operate for-profit, usually for money, so the objectives and purposes are different (Ehrenberg, 2005). And also, in some institutions, the President is approved not only by the Board of Trustees, but also by the board of faculty members or the students while, in company, the CEO is selected especially and may be only by the founder. Therefore, according to Ehrenberg (2005), more research including all the variations regarding with the institution's goals, approvals and so on is needed on this model.

Furthermore, the development of technology has also led to the emergence of different higher education models. Regarding with this, Hanna (1998) presented 7 different categories of the universities which could be also considered as models. These are extended traditional universities, for-profit adult – centered universities, distance education/technology – based universities, corporate universities, university/industry strategic alliances, degree/certification competency – based universities, and global multinational universities. According to Hanna's study (1998), extended traditional universities are the universities that offer the programs focusing on the existing curriculum to employees or the adults who want to stay up to date at work in the information society. William Rainey Harper, being primary, Penn State, New York University, University of California, Los Angeles (UCLA) and the University of Wisconsin were given as examples for that category, which were offering programs based on the Internet especially to the working adult audience. For-profit adult-centered universities, unlike the first, are more market-oriented and fully adult-oriented according to Hanna (1998). And also, while the previous one focuses more on individual skills, this model offers more career-oriented training to meet the needs of the employers. The form of payment can be directly from the employer. The universities given as an example were the University of Phoenix for that model. It was written that the University of Phoenix signed a direct contract with AT&T company to provide service for the learning center (Hanna, 1998). Distance education/technology-based universities, on the other hand, are universities that apply the traditional distance education method for all the people without focusing on age group. The Open University and Athabasca University are concrete examples of these which also contribute to reduce the cost of access to education (Hanna, 1998). Corporate universities are institutions opened under a company and focus on training

manpower in their fields, examples of which are educational institutions that can be specified as universities, initiated by companies such as American Express, Apple, Disney, First Bank of America, Intel, MasterCard, Motorola, Xerox, McDonalds, and Hart Schaeffer & Marx (Hanna, 1998). In the university/industry strategic alliances model, universities or companies cooperate with the university to organize online courses for their students. Hanna (1998) states that UOL Publishing Inc. company signed a collaboration with Georgetown University and the students can get the course completion certificate of this university thanks to the courses supported UOL Publishing Inc. Degree/certificate competency-based universities, on the other hand, are the universities only focusing on the degrees, certification, and skills. In Hanna's work (1998), Sylvan Prometric was given as an example for that type, which is an online evaluation company having agreements with a lot of institutions. Apart from these, degrees at Regents College in New York can only be obtained as a result of certain exams (Hanna, 1998). At Western Governors University, a certificate can be obtained as a result of skill-based evaluation such as portfolio evaluation, workplace experience evaluation (Hanna, 1998). Finally, the last model mentioned in Hanna's (1998) study is global multinational universities. At these universities, it is planned that the students from all over the world can get degrees through online courses. The National University of San Diego was given as an example for that type of universities. This university offered the "global MBA" that could be attended from anywhere in the world and being currently attended from the countries such as Argentina, Türkiye, Mexico City, Ecuador and Portugal. Presidio World College and Athena University also offer international virtual online services (Hanna, 1998).

In addition to these, Guo and Jamal (2007) summarized the effects of the intercultural education model, multicultural education model and anti-racist education model on the individual (self), the class, and the institution and community. The intercultural education model is used by the faculty members to develop the individual diversity of their students. The multicultural education model, on the other hand, provides framework for the curriculum change and is used to influence the individual and the classroom. The third, anti-racist education model is more comprehensive and affects the whole, namely the individual, the class, the institution and the society. Therefore, this last model is preferred more (Guo & Jamal, 2007).

Trakman (2008) also analyzed university governance under 5 different models in his study and brought them to the literature. These are the university governance by the academic staff, corporate governance, trustee governance, stakeholder governance and amalgam models of governance. As it is certain from the name, in the first model, the university is governed by the academic staff and it is seen that the above-mentioned corporate governance model is again discussed in his article as well. In the trustee governance model, higher education institutions are governed by the board of trustees. In this model, the stakeholders do not take part in the management, which is difference of the stakeholder governance model. In the amalgam models of governance, the members who have authority in the previous four models can take part in the management of the same higher education institution.

To summarize, many researchers have conducted a lot of researches on higher education governance models from different perspectives. Although some of them are quite outdated or sometimes not very detailed, they are still beneficial for the further researches and for the authorities in higher education system. This research is also believed to provide some more insights to the field of higher education governance.

CHAPTER III

METHODOLOGY

In this chapter, generally the methodology will be presented in detail. In the beginning, brief information about the type of the research and the most suitable research design for this study will be explained to make the process clear. The reason why that type of research and research design have been chosen will also be justified with the related claims discovered so far. After that, the selected higher education institutions and their countries will briefly be described in terms of their certain important features. Towards the end of this chapter, data collection instruments, data collection procedures, and data analysis process will be explained in the written order.

3.1 Research Design

There are two common types of research in the research area which are quantitative and qualitative researches. This study has been maintained with the qualitative approach. In qualitative researches, the data are interpreted rather than be presented statistically (Mackey & Gass, 2005, p. 2). In this study, Document Analysis has been utilized as a qualitative research method. According to Bowen (2009), document analysis is a systematic way to review and evaluate printed and electronic documents. In this work, the documents were approached from hermeneutic perspective and interpreted from specific aspects. Here, it is also important to mention that the document analysis is more than the content analysis including more than the analyses of transcriptions of interviews and other forms of talk (Bowen, 2009).

3.2 Selected Higher Education Institutions and Documents

In this study, the sampling is purposive. The sampling method is the (Criterion – Based) Maximum Variation Sampling which could be defined as determining the

different situations which are similar to each other in relation to the problem studied in the universe or the population (Büyüköztürk, et., 2018). In this sampling, the main goal is to make the units as different as possible in order to find out different or common aspects in different cases and in this way, to describe the problem in a broader framework (Büyüköztürk et al., 2018). According to Patton (2014), “you begin by identifying diverse characteristics or criteria for constructing the sample.” In this study, 3 main criteria have been determined in the sampling which are “main teaching method” of the universities, “function” of the universities, and “geographical diversity” among the universities. 11 higher education institutions have been selected according to those criteria that are also presented in the table below (Table 9). The selected institutions are the University of Melbourne from Australia, Technical University of Munich (TUM) from Germany, Indian Institute of Science (IISc) from India, Qatar University (QU) from Qatar, Moscow Institute of Physics and Technology (MIPT) and Moscow State University (MSU) from Russia, University of Cape Town (UCT) from South Africa, the University of Health Sciences (UHS) from Türkiye, The Open University and Oxford University from the UK, and Massachusetts Institute of Technology (MIT) from the USA.

In the sample, the universities represent their roles with their own uniqueness. The University of Melbourne, for instance, represents the research – incentive universities in Oceania standing as the best university in the national ranking according to Academic Ranking of World Universities by Shanghai Jiao Tong University (ARWU). It was established in 1953 and known as the second oldest university in Australia (Potts, 2012). TUM, on the other hand, is the representative of entrepreneurial universities in Germany supporting 78 start – ups in 2022. It is also on the first place nationally according to ARWU. TUM was founded in 1868 as Polytechnic School in Germany. IISc describes itself as “an institution of higher learning and research” in their 2021 – 2022 Annual Report. In the sample, it represents as a research – incentive university in India training mostly postgraduate students there. It was established in 1909 and keeps its 1st place in the rankings around India. QU represents the teaching – oriented universities from Qatar which is, at the same time, one of the Gulf countries. The next two institutions to be included in this study are MIPT and MSU from the Russian Federation which represents research – incentive universities and education –

oriented universities respectively in Russia and in Central Asian countries that used to be in the Union of Soviet Socialist Republics (USSR) for many years. MIPT is on the 3rd place in the national ranking in ARWU being declared as the “National Research University” in 2009 and MSU keeps its 1st place in ARWU system.

Other different representative universities in the sample are UCT, UHS, The Open University, Oxford University, and MIT. While UCT represents the education – oriented universities in South Africa where the social problems such as racism and poverty have been carefully handled, UHS represents the universities providing only health sciences in Turkey becoming one of the largest universities of health sciences thanks to its branches in other countries such as Somali, Sudan, and Uzbekistan. They are the best universities in their locations in terms of their functions. The Open University is totally different from the others in terms of the teaching methods. In The Open University, education is fully online which is also one of the largest universities in the world in terms of the amount of students. Oxford University and MIT have been leading universities in education and research for many years around the world that the other universities have been also trying to follow their steps in terms of their functions. In the sample, the MIT represents the research – incentive universities while Oxford University represents the research and education – oriented universities in their regions.

Table 9. The Criteria for Sampling²

University Name	Main Teaching Method	Function	Geographical Diversity
University of Melbourne	On Campus	<i>Research – Incentive</i>	<i>Representative of its geographical location</i>
TUM	On Campus	<i>Entrepreneur</i>	Representative of its geographical location
IISc	On Campus	<i>Research – Incentive</i>	<i>Representative of its geographical location</i>
QU	On Campus	<i>Education – Oriented</i>	<i>Representative of its geographical location</i>

² Differences italicized

Table 9. The Criteria for Sampling³ (continued)

MIPT	On Campus	<i>Research – Incentive</i>	<i>Representative of its geographical location</i>
MSU	On Campus	<i>Education – Oriented</i>	<i>Representative of its geographical location</i>
UCT	On Campus	<i>Education – Oriented</i>	<i>Representative of its geographical location</i>
UHS	On Campus	<i>Education of Health Sciences</i>	Representative of its geographical location
The Open University	<i>Online</i>	Education – Oriented	Representative of its geographical location
Oxford University	On Campus	<i>Education and Research – Oriented</i>	<i>Representative of its geographical location</i>
MIT	On Campus	<i>Research – Incentive</i>	<i>Representative of its geographical location</i>

And also, one more factor to choose these institutions is “accessibility” to the required documents. For instance, King Abdulaziz University from Saudi Arabia, Apple University from the United States (US), Tsinghua University from China, and Harvard University from the USA were going to be included to the study, but because of lack of access to get enough information they were taken down. The currently – selected higher education universities own different roles from one another in the sample as it is clear from the previous paragraph. While some of them stay representatives in terms of their functions, the other are the representative universities in terms of their different teaching methods or their different geographical locations. The main question to be answered in this study is “Where are the locations of those various universities in Clark’s Triangle?” In order to reach the goal of this study, the institutions’ official websites (11) in English and in their native languages and their annual reports (11), their strategic plans, the bylaws of the institutions and their governments on the selections and appointments, and the financial statements to discover their funding sources have been analyzed. While interpreting the universities’ representativeness

³ *Differences italicized*

and achievements, 2022 – statistics of ARWU have been utilized due to its common and supporting methodology for the goals of this study. In the methodology of ARWU, they evaluated the quality of education (10%), the quality of faculty (40%), research output (40%), and per capita academic performance (10%).

3.3 Brief Information About the Countries

It was thought that would be reader – friendly to give brief information about the education and economy of the countries. To start with, Australia has shown great performance in education according to recent OECD data. The economy of Australia is mainly based on mining industry having grown \$54.3 billion (Australian Bureau of Statistics, 2021 – 2022; OECD Better Life Index, n.d.). Next, according to the Federal Statistical Office (2022), Germany has the most amount of sales in automotive industry. It has had 2.5 million enterprises so far (Federal Statistical Office, 2022). Furthermore, Indian economy is mostly based on the precious and semi-precious stones (Türkiye Cumhuriyeti Dışişleri Bakanlığı, n.d.). India also invests on scientific researches and tries to connect the industry and academia as much as possible. Another included country is Russia which funds its educational institutions with the income from the sales of oil, natural gas, metals and chemical products. They usually give priorities to national and international competitions and Olympiads and train specialists in their institutions.

Another institution to be analyzed is QU in Qatar. Qatar has a newly constructed fundamentals in higher education system, so it will be better to provide quite longer information. It is one of the most conservative countries from Gulf Countries in the Islamic world having the third largest natural gas reserves around the globe. The education system of Qatar traces back to the religious Ordinary and Advanced Kuttab schools before 1952. The education had been given in the teachers' homes at the ordinary Kuttab education (Morsy & Ibrahim, 2023). The education at the ordinary Kuttab schools had been based on the memorization of Qur'an and at the advanced Kuttab schools they had also taught Arabic language literacy and basic arithmetic in the specifically constructed buildings which was usually for the rich families. The demand for higher education institutions started with the demand for the national teachers for the expanding secondary schools in 1960s (Morsy & Ibrahim, 2023).

Initially, the students started to get distance education from the universities in Egypt and Lebanon. In 1973, they established the College of Education, which became the University of Qatar later, in 1977 (Morsy & Ibrahim, 2023).

Next country is South Africa that may be considered as the one which had the most challenging periods in racism and discrimination in the history of humanity. Despite those difficult times, they never gave up in getting education and continued to stand up for their rights to education. Especially during the apartheid, there were black institutions and white institutions having policies with a lot of problems in equity (Hay & Monnapula – Mapesela, 2009). UCT was also one of the institutions underwent those types of policies. After the end of apartheid in 1994, they reformed the policies, which have advocated equality for everyone and market – friendly laws in higher education system.

Türkiye is one of the Middle Eastern countries which are quite slow in changing the structure tied to the past (Northouse, 2016). According to GLOBE studies, the Middle Eastern countries including Türkiye as well are mainly “past – oriented” giving more priorities to their traditional values in management (Northouse, 2016). According to the recent OECD study (2023), Türkiye needs the reform in the policies of education and labor market that will open the way to competition (OECD, 2023). Türkiye is the country which mostly funds the higher education from the national treasury. The UK and USA are the groups of states that are mainly “future – oriented” planning and investing in the future (Northouse, 2016). They are the most developed countries in higher education including the best universities in the world.

These pieces of information about the institutions’ countries might be short but to some extent summative, so in the next sections, they will be discussed in depth.

3.4 Instruments for the Analysis

In this study, one table with certain criteria has been created on Excel Program to collect the data to analyze the higher education institutions (Table 10). Those criteria will serve to answer the research questions and enable to complete the table (Table 6) by Knill and Dobbins (2014).

Table 10. Table Including Certain Criteria for Data Collection

University Names	1	2	3	4	5	6	7	8	9	10	11
Country	X	X	X	X	X	X	X	X	X	X	X
Mission	X	X	X	X	X	X	X	X	X	X	X
Vision	X	X	X	X	X	X	X	X	X	X	X
Priorities	X	X	X	X	X	X	X	X	X	X	X
Dominant decision – making actors	X	X	X	X	X	X	X	X	X	X	X
Resources	X	X	X	X	X	X	X	X	X	X	X
Involving parties in evaluation/control	X	X	X	X	X	X	X	X	X	X	X
Focal points in control	X	X	X	X	X	X	X	X	X	X	X
Frequency of evaluation	X	X	X	X	X	X	X	X	X	X	X
Number of the Students	X	X	X	X	X	X	X	X	X	X	X
Number of the Academic Staff	X	X	X	X	X	X	X	X	X	X	X
Ratio of the International Students	X	X	X	X	X	X	X	X	X	X	X
Ratio of the Graduate Students	X	X	X	X	X	X	X	X	X	X	X
Rank of the University (National/International) – ARWU	X	X	X	X	X	X	X	X	X	X	X

Table 10 has been created according to the research problems with the affirmation of the experts around the researcher. The first, second, third and the fourth criteria (Mission, Vision, Priorities/Values and Resources) contribute to explore the objectives of the institutions which will help to know how are the relations of the higher education institution to the state and society. In other words, it will contribute to know if the directive plans are state – oriented, market – oriented, or academia – oriented with academic achievements. The fifth criterion will also provide important data to discover where they get financial support – from the state, industry, or the students (“buyers”)

or the marketing as well as to explore to what extent there is interaction between the institution and the market, state or public. The fourth criterion (Dominant decision – making actors) will serve to find out how is the institutional structure of the University. The criterion 6, 7, and 8 will serve to answer the third research question which is about the patterns of control and quality evaluation (Table 5). The remaining criteria in the data collection such as the ratio of the academic staff, graduate students, and international students will help to notice the other influential points in the governance system of the institutions which may play a significant role in the change of governance systems. The data from ARWU is also necessary to find out the achievement of the institution in nationwide and worldwide. As a result, all the research questions will be answered though those criteria with in – depth analysis.

3.5 Data Collection Procedures

Before the data collection, certain types of documents were decided to be analyzed. The most beneficial and reliable academic documents from the scientific journals or books and some official websites were chosen to find out detailed information about the institutions and their countries. After that, Table 10 was created to reach the main goal of the study which is to explore the current tendencies of the universities' management towards the state – centered model, market – based model, or academic self – governance according to Clark's Triangle. During the data collection, the official websites of the institutions and their governments including the domain names such as “.edu” and “.gov” were analyzed to fulfill the criteria of Table 10 and to get the answers for the research questions which would lead to the ultimate goal of the study. After collecting the data using the table as the data collection instrument, they were analyzed using the content analysis technique by inferring particular themes and interpreted with critical views.

3.6 Data Analysis

In this study, in order to answer the research questions and to reach the ultimate purpose all the data were archived in the categories and inferred in the Excel program as it is in Table 10. In order to answer the first and the fifth research question, the missions, visions, and priorities or values of the institutions were analyzed and

inferred. In this study, the content analysis was used to analyze the documents, which refers to “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2014). The document analysis was approached inductively to discover the themes. As supporting information for reliability, the activities in the institutions associating with their objectives were also researched on their official webpages. In order to answer the rest of the research questions, the bylaws of the governments and the institutions, their financial statements, annual reports, and other related statements on their websites were analyzed and some significant part of them for the criteria in Table 10 were archived in Excel program to be interpreted later.

CHAPTER IV

RESULTS

In this chapter, the findings from the analyses are presented in order with the research questions. The sections have been organized as a response for each research question within the scope of the collected data from a specific institution. The themes discovered during the content analysis are presented through the tables prepared by using the criterion table (Table 10). Behind each table, the data which derive the themes are shared with their citations to notice the main source of information. In other words, these data will support all the findings coming from the content analysis and serve to interpret the results from the whole perspectives according to Knill and Dobbins' table.

4.1 How are the Relations of the Higher Education Institution to the State and Society in Terms of Knill and Dobbins' Models?

While the mission, vision, and priorities of one university imply their functions and goals as well as its relations to the state or the society, the funding resources are the significant factors in the formation of its governance system. Table 11 shows the themes found out in the content analysis of mission, vision, and priorities of each selected higher education institution and provides the accessible findings on the funding resources of the universities. These data have been used to notice how their relations to the state and the society according to Knill And Dobbins' table discussed above.

Table 11. Findings on the Mission, Vision, Priorities, and Resources of the Universities

University Name	Mission	Vision	Priorities	Resources
University of Melbourne	World – leading and globally connected Australian university Involvement of the students	Contribution to society Transformative impact of education and research	Place Community Education Discovery Global	Australian Government State and Local Government Higher Education Contribution Scheme – Higher Education Loan Program (HECS – HELP) Student Payments Fees and Charges, Investment Income Consultancy and Contracts Other Revenue
TUM	Education, Diversity, Innovation Entrepreneurial courage Highest scientific standards Lifelong learning	Knowledge exchange Leading entrepreneurial university Future – orientedness	Excellence Entrepreneurial Mindset Integrity Collegiality, Resilience	Government income Third – party income Earned income
IISc	World-class higher education Fundamental and applied research Dissemination of new knowledge Publications in top journals and conferences National success Relationship between industry and society	Excellent research World – class education Improvement of science and technology National wealth creation and social welfare	-	Governmental and non-governmental sources
QU	National institution Quality educational programs The future of Qatar Diversity in the university community Teaching and conducting research Advancement of knowledge Contribution to the society	Region – wide distinctive excellent education and research An alternative for students and scholars Contribution to the sustainable socio-economic development of Qatar	Excellence Integrity Academic freedom Diversity Innovation Social responsibility	Government and grants
MIPT	Training Science and technology Success of the country and humanity	-	Best prospective students Leading scientists in teaching Individual approach for students' creative talents Atmosphere of technological research, Constructive creativity Best laboratories	Governmental and non-governmental sources
MSU	Benefit for humanity Benefit for the nation	-	-	Governmental and non-governmental sources
UCT	Teaching, Research Scholarship Strategic partnership Diversity Future influential leaders for the society and the world	Research – incentive African university Outstanding achievements in learning, discovery, and citizenship Enhancement of the lives of the students and staff More equitable and sustainable social order Global higher education landscape	Excellence Transformation Sustainability	The state subsidy The tuition fees The other bodies

Table 11. Findings on the Mission, Vision, Priorities, and Resources of the Universities (continued)

UHS	Social problems The field of health Being open to change Bringing up internationally qualified individuals Universal principles	Academic needs in nationwide and worldwide Being a research – oriented university Manufacturing of domestic medicines, vaccines and devices	Being scientific Ethical values Excellence Being global Accuracy Reliability Sharing Innovation Freedom Accountability Participation Transparency Merit Social responsibility	Enterprise and ownership revenues Donations and grants (from the State) Other revenues
The Open University	Accessible learning for everyone Students' ambitions	To reach more students Life – changing learning Students' needs To enrich society	Inclusivity Innovation Responsiveness	Tuition Fees and Education Contracts Funding Body Grants Research Grants and Contracts Other Sources
Oxford University	The advancement of learning Teaching and research Dissemination of research	Unity Provision of world – class research and education Benefitting the society in nationwide and worldwide Independent scholarship Academic freedom Fostering the culture Innovation and collaboration in a culture Equality of opportunity Inclusivity Diversity Distinctive democratic structure Collegiate structure	Education Research People Engagement and Partnership Resources	Tuition fees and contracts Funding body grants Research grants and contracts Publishing services Investment income Donations and endowments Donations of assets Other income
MIT	Advancement of knowledge Education Serving the nation and the world Dissemination and preserving the knowledge Provision of service for the students Discovery Diverse campus community The betterment of humankind	-	Excellence and curiosity Openness and respect Belonging and community	Tuition Sponsored support Indirect cost recovery Contributions (expendable gifts and pledge payments) Support from investments Auxiliary revenue Other Revenue

As it is seen in the table, the themes found out in the mission and vision statements and priorities of the University of Melbourne are *world – leading and globally connected Australian university, involvement of the students, contribution to society, transformative impact of education and research, place, community, education, discovery, and global*. In the themes determined as *world – leading and globally connected Australian university, involvement of the students, contribution to society, and transformative impact of education and research* come from its mission and vision which are stated as “our aspiration is to be a world-leading and globally connected Australian university with students at the heart of everything we do” and “our purpose is to benefit society through the transformative impact of education and research” (University of Melbourne, 2020).

In their strategic plan, they give priorities to five themes which are *place, community, education, discovery, and global*. In the theme about *place*, they give importance to the relationship with their traditional owners of the land. They are planning to “partner with governments and others in growing the knowledge economy locally and globally, to advance reconciliation and reciprocal learning with Indigenous peoples and communities and to develop their precincts and campuses to contribute to social, economic, and cultural wealth” (University of Melbourne, 2020). In another theme, *community*, the university is described as a place that is giving value for everyone and encouraging them to complete their potential. They also give priority to diversity and inclusiveness in their community. They state that “they would cultivate a culture and environment that would be attractive to the most talented people from around the world, strengthen the diversity and inclusion, facilities for talented students from disadvantaged backgrounds and provide strong voice in public debate with the commitment to advancing knowledge and academic freedom” (University of Melbourne, 2020). In their next priority, *education*, they are committed to educating outstanding graduates for Australia and the world, strengthening a distinctive curriculum with a research – rich context actively engaging the students, innovating the learning and engaging the alumni with educational opportunities such as lifelong learning programs (University of Melbourne, 2020). The next theme is *discovery* in which they mention that the research is the integral part of discovery. Therefore, they emphasize attracting the researcher in the highest quality in the world, nurturing the research career, advancement of research success with reasonable investment, cross-disciplinary partnership, engagement of the students with the research culture and a

network of precincts as research partners. The last priority that they give is being *global*. Within the scope of this priority, they focus on the leadership and collaboration with other countries in research, especially with the Asian Pacific region with rising Asian powers as well as private companies (University of Melbourne, 2020).

The financial resources of the University of Melbourne are Australian Government (39%), the State and Local Government (2%), HECS – HELP Student Payments (1%), Fees and Charges (36%), Investment Income (8%), Consultancy and Contracts (6%), and Other Revenue (8%) according to the 2022 Annual Report (University of Melbourne, 2023b). Funds from the Australian Government include Commonwealth Grant Schemes and Higher Education Loan Programs, Education research, Capital funding, Australian Research Council, NHMRC, and Australian Government financial assistance. Local Government funds are divided into three categories which are Non-Capital Research, Non-Capital Other, and Capital. The funds categorized as Fees and Charges include fees and charges from the overseas and domestic students and other non-course fees and charges such as parking fees, student accommodation, and etc. Investment income is from the interests and dividends. The Other Revenue is from the donations and bequests, non-government grants, commercial sales, royalties, trademarks and licenses, and others such as for the provision of childcare services (University of Melbourne, 2023b).

Next, *education, diversity, innovation, entrepreneurial courage, highest scientific standards, and lifelong learning* come out as the main themes in the mission statement of TUM which was stated as

We inspire, promote and develop talents in all their diversity to become responsible, broad-minded individuals and empower them to shape the progress of innovation for people, nature and society with the highest scientific standards and technological expertise, with entrepreneurial courage and sensitivity to social and political issues, as well as a lifelong commitment to learning (TUM, n.d.c).

In the vision statement that is “As a leading entrepreneurial university, we are a site of global knowledge exchange, shaping the future with talent, excellence and responsibility,”

knowledge exchange, *leading entrepreneurial university*, and *future – orientedness* are the main themes discovered in the content analysis (TUM, n.d.c).

In the theme of *excellence* in their priorities, “they prioritize their highest standards of performance in research, teaching and innovation.” Under the next theme, *entrepreneurial mindset*, they imply that they maintain their commercial applications in new challenges. While the diverse community in terms of different backgrounds, cultures, ideas, and perspectives are highlighted by means of *integrity*, under the theme of *collegiality*, they drive at that they cultivate the academic, economic, and social partnership in the community respecting each other. They believe that would make the university a site of global knowledge exchange. In the theme of *resilience* in their priorities, it is stated that they are in persistent exchange which is an opportunity for the development of science, ecology, economy, and society (TUM, n.d.c).

The funding resources of TUM are categorized as government income, third – party income, and earned income, the percentages of which are 42%, (€739,2 million), 24%, (€430,4 million), and 34%, (€600,7 million) respectively according to 2021 Annual Report (Heymann, n.d.). €521,7 million of the earned income is from the hospital which is the largest amount among the resources. The third – party funding resources are the State of Bavaria, Federal Government, DFG (Deutsche Forschungsgemeinschaft - German Research Foundation) which is the central self-governing research organization, European Union, Foundations, Endowed Professorships, private enterprises, and other private donors.

The six themes were found out in IISc’s mission statement which is stated as follows;

Our mission is to realize our vision by:

Imparting world-class higher education in an environment of fundamental and applied research in science and engineering;

Conducting high-impact research, generating new knowledge, and disseminating this knowledge through publications in top journals and conferences;

Applying faculty expertise towards the success of national science and technology initiatives;

Applying deep knowledge in various areas to create knowhow and developing such knowhow for utilization by industry and society (IISc, n.d.c).

In the vision statement of IISc, there are four main themes that are *excellent research, world – class education, improvement of science and technology, and national wealth creation and social welfare*. The vision statement is presented below;

IISc aims to be among the world’s foremost academic institutions through the pursuit of excellence in research and promotion of innovation by offering world-class education to train future leaders in science and technology and by applying science and technology breakthroughs for India’s wealth creation and social welfare (IISc, n.d.c).

The statements about its priorities or values have not been come across during the analyses.

The funding resources of the IISc can be both governmental and non-governmental. According to the 2021 – 2022 Annual Accounts (IISc, n.d.a), they got the largest amount of income from the government (Ministry of Education [MoE]). The funding resources are given in the summative table below (IISc, n.d.a). The amount is in Rupees.

Table 12. The Funding Resources of IISc (IISc, n.d.a)

Particulars	2021 – 2022
Academic Receipts	109627403
a) Grants from Govt. of India – MoE	5320641329
b) Grants from State Govts	10000
Income from Investments	171125291
Interest Earned	-
Other Income	28078933
Project Earnings – F&A	7240473
Project Earnings – CSSP	74879838
Prior Period Income	18956231
Total	5730559499

In the table, the academic receipts include tuition fees, hostel fees, thesis fees, and other students' receipts.

Furthermore, *national institution, quality educational programs, the future of Qatar, diversity in the university community, teaching and conducting research, advancement of knowledge, and contribution to the society* are the main themes found out in the mission statement of QU, which is stated in full form as follows;

Qatar University is the national institution of higher education in Qatar. It provides high quality undergraduate and graduate programs that prepare competent graduates, destined to shape the future of Qatar. The university community has diverse and committed faculty who teach and conduct research, which addresses relevant local and regional challenges, advances knowledge, and contributes actively to addressing the needs and aspirations of society (QU, n.d.e).

Region – wide distinctive excellent education and research, an alternative for students and scholars, and contribution to the sustainable socio-economic development of Qatar are the most emphasized topics in its vision, which is written as “To be regionally recognized for distinctive excellence in education and research, an institution of choice for students and scholars and a catalyst for the sustainable socio-economic development of Qatar” (QU, n.d.e). *Excellence, integrity, academic freedom, diversity, innovation, and social responsibility* are the prioritized themes within the management of QU (Institutional Research and Effectiveness Department, n.d.).

The funding resources of QU are the government and the grants for research projects by the Qatar National Research Fund (QU, n.d.a). The ratio of the income from each organization was not given in the annual report, but the organizations are the national organizations such as National Priorities Research Program, Qatar National Research Fund and Undergraduate Research Experience Program. They increase the partnership to support the entrepreneurship with the national organizations such as the Ministry of

Economy and Commerce, Qatar, Development Bank, Ministry of Transport and Communications, Qatar Stock Exchange and others (QU, n.d.a).

The mission statement of MIPT is stated as “MIPT’s mission is to train leaders in science and technology, who are capable to solve key scientific and technical problems, and who will determine the success of the country and humanity in the XXI century,” bringing out three main themes that are *training*, *science and technology*, and *success of the country and humanity* (MIPT, n.d.a). The vision statement has not been come across in the documents, but the principles of the institution are stated as follows;

Four basic principles of Phystech system are:

selecting the best prospective students;

leading scientists participating in teaching;

an individual approach to some students to develop their creative talents;

creating an atmosphere of technological research and constructive creativity,

using the potential of the best laboratories of the country (MIPT, n.d.a).

The main funding source of MIPT is the Government of the Russian Federation. The accounting policies were developed according to the Budget Code of the Russian Federation (Ministry of Higher Education and Science, 2020). The Rector of MIPT is responsible for the organization of accounting and tax accounting under the certain laws. The Chief Accountant must report everything directly to the Rector of the Institution. According to the 2021 Annual Report of MIPT (MIPT, 2022), the income comes from science (35%), education (35%), youth policy and student support (11%), infrastructure (8%), development programs (3%), and other income (8%).

The full official name of the University is Federal State Budget Educational Institution of Higher Education M. V. Lomonosov Moscow State University (Lomonosov MSU or MSU) (MSU, n.d.). The mission of the University, which is “for the benefit of the common human life, ... For the good of the whole Fatherland,” is traced back to the quote of the Empress Elizabeth Petrovna, who said that during the establishment of the University in 1755 (Government of the Russian Federation, 2021). In this statement, *the benefits of the University for humanity and the nation* come out as the

main themes. The exact vision statement and the priorities have not been come across during the research, but one more piece of information was found out about their priorities. In 2021, MSU prepared its program about the development of the University until 2030 (Government of the Russian Federation, 2021). In the program, they emphasize the challenges in Russia and in the world and the development of the University, society, country and the world in certain fields such as education, culture, health, and so on.

Funding sources of the University are the federal budget, the Trustees, and donations from other individuals (Government of the Russian Federation, 2021). The percentage of the sources was not found out in the documents but it was discovered that the University is independent to determine its directions and procedures for the use of funds by estimating the income and expenses (Government of the Russian Federation, 2008).

The mission statement of UCT is presented in full form below, from which the six main themes have been discovered (Table 17).

UCT provides a vibrant and supportive intellectual environment that attracts and connects people from all over the world.

We aim to produce graduates and future leaders who are influential locally and globally. Our qualifications are locally applicable and internationally acclaimed, underpinned by values of engaged citizenship and social justice. Our scholarship and research have a positive impact on our society and our environment.

We will actively advance the pace of transformation within our university and beyond, nurturing an inclusive institutional culture which embraces diversity (UCT, 2023a).

The vision statements of UCT is also given below, in which there are five emphasized themes that are *research – incentive African university, outstanding achievements in learning, discovery, and citizenship, enhancement of the lives of the students and staff, more equitable and sustainable social order, and global higher education landscape.*

UCT is an inclusive and engaged research – intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; enhancing the lives of its students and staff, advancing a more equitable and sustainable social order and influencing the global higher education landscape. UCT is committed to engaging with the key issues of our natural and social worlds through outstanding teaching, research and scholarship. We seek to advance the status and distinctiveness of scholarship in Africa through building strategic partnerships across the continent, the global south and the rest of the world. (UCT, 2023a).

The document titled as “Vision 2030” was also analyzed to find out what their main objectives are. The Vision 2030 was prepared based on the vision of *excellence*, *transformation*, and *sustainability*. It is stated that they have adapted an approach for UCT which is shown below (UCT, 2021).

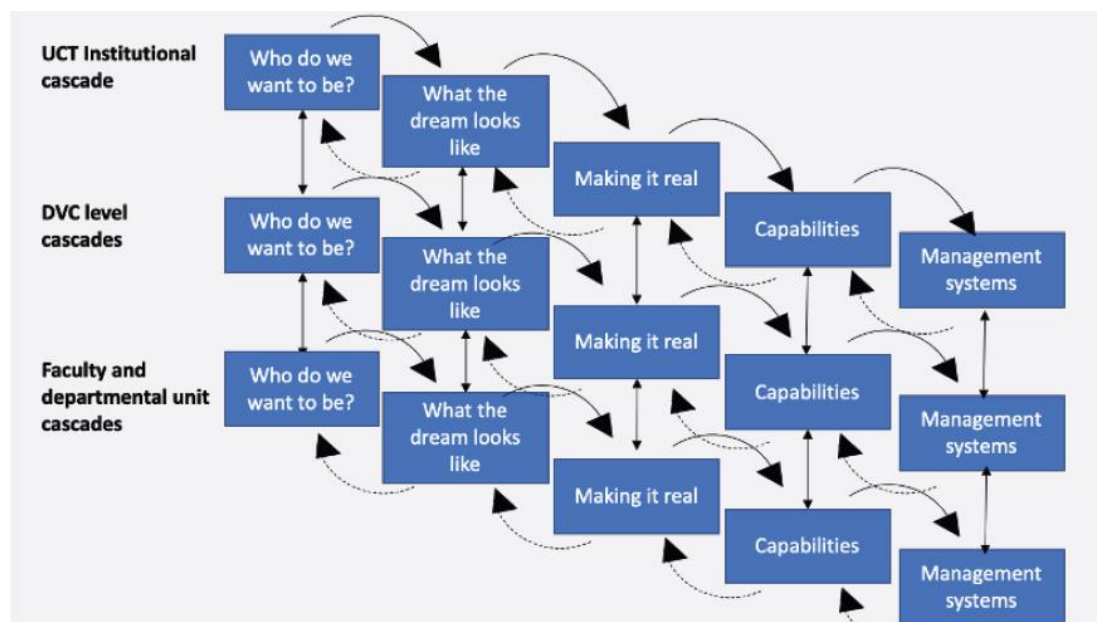


Figure 3. Cascades of Choice - from Roger Martin’s Book, “Playing to Win,” Adapted for UCT (UCT, 2021)

In the document, it is believed that they must implement the determinations prepared according to the components in the cascades in teaching and learning and research to be a global University in Africa (UCT, 2021).

The income of UCT is from the state subsidy, tuition fees, and other bodies. According to the 2021 – Statistics (UCT, 2022a), 45.9% of income is from the state subsidy, 42.6% is from the tuition fees, and 11.5% is from the other bodies.

The social problems, the field of health, being open to change, bringing up internationally qualified individuals, and universal principles are the main themes determined in the mission statement of UHS, which is stated as;

The mission of the University of Health Sciences is to be sensitive to social problems in the field of health, open to development and change, bring up internationally qualified individuals who are creative, solution-oriented, aware ethical rules and adopt universal principles. (UHS, n.d.a).

The vision statement has been written as “Our vision is to supply academic needs in healthcare services in nationwide and worldwide, to be a research-oriented university with strong R&D, which will contribute to the manufacturing of domestic medicines, vaccines and devices”, which emphasizes three themes that are *academic needs in nationwide and worldwide, being a research – oriented university, and manufacturing of domestic medicines, vaccines and devices* (UHS, n.d.a). UHS gives values to *being scientific, ethical values, excellence, being global, accuracy, reliability, sharing, innovation, freedom, accountability, participation, transparency, merit, and social responsibility* (UHS, n.d.c).

To give information about the funding resources of UHS, the budget is proposed to the MoNE and be brought into force under control having been approved by the CoHE, (Bülbül & Altunhan, 2020). According to the UHS Strategic Plan 2020 – 2024 (UHS, n.d.b), the possible funding sources in 2024 are predicted to be 0.02% enterprise and ownership revenues, 99.75% donations and grants (from the State), and 0.23% other revenues.

The next institution to be analyzed was The Open University, the uniqueness of which is that every activity is online. In the mission statement which is stated as “Our mission is to make learning accessible to all, and together we’ve already helped over 2 million

students to realise their ambitions” (Open University, n.d.c), the *accessible learning for everyone* and *students’ ambitions* are the emphasized topics. In the vision statement, *to reach more students*, *life – changing learning*, *students’ needs*, and *to enrich society* are mainly emphasized. It is written as “Our vision is to reach more students with life – changing learning that meets their needs and enriches society” (Open University, n.d.c). Their values are *inclusivity*, *innovation*, and *responsiveness* (Open University, n.d.c). Within the scope of these three components, the promotion of social justice, innovation in teaching, learning, and research and their response to the needs of the students, employers, and communities are the main priorities (Open University, n.d.c).

The Open University has 208,308 students according to its Facts and Figures 2021/22 (Open University, n.d.a). It has partnerships with other institutions worldwide and they have validated programs including 48,289 students around the world. The income of The Open University comes from the tuition fees and education contracts (76.4%), funding body grants (20.5%), research grants and contracts (2.6%), and from other sources (0.5%) (Open University, 2022b).

Next, *the advancement of learning, teaching and research*, and *dissemination of research* are the main themes found out in the mission statement of Oxford University, which is stated as “The advancement of learning by teaching and research and its dissemination by every means” in full form (Council & Congregation, 2018). The vision statement is so inclusive that contains many themes (Table 11). The vision of Oxford University is stated as;

We will work as one Oxford bringing together our staff, students and alumni, our colleges, faculties, departments and divisions to provide world-class research and education. We will do this in ways which benefit society on a local, regional, national and global scale. We will build on the University’s long-standing traditions of independent scholarship and academic freedom while fostering a culture in which innovation and collaboration play an important role.

We are committed to equality of opportunity, to engendering inclusivity, and to supporting staff and student wellbeing, ensuring that the very best students and staff can flourish in our community. We believe that a diverse staff and student body strengthens our research and enhances our students' learning.

The University's distinctive democratic structure, born of its history, will continue to offer a source of strength. Likewise Oxford's collegiate structure provides the University with key aspects of its academic strength and its highly attractive student experience. Oxford will continue to foster the interdisciplinary nature of the colleges, their teaching strength, and their defining and enduring sense of community (Council & Congregation, 2018, p.2).

They give priorities to *education, research, people, engagement and partnership, and resources* (Council & Congregation, 2018).

The funding sources of the University of Oxford are classified as tuition fees and contracts (16.8%), funding body grants (8.4%), research grants and contracts (25.6%), publishing services (26.8%), investment income (4.7%), donations and endowments (3.7%), donations of assets (0.11%), and other income (14.8%) according to the Financial Statements 2021 – 2022 (Finance Division, 2022). It is also worth mentioning that the colleges except for the new colleges which are Kellogg, St Cross, and Reuben are autonomous financially (Oxford University, n.d.a).

Last but not least, MIT has a motto, “men et manus” meaning “mind and hand.” It implies its vision, mission, and priorities as well as referring to knowledge and practice. In the mission statement of MIT, *advancement of knowledge, education, serving the nation and the world, dissemination and preserving the knowledge, provision of service for the students, discovery, diverse campus community, and the betterment of humankind* are the main points to be emphasized. The full form of mission statement can be seen below;

The mission of MIT is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century.

The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges. MIT is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community. We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind (MIT, n.d.).

The values are *excellence and curiosity*, *openness and respect*, and *belonging and community* (MIT, n.d.).

MIT has 11,858 students in total and 60.7% of them are graduate students getting support from the Institute. The funding resources of MIT are divided into categories of tuition fees (10%), sponsored supports (40%), indirect cost recovery (7%), contributions (10%), support from investment (24%), auxiliary revenue (3%), and other revenue (6%) (MIT Corporation, 2022).

All in all, through this section, the themes from the content analysis of the mission, vision, and priorities as well as the funding sources of the selected institutions have been presented with their primary sources. Each university provided some similar and some different perspectives in their relations with the State and society, which will be discussed later.

4.2 How is the Institutional Structure of the University?

It is possible to state that the dominant decision – making actors of one university determine the direction and destination of university. At the same time, the governance structures may clearly be realized by finding out the main decision – making actors and their functions and powers in the structure according to Knill and Dobbins (2014).

In this section, the aforementioned actors and their responsibilities by law are presented to discover the institutional structure of the universities after the in – depth analysis. The data mostly come from the charters or bylaws and other statements on the universities’ official websites.

Table 13. Findings on the Main Decision – Making Actors of the Universities

University Name	Dominant Decision – Making Actors
University of Melbourne	The Council
	The Minister
TUM	The Board of Trustees
	Senate
	The Bavarian State Minister of Sciences
	The Board of Management
	The University Council
IISc	The Visitor
	The Court
	The Council
	The Finance Committee
	The Senate
	The Board of Management
	The Board of Trustees
	The Director
	Others declared by the Regulations
QU	The Board of Regents
	The President
	Deans or Directors to some extent
MIPT	Legislation of the Russian Federation
	The Ministry of Higher Education and Science
	The Supervisory Board
	The Academic Council
	The Rector
	The Board of Trustees

Table 13. Findings on the Main Decision – Making Actors of the Universities
(continued)

University Name	Dominant Decision – Making Actors
MSU	The Academic Council of the University The Rector The Conference The Board of Trustees The legislation of Russia
UCT	The Council The Minister The Senate
UHS	The State CoHE MoNE Inter-University Board The Rector The Senate The Board of Management (University-wide) The Board of Trustees The Deans
The Open University	The Council The Senate The Vice-Chancellor
Oxford University	The Privy Council The Convocation The Congregation The Council The Heads of Colleges
MIT	The Corporation The President The Executive Committee The Faculty The Academic Council

Before starting with the data from the University of Melbourne, it may be much more understandable if some brief information is given about the Australian government and its education system. Australia has three levels of government which are the Federal Government (responsible for federal matters), State and Territory Governments (responsible for state matters), and Local Councils (responsible for local matters). The history of these levels follows back to 1901 when the six British colonies, New South Wales, Western Australia, Queensland, Victoria, South Australia, and Tasmania, united to form the Commonwealth of Australia (Parliamentary Education Office, 2022). In 2013, the second edition of Australian Qualifications Framework (AQF) was published with the collaboration of Commonwealth, State and Territory ministers (AQF Council, 2013) that the education is maintained according to this framework. In 2008, the University of Melbourne developed the Melbourne Curriculum which is more than the levels in the AQF. In the curriculum, they also provide different subjects from languages to music, which complements the students' degrees.

The main decision – making actors have been found out as the *Council* and to some degrees *the Minister* that the Council may make any university statutes and university regulations and must submit them to the Minister for approval (Chief Parliamentary Counsel, 2018). The University may be a partner or accept partnership under guidelines prepared by the Council and which may be submitted to the Minister for approval. It may also create trust funds or any other purpose that the income must be used only by the University and for the purposes of the University. The University is administered in the hierarchical way given below.

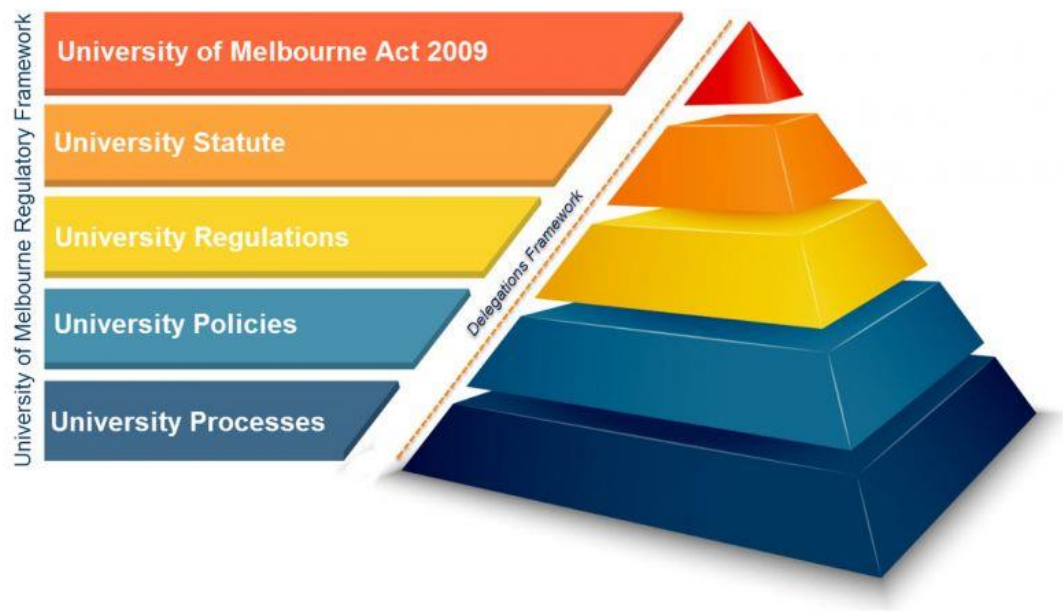


Figure 4. Hierarchy of the Governance of the University of Melbourne Operations
(University of Melbourne, n.d.c)

All the operations in the University of Melbourne are administered by the Council under the University of Melbourne Act 2009 (Chief Parliamentary Counsel, 2018). In the Act, it is stated that the Council is the major governing body of the University. In the Act, it is also mentioned that the government appointed members, the number of whom must be equal to or greater than the Council appointed members, may be appointed and removed by the Governor or the Minister in consultation with the Chancellor. The selection of the Chancellor, any Deputy Chancellors, the Vice-Chancellor, the President of the Academic Board, and the elected members are charged to $\frac{2}{3}$ vote requirement among the members of the Council.

The Council has Official Members, Government Appointed Members, Council Appointed Members, and Elected Members. The Official Members of the Council of the University consist of Chancellor, Vice-Chancellor, and the President of the Academic Board. The Government Appointed Members include Deputy Chancellor (Government Appointment), one member with government appointment (Ministerial), and one more Government Appointed Member on their website. The Council Appointed Members consist of three Council Appointed Members and one Deputy

Chancellor (Council Appointment). The Elected Members are one staff – elected – member of the Council and one student – elected – member of the Council (University of Melbourne, n.d.d). The structure of the governance is given below in the chart. (University of Melbourne, n.d.a)

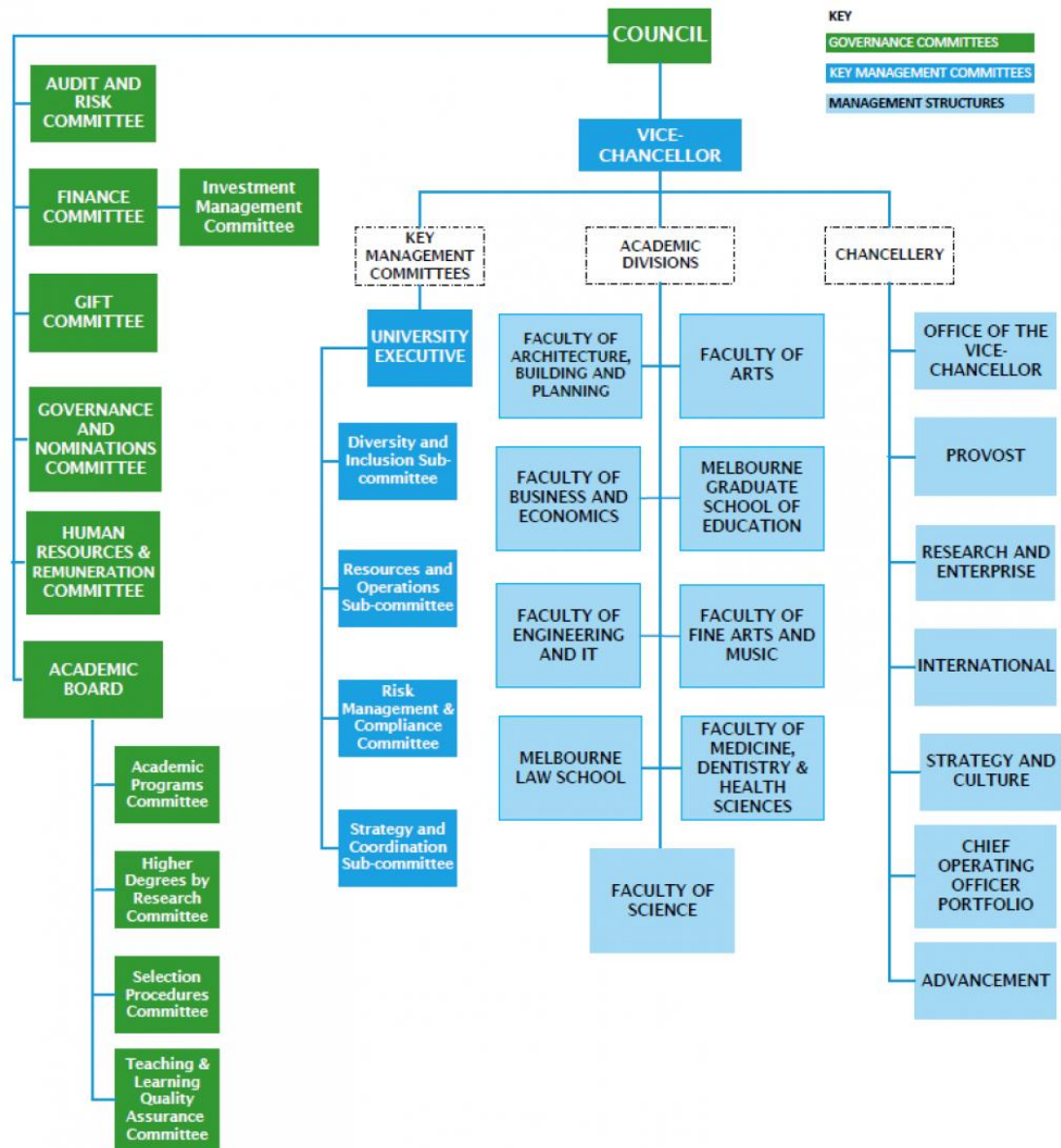


Figure 5. The Structure of the University of Melbourne (University of Melbourne, n.d.a)

To mention about the responsibilities of the Council and the Council members, the Council must appoint one Chancellor (maximum for 5 years), at least one Deputy

Chancellor (maximum for 5 years), and the Vice-Chancellor. The Deputy Chancellor and the Vice-Chancellor may be in the role of the Chancellor in his/her absence under the university statutes and regulations. The Council is also responsible for the university statutes and regulations. The Chancellor chairs the Council. The Vice-Chancellor is the chief executive officer of the university conducting the university's affairs in all matters. The Council also appoints the President of the Academic Board which is responsible for the quality assurance in the academic activities.

Among the peak bodies and structures is the University Executive as it is seen in Figure 5. The University Executive includes the Chancellery Executive, the President of the Academic Board, and the Deans. Its sub-committees are Diversity and Inclusion Sub-Committee, Resources and Operations Sub-Committee, Risk Management and Compliance Sub-Committee, and Strategy Coordination and Planning Sub-Committee. They are responsible to report the activities in their fields to the University Executive. The pathways of the committees on their approval and reporting can be seen in the chart below (University of Melbourne, 2023a).

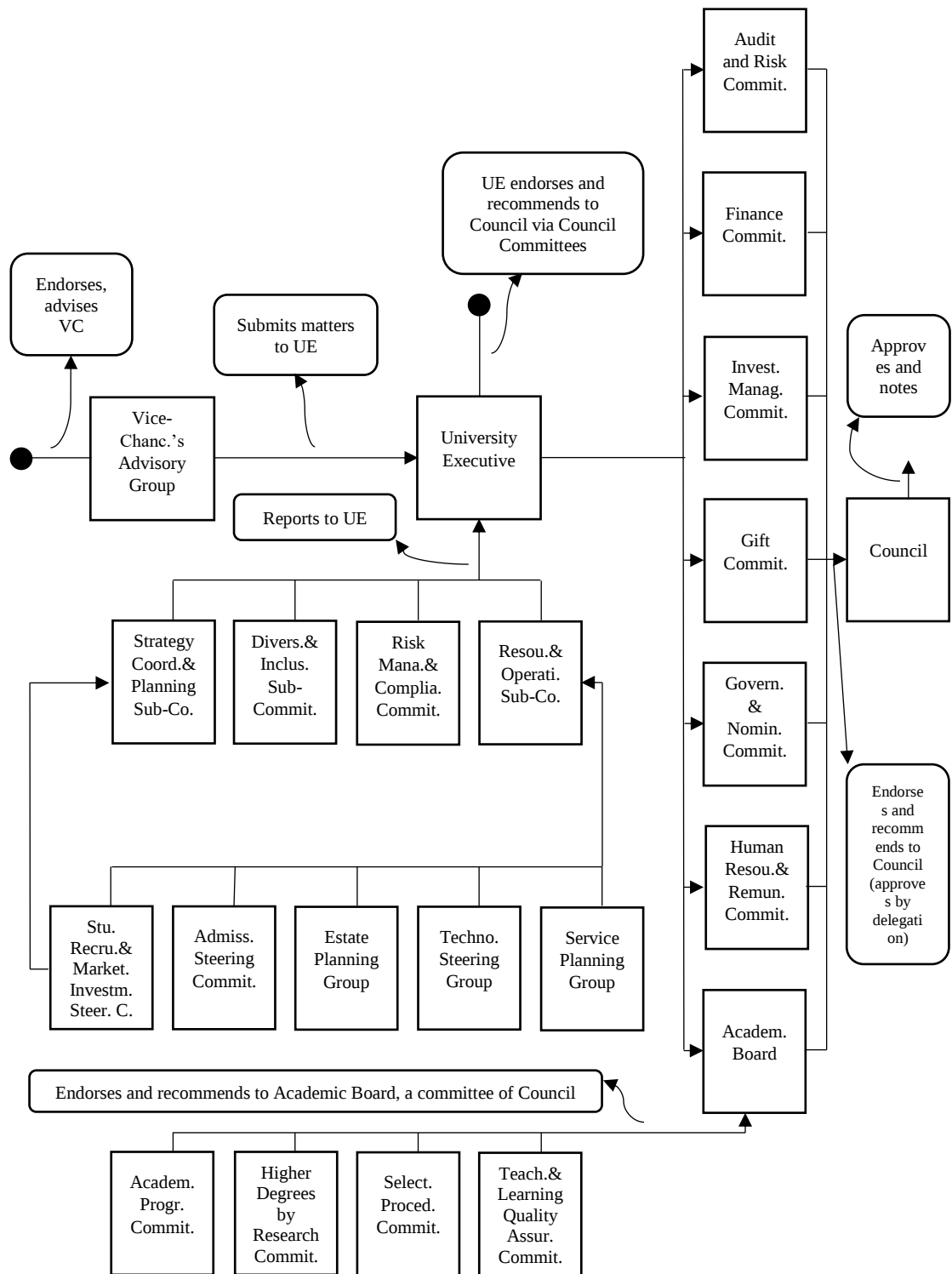


Figure 6. Committee Approval and Reporting Pathways (University of Melbourne, 2023a)

The Academic Board is the responsible side for the administration of all the academic activities and also for improving the academic quality (Academic Secretary, 2023;

Chief Parliamentary Counsel, 2018). The students are selected under the operations of the Selection Procedures Committee in Figure 6. The selection committee members are appointed by the Deans and the Deans specify the minimum entry scores. The students are selected from the pool with the specific criteria and requirements for each course that are approved by the President. The quota is specified by the Vice-Chancellor. The students apply through the system called VTAC (Victorian Tertiary Admissions Center), where their ATAR (Australian Tertiary Admission Rank) is calculated. They are internally evaluated (formative or summative assessment) by the Board of Examiners established by the Dean working within the scope of the Academic Board (Academic Secretary, 2022).

According to the Academic Appointment, Performance and Promotion Policy, the Provost must establish the University Appointments and Promotions Committee (UAPC), which works in collaboration with the Academic Board and the Faculty Appointments Promotions and Committee (FAPC). The Provost is advised by UAPC and the Deans are advised by FAPC in the selection of the academic staff according to their academic performance. After everything is approved by the Provost, they are reported to the Council. The Provost works with the academic and administrative staff of the university. It improves the collaboration between the faculties, makes the community of scholars diverse, and supports the faculty, students, and academic staff with innovation in their work by developing and controlling academic policies, the programs, and teaching and learning activities (University of Melbourne, n.d.b).

Next, the main decision – making actors of TUM are the Board of Trustees (Hochschulrat) including the members of Senate (Senat) and the Bavarian State Minister of Sciences, the Board of Management (Hochschulpräsidium), and the University Council (Kuratorium) according to the analyses. The Board of Trustees is considered as the central supervisory body which has 20 voting members (TUM, n.d.a). The ten of them are external members from the different areas and the ten of them are the elected members of the TUM Senate. The Board is responsible for the decisions about the development plan and the changes in the degree programs as well as electing the President and the Vice-President. The external members of the Board are appointed in coordination with the Senate and the Bavarian State Minister of Sciences. First, the Senate approves the list of the external members made by the

Minister and then, the Minister of Sciences officially approves the external members of the Board of Trustees (TUM, n.d.a).

The Senate is the University's highest academic authority (TUM, n.d.b). It has 11 voting members. It has roles in regulations issued by the University, any issues with the research, degree programs, proposals about the appointment of honorary professors, bestowment of the titles, endorsement of the proposals about the appointment of external members of the Board of Trustees. The TUM Senate consists of six faculty members, two scientific/artistic or other associates, the University's gender equality officer, a member of the assembly of doctoral candidates and two student representatives (TUM, n.d.b).

According to the document under the title of “Grundordnung der Technischen Universität München” (Board of Trustees, 2023), the Senate and the Board of Trustees are responsible bodies in the selection of the President. Two presidential candidates are proposed and whoever receives the majority of the votes of the members of the Board of Trustees is elected. In the election of the Vice-Presidents, the process is the same with the election process of the President. Figure 7 was created according to that document showing the coordination system in TUM Governance and among the community members (Board of Trustees. 2023).

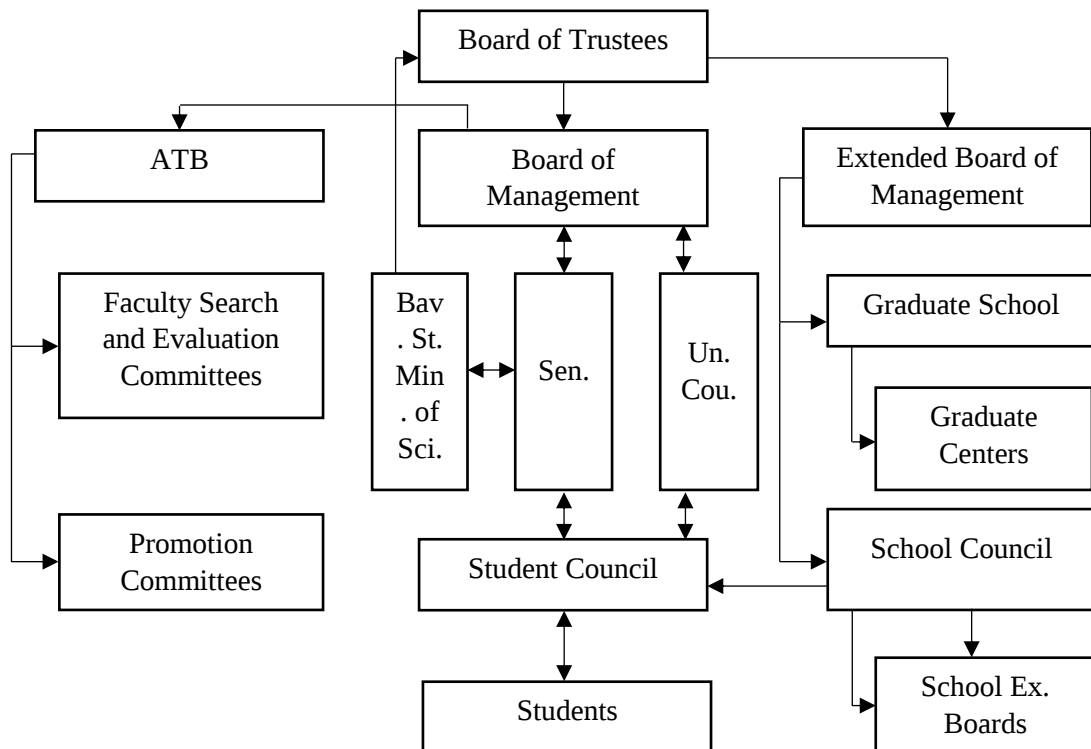


Figure 7. Summative Structure of TUM Administration (Board of Trustees, 2023)

The University Council has 25 members from business, culture, and politics. This council represents the entrepreneurial side of TUM including many entrepreneurs. It is also mentioned in its website that they founded 78 start-ups in 2022 and they focused on promoting innovative enterprises (TUM, n.d.d; TUM, n.d.e). In 2002, they started non-profit organization, Entrepreneur TUM (Unternehmer TUM), where they support the students to make their entrepreneurial goals into reality. The members of the University Council are appointed by the Board of Trustees at the suggestion of the Extended Board of Management. They are independent on electing their Chairperson and the Deputy Chairperson and can set their own rules (Board of Trustees, 2023). They are considered as “the public eye” and the university's ambassador mastering the whole university's affairs (TUM, n.d.a).

TUM has seven different schools which consist of bachelor's degree and master's degree programs and doctorate programs. The schools are TUM School of Computation, Information, and Technology, TUM School of Engineering and Design, TUM School of Natural Sciences, TUM School of Life Sciences, TUM School of

Medicine and Health, TUM School of Management, and TUM School of Social Sciences and Technology. It also includes TUM Institute for Advanced Study, TUM Graduate School, TUM Institute for Lifelong Learning as well as Integrative Research Institutes such as Campus Straubing for Biotechnology and Sustainability, Munich Institute of Integrated Materials, Energy, and Process Engineering, Munich Institute of Biomedical Engineering, Munich Institute of Robotics and Machine Intelligence, Munich Data Science Institute, and Munich Design Institute, among which the Campus Straubing and TUM Schools are doctoral institutions. (Board of Trustees, 2023).

In Figure 7, there is the Extended Board of Management joining the sub-bodies of which are the Graduate School and the School Council. The Extended Board of Management is entitled to vote the speaker for the Vice-Deans of TUM Graduate School (Board of Trustees, 2023). The Graduate School is mainly responsible for the graduate studies in coordination with the Graduate Centers. This school council also has a main role in the selections of the Deans for the office of the School Executive Board. It also works with the Student Council which has two student representatives chosen by the students. The Extended Board of Management seems to be a supporting board as Appointment and Tenure Board (ATB) in a different level found in industry bringing the people together in leadership roles on the operative level of the University. The quota of the student candidates for the programs is approved by the Federal State according to the report by the Board of Management. The TUM Board of Management is in charge of administering the University. It includes the President, five elected senior vice-presidents, and one senior Executive Vice-President: Human Resources, Administration and Finance. The Board of Management establishes TUM ATB under certain decisions as an advisory group. It appoints the Chair for ATB and the supporters. The President holds the title of “Magnifizenz” which is the highest title in the University. The flowchart about the appointment procedure is given below (Marsch, 2012).

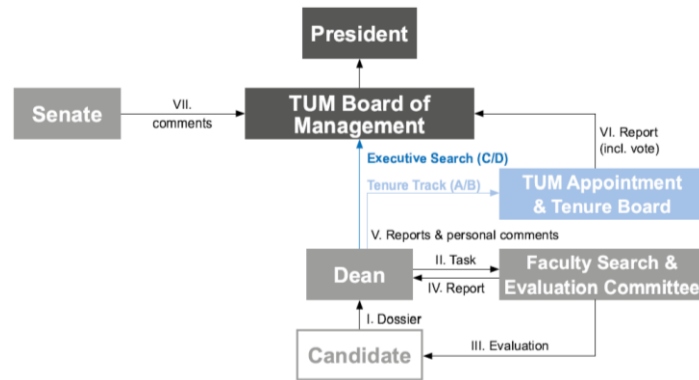


Figure 8. Appointment Procedure at TUM (Marsch, 2012)

The academic staff appointments follow the way in Figure 8.

One more uniqueness about TUM is that it has other offices in other foreign cities such as Singapore, Beijing, Brussels, Mumbai, San Francisco, and Sao Paulo. In Singapore, there is TUM Asia, which is the institution for research and learning and considered as one of TUM's campuses. The organizational chart of TUM Asia could be seen in Figure 9 below (TUM Asia, n.d.).

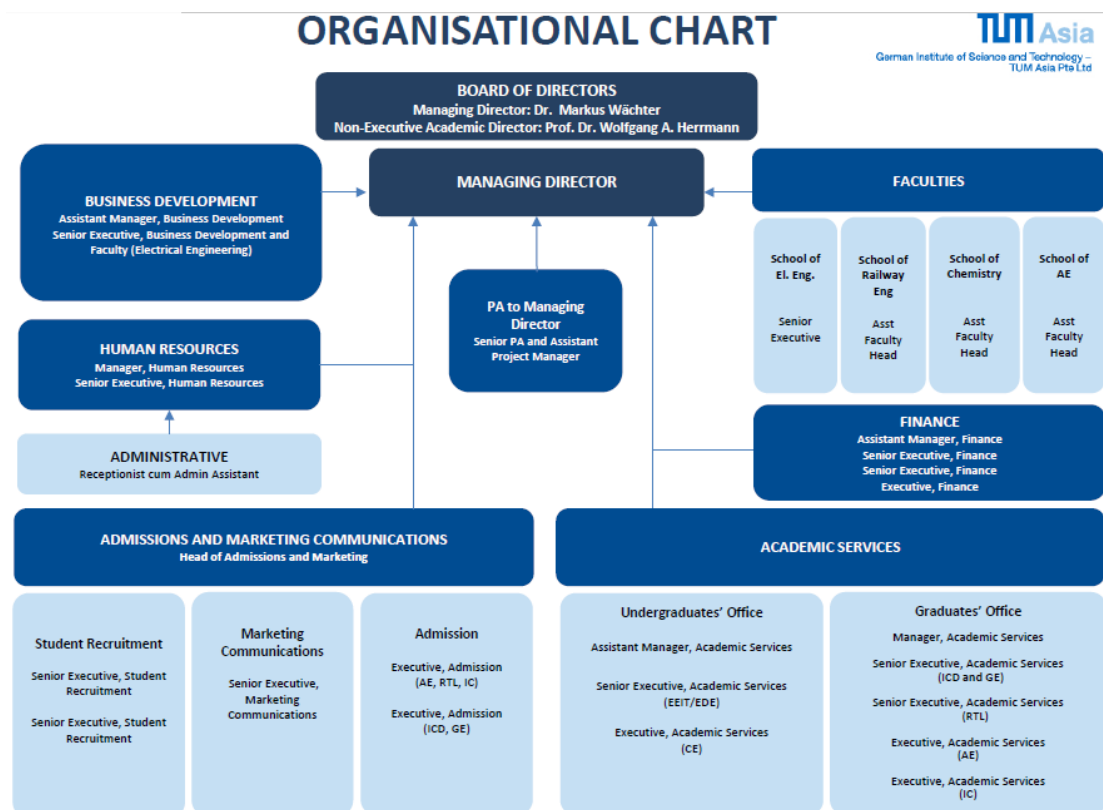


Figure 9. Organizational Chart of TUM Asia (TUM Asia, n.d.)

In Beijing, Brussels, Mumbai, San Francisco, and Sao Paulo, there are TUM liaison offices to maintain the collaboration with their institutions in research, education, and innovation. As they stated, it is also an important partnership for China, Taiwan, Europe, India, North America, and Latin America respectively.

In IISc, the main decision – making actors are the Court, the Visitor, the Director, the Senate, the Board of Management, the Board of Trustees, the Director, Finance Committee, and others declared by the Regulations (Government of India, Visitor, & Council of the Institute, 2018). The Court has at least 20 members that are from the external and internal bodies such as Nominees of the Visitor (2 members), Nominees of the Government of India (3 members), Nominee of the Government of Karnataka, Nominee of the Tata Trusts, Nominees of the Donor States, Nominees of Donors, Representative of the Federation of Indian Chambers of Commerce and Industry, Representative of the All-India Organization of Industrial Employers, Representative of the Employers Federation of India, Representative of the All-India Council for Technical Education, Representative of the Council of Scientific and Industrial Research, Representatives of Indian Universities (4 members), Eminent men of science, learning and industry, to be nominated by the Council (3 members), Representative of Alumni Association, IISc, Bangalore, Director (ex-officio), Associate Director (ex-officio), Professors (ex-officio), and the Members of the Council not otherwise represented on the Court (ex-officio) (Government of India, Visitor, & Council of the Institute, 2018). It is also important to mention that the Nominees of the Donor States and Nominees of Donors are determined according to the amount of their donations, for instance, annual contribution of Rs. 10.000 and Rs. 50.000 respectively according to the last enforced Charter (Government of India, Visitor, & Council of the Institute, 2018).

The meeting of the Court is invited by the Registrar at least once a year. In the Registrar's office, there are two more members, the Vice-Registrar and the Assistant Registrar. They are appointed people by the Council acting as a recorder of the Institute. The Registrar must prepare all the issues or proposals to be discussed such as Budget proposals or financial issues recommended by the Finance Committee, since the Court is responsible for considering the annual report, audited accounts for the upcoming financial year, passing the resolutions for the consideration of the Council

or the Visitor. The Visitor of IISc is the President of India (IISc, n.d.b). The Council must provide the Scheme rules approved by the Government of India. The Council is considered as the executive authority of the Institute. It is responsible for appointing all the staff other than those who are appointed by the Director under the Bye-laws. The Council can give penalties on members of the staff in accordance with the Bye-laws. However, the Director is not dismissed or discharged without the previous sanction of the Visitor (Government of India, Visitor, & Council of the Institute, 2018). He/She is the chief executive, academic officer and professor in his/her field administering the Institute under the collaboration with the Council. The Council must elect its Chairman for two years from among the members, but the Director and the other members are not eligible for this office. They must also vote for the representatives for the Court and report the related issues to the Court. Its members are Nominees of the Government of India (3), Nominees of the Government of Karnataka (2), Nominees of the Tata Trusts (2), Representative of the University Grants Commission, Representatives of the Parliament (Lok Sabha - 2, Rajya Sabha - 1), Representatives of the Court from among its members (2), Representatives of Indian Universities on the Court (2), Representative of the All-India Council for Technical Education, Representative of the Council of Scientific and Industrial Research, Director (ex-officio), Associate Director (ex-officio), and the Deans of Faculties (ex-officio) (Government of India, Visitor, & Council of the Institute, 2018).

The Financial Committee is responsible for passing the report coming from the Director to the Council. The members of the Financial Committee are Chairman of the Council (ex-officio) – Chairman, Nominees of the Government of India (2), Nominee of the Government of Karnataka, Nominees of the Tata Trusts (2), Nominee of the Council, Accountant-General (A&E), Karnataka (ex-officio), Director (ex-officio), and Associate Director (ex-officio) (Government of India, Visitor, & Council of the Institute, 2018).

The Senate is the academic body of the Institute. It plans and coordinates the research activities, regulates instruction, courses, admission of the students, examinations, awards, and makes recommendations to the Council about the awards. The members of the Senate are the Director (ex-officio) – Chairman, Professors, such members of the staff as are placed in charge of departments for the time being, One Assistant

Professor from each of the Faculties at the Institute, to be elected by the Faculty concerned, and Librarian (Government of India, Visitor, & Council of the Institute, 2018).

The Board of Trustees holds all the immovable properties. The members are Nominees of the Government of India (2), Nominees of the Government of Karnataka (2), Nominees of the Tata Trusts (2), Chairman of the Council or his nominee, and the Director (ex-officio) (Government of India, Visitor, & Council of the Institute, 2018). The summative flowchart of the governance members of IISc is shown below (Government of India, Visitor, & Council of the Institute, 2018).

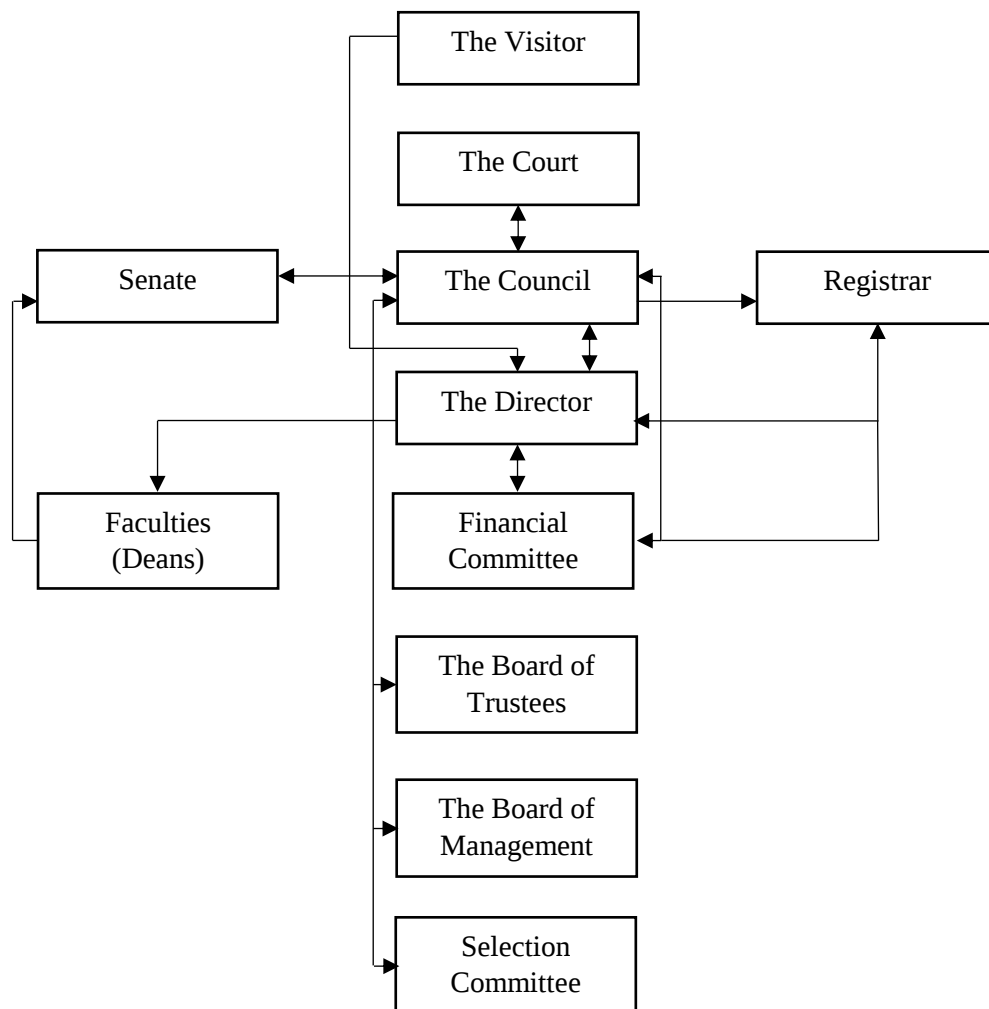


Figure 10. The Summative Flowchart of the Governance Members of IISc
(Government of India, Visitor, & Council of the Institute, 2018)

There is also the Board of Management which is also responsible for dealing with all the matters of the immovable properties such as collecting the rents, expending out of the funds, and paying the net rents or other income to the Council. Its members consist of Collector of Bombay for the time being or such other officer as the Government of India may appoint, one representative of the Trustees for the time being of the public charity created by the late Sir Dorab Tata, known as the Sir Dorabji Tata Trust, and the Trustees for the time being of the public charity created by the late Sir Ratan Tata, known as the Sir Ratan Tata Trust, one resident of Bombay to be nominated by the Government of India, and the Director of IISc, Bangalore (ex-officio) or his representative.

In QU, the main decision – making actors are the Board of Regents, the President, and to some extent the Deans or Directors. The Board of Regents has the highest authority in the governance system of QU. It has a responsibility to approve the annual budget, the most important policy changes, changes in the degree programs, and to oversee all the policies and operations (QU, n.d.c). The members can be from different fields. Currently, the members of the Board of Regents of QU are the Deputy Amir of the State of Qatar, who is, at the same time, the Chairman of the Board, the advisor of the Amiri Divan (Vice-Chairman of the Board and the Chairman of the Executive Committee), the Minister of Finance, the Minister of Public Health and Managing Director of Hamid Medical Corporation, the Minister of Commerce and Industry, the Minister of Education and Higher Education, the Minister of Communications and Information Technology, the President of the Planning and Statistics Authority, the President of Civil Service and Government Development Bureau, the Chair of Board of Regents at Community College of Qatar, the Board of Directors at Qatar Petroleum, and one Businessman. There are one Secretary - General and the President of QU as ex-officio members. The members of the Executive Committee who study and review the requests for the Board are also from the members of the Board of Regents.

The Board of Regents approves the President to the President office who is considered as the chief executive officer of the University. He/She is accountable to the Board of Regents and owns responsibilities to determine and approve all the policies and procedures, to review the reports according to the University's mission and the needs of the society, to recommend appointments of the Vice-Presidents for the approval by

the Board of Regents, to appoint the associate vice-presidents on the recommendation of the Vice-Presidents, to approve the appointments of the Deans and the associate deans, to appoint university-wide committees, to determine the calendar, to determine whether the summer sessions are to be offered or not, to approve the University's code of ethics, to prepare annual review of the activities, to prepare the budget and to present it to the Board of Regents and to propose the Strategic Plan approved by the Board (QU, n.d.b).

According to the Academic Recruitment Policy (Board Executive Committee, 2018), every department prepares three – year full – time equivalency (FTE) analysis and every year, revises it to determine the needed academic positions for the departments. The Deans/Directors are responsible for the analysis and to take the actions. Then, the Vice-President for Academic Affairs provides the Human Resources with certain information. After that, the request is uploaded and advertised on the QU online recruiting system. At the same time, “Search and Screen Committee” is established to search and find the most qualified candidates. After the committee identifies the finalists by interviewing via telephones or online platforms or face-to-face communication, it submits the recommendation report to the Head. After reviews, the Head submits the report to the Deans and the Deans – to the Vice-President for Academic Affairs. Finally, the Vice-President for Academic Affairs sends the paper to the Human Resources and the Human Resources informs all the related departments about the new approval (Board Executive Committee, 2018). The governance structure of the QU is shown in Figure 11 below (Institutional Research and Effectiveness Department, n.d.).

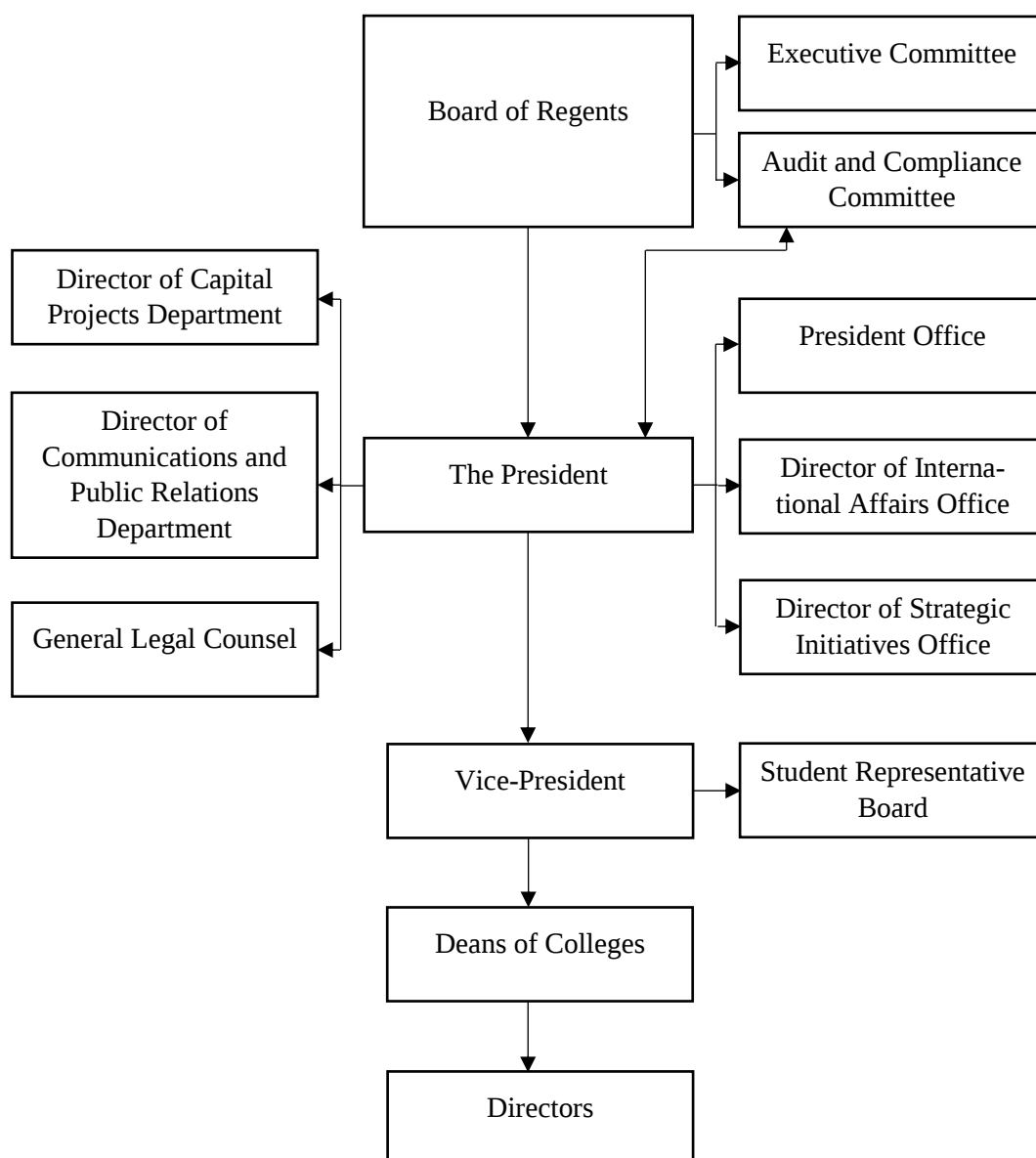


Figure 11. Summative Organization Chart of QU (Institutional Research and Effectiveness Department, n.d.)

Furthermore, the main decision – making actors in the governance system of MIPT are the legislation of the Russian Federation, the Ministry of Higher Education and Science, the Supervisory Board, the Academic Council, the Rector, and the Board of Trustees. One of the most emphasized points in the first chapter of the Bylaw which is about the roles of the University and published in 2018, is that every activity operated by the University is carried out in compliance with the legislation of the Russian

Federation and the Ministry of Higher Education and Science (Ministry of Higher Education and Science, 2018). It is also written that the University is a non-profit organization carrying out educational, scientific, social and other functions and established by the order of the Ministry of Higher Education and Science of the Russian Federation after the change of the name to federal state autonomous educational institution of higher professional education “Moscow Institute of Physics and Technology” (State University). The Ministry has the function and power in the appointment and dismissal of the Rector of the University and in the control of the Supervisory Board of the University under the legislation of the Russian Federation (Ministry of Higher Education and Science, 2018).

The Supervisory Board of the University includes the representatives of the Ministry, representatives of the Federal Property Management Agency, representatives of the public and other people who have achievements in the related fields. It may also include representatives of the State bodies, bodies of the local municipalities, and the representatives of the employees of the University (Ministry of Higher Education and Science, 2018).

The Chairperson of the Supervisory Board is elected by voting from among the members, where the representatives of the employees of the University cannot be the Chairperson. The Supervisory Board of the University considers the proposals of the Rector and the founder (Ministry). The Ministry of Higher Education and Science of the Russian Federation appoints the members of the Supervisory Board (Ministry of Higher Education and Science, 2018). The current Chairperson is the Deputy Prime Minister of Russia. (MIPT, n.d.b).

There is the Academic Council including the members who are the employees of the University and the students. The Chairperson of the Academic Council is the Rector of the University. The number of members is determined by the students and employees. The main responsibility of the Academic Council is to provide the general management of the University in collaboration. The members are the Rector, Vice-Rectors, Deans of the faculties, Directors of the schools, research centers, engineering centers, and institutes, the Chairperson of the representative body of the employee of the University, and the Chairperson of the Council of the students. The Academic Secretary, who is appointed by the Rector, organizes the meetings and records the

decisions. The Academic Council is responsible for any academic and scientific activities (Ministry of Higher Education and Science, 2018).

The Board of Trustees of MIPT is created by the Academic Council. Its work is also regulated and approved by the Academic Council. The Rector of the University is appointed by the Ministry from the recommendation of the candidates of the Supervisory Board. He/She is the sole executive body of the University carrying out its management. He/She is the representative of the University managing educational, scientific, organizational and economic activities, and responsible for the annual reports and financial plans to the Supervisor Board. The Rector also determines the vice-rectors' and other officials' duties (Ministry of Higher Education and Science, 2018). The Rector also officially appoints the Deans and Directors with election in the Academic Council. (Ministry of Higher Education and Science, 2015; Ministry of Higher Education and Science, 2016). The Board of Trustees is in the role of assistance for the development of the University. They ensure and improve the funding sources. They are responsible for finding new donors for funding. The members of the Board of Trustees include the representatives of entrepreneurial, financial, and scientific circles, association of the employees, public associations, and graduates of the University. They elect a Chairperson among themselves. The members carry out their activities on a voluntary basis. (Ministry of Higher Education and Science, 2018). The summative governance structure of MIPT is shown in Figure 12 below. The figure was shaped according to the information in the document about the bylaws published in 2018 (Ministry of Higher Education and Science, 2018).

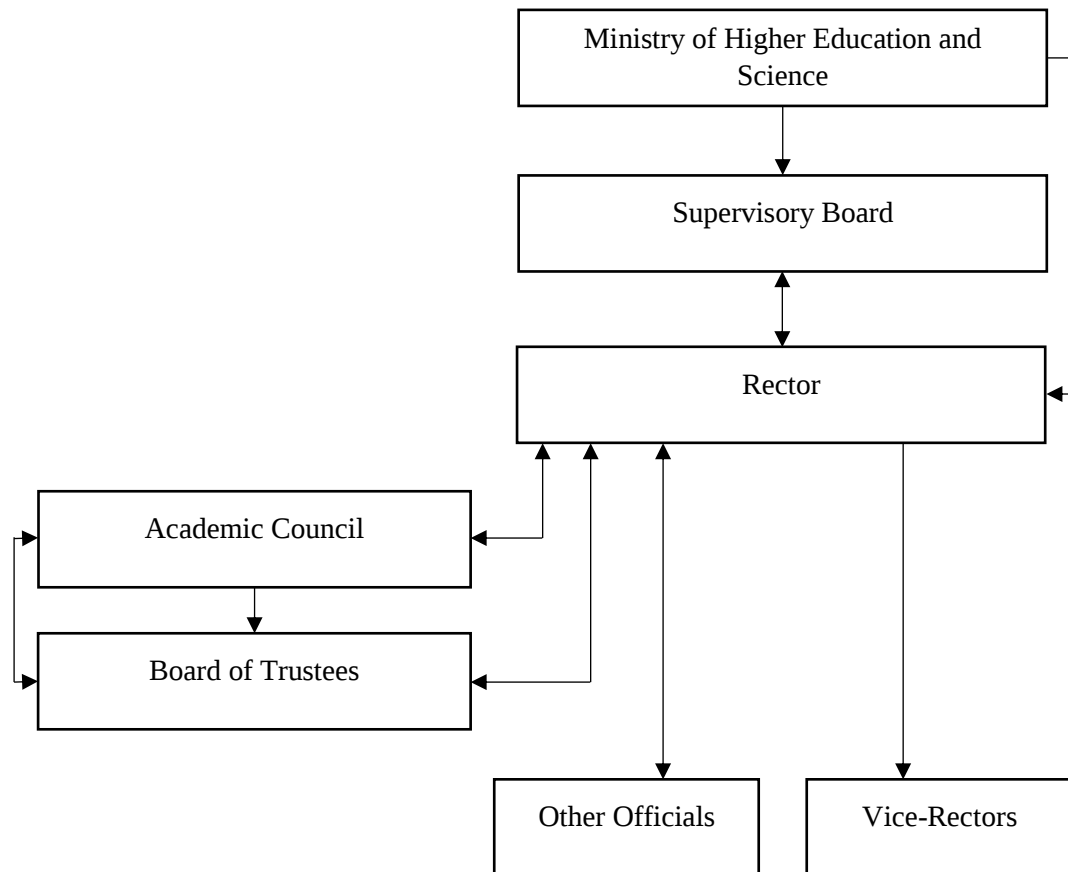


Figure 12. The Summative Governance Structure of MIPT (Ministry of Higher Education and Science, 2018)

On the other hand, the governance of MSU is slightly different from the governance of MIPT. The difference is that MSU is governed directly by its Rector under the legislation of the government of the Russian Federation rather than including the Ministry of Higher Education and Science of the Russian Federation. Therefore, the main decision – making actors are the Rector, the Academic Council, the Conference, the Board of Trustees, and the legislation of Russia as per normal. Any changes in the structure of the University is made by the decision of the Academic Council and approved by the Rector of the University. The Faculty (research institute) creates its representative body, which is the Academic Council of the Faculty, under the Improvement of the Academic Council of the University (Government of the Russian Federation, 2008). The Faculty is headed by the Dean, who has the power to direct the educational, scientific, administrative, economic, financial, international, and other

activities, to ensure the implementation of the decisions made by the Academic Council of the Faculty, to submit for the approval of the candidacies of the Deputy Dean (director) and the Academic Secretary by the Academic Council of the Faculty, and to conclude the employment contracts with the employees of the Faculty with the established procedure except for the position of the professor and chief researcher. The Dean of the Faculty is elected for 5 years by secret ballot of the members of the Academic Council of the Faculty from among the most qualified and authoritative employees with an academic degree and title. After the vote, the Rector concludes a fixed – term employment contract with the elected Dean.

Competitive selection of scientific and pedagogical positions except for the position of professor and chief researcher is carried out by the Academic Council of the Faculty. The Heads of the branches are appointed by the Rector and they independently perform all the functions of the University (Government of the Russian Federation, 2008).

The admissions to MSU is carried out under the legislation of the Russian Federation and the Bylaws published in 2008. The quota is determined by the federal executive body.

The highest governing body of the University is the Conference of the scientific and pedagogical employees, representatives of other categories of the employees, and the students. The procedure for electing the delegates to the Conference is determined by the Academic Council of the University. The Conference Delegates include the members of the Academic Councils of the University and Faculties, representatives of the other employees and the students. The delegate members of the Academic Council of the University should not exceed 50% of the total number of delegates. The meetings are chaired by the Rector of the University. The Conference changes and adopts the Bylaws of the University, elects the Rector, hears the annual reports of the University, and decides other most important issues of the University on proposal of the Academic Council of the University (Government of the Russian Federation, 2008).

The general activities are managed by the Academic Council of the University. It includes the Rector, who is the Chairperson, Vice-Rectors, the chief academic secretary of the Academic Council of the University, the President of the University, and by decision of the Academic Council of the University – the deans of the faculties

and the directors of the Institute. Other members of the Academic Council are elected at the Conference by secret ballot (Government of the Russian Federation, 2008). It also has a power to elect the academic staff as well as to award them and the students (MSU, 2016).

The Vice-Rectors carry out the direct management in compliance with the Rector. The Rector hires them for 5 years until not to exceed the expiry date of Rector's position. The President of the University, on the other hand, has powers to participate in the activities of the self-governing bodies of the University, in the development activities and to represent the University in relations with State bodies, local governments, public and other organizations.

In a document of policy about the Board of Trustees of MSU published in 2013, it is stated that the Board of Trustees is a permanent body to help MSU and strengthen the high status of Russian education and solve its strategic tasks. It is created by the Academic Body of the University and operates on the basis of publicity and voluntariness (MSU, 2013).

The Board of Trustees may include the representatives of the federal, regional, and local authorities, business, financial and scientific service, mass media; public associations, enterprises, organizations, and institutions, regardless of the form of ownership. The ex-officio members are the Rector and the President of the University. The Rector is the Secretariat of the Board. The composition of the Board is formed by Rector. In the Program 2020 – 2030, it is stated that the Board of Trustees had the meeting in 2013, 2015, 2017, 2019, and 2020 under the chairing of the current President of the Russian Federation and discussed the Program – 2020 (Government of the Russian Federation, 2021).

The summative flowchart of the governance bodies of MSU is shown in the figure below (Government of the Russian Federation, 2008).

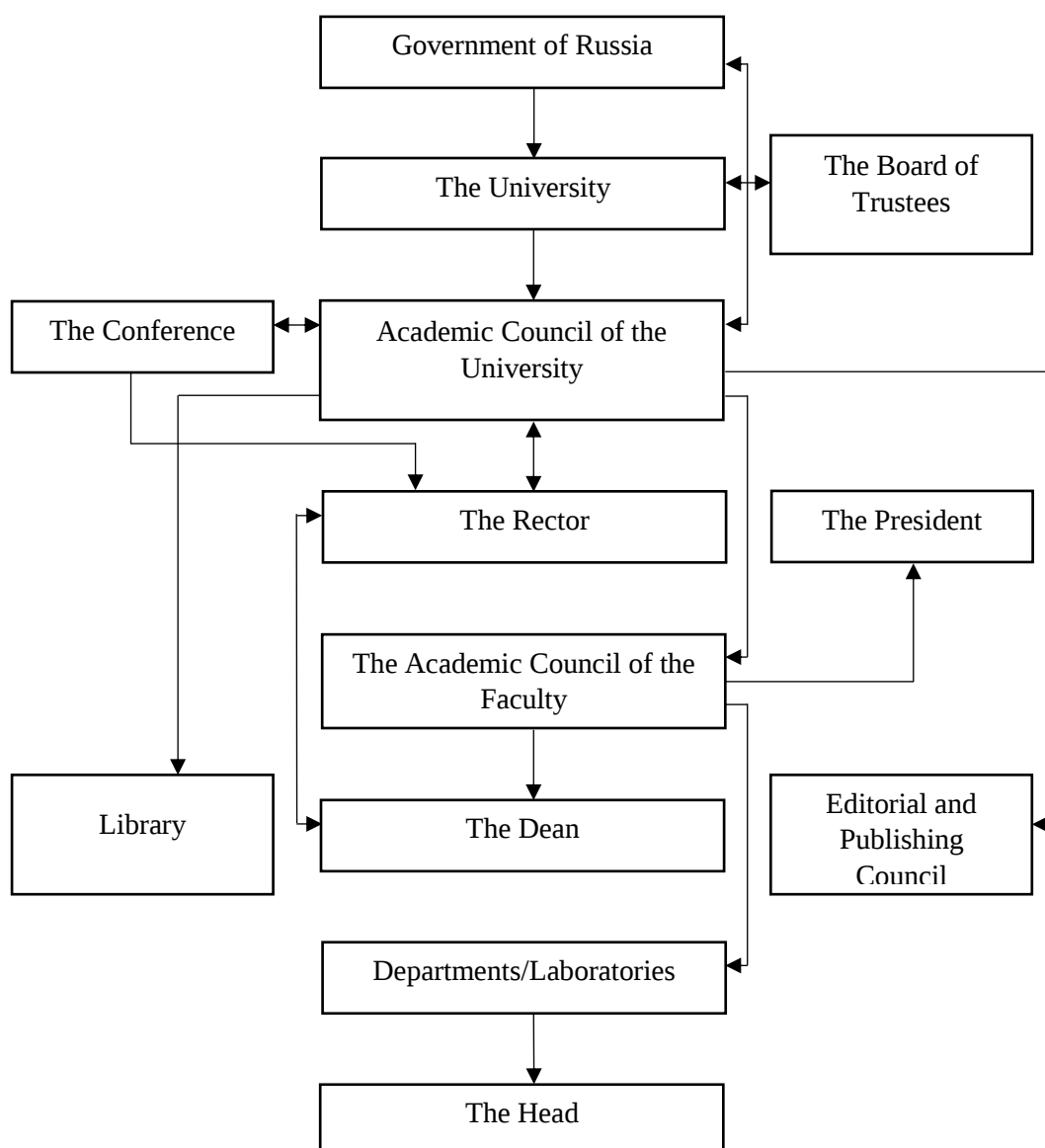


Figure 13. The Summative Flowchart of the Governance Bodies of MSU
(Government of the Russian Federation, 2008)

MSU has 40 faculties, 377 departments, and 15 research institutes. There are also some branches of MSU in other countries such as China, Armenia, Tajikistan, Azerbaijan, Uzbekistan, Kazakhstan, and Bosnia and Herzegovina as it is so in the University of Melbourne and UHS.

UCT composition includes the Council, the Senate, the Institutional Forum, the Students' Representative Council (SRC), the Convocation, the Chancellor, the Vice-Chancellor, the Deputy Vice-Chancellors and the chief operating officer, the Registrar,

the students, the staff, and structures and offices as determined by the Council (UCT, 2022b). The Council, the Minister, and the Senate are the main decision – making actors in the governance of UCT.

The Council has the highest authority to oversee the operations which must have 60% external members according to the Higher Education Act (UCT, 2023a). It “accounts for all policy decisions taken at UCT, including the submission of the required reports to the Minister of Higher Education” in the Department of Higher Education and Training (UCT, 2023a). The University is a juristic person, which “may not, without the concurrence of the Minister, dispose of or alienate in any manner any immovable property or grant any real right therein or servitude thereto” (UCT, 2022b). The Council functions as to administer all property of the University, to appoint the academic staff under the consultation of the Senate, to appoint other staff and members of the committees, to determine the admissions policy of the University under the consultation of the Senate and to consult the Institutional Forum.

The Council may also establish committees of the Council or terminate the membership of any people from the committees. The Council has the members such as the Vice-Chancellor, one Deputy Vice-Chancellor, the chief operating officer, three members of the Senate elected by the Senate, one representative of the academic staff, one member of the professional, administrative, support, and service (PASS) staff, three representatives from the SRC, five people appointed by the Minister, one person appointed by the Premier of the Western Cape, one person appointed by the City Council of Cape Town, four people elected by the Convocation, two people elected by donors, and five people appointed by the Appointments Committee of the Council. The Vice-Chancellor, the Deputy Vice-Chancellor and chief operating officer are members who remain as long as they continue holding their position at University. The Registrar serves as a secretary of the Council inviting for the elections for the Chairperson or the Deputy Chairperson (UCT, 2022b).

The Institutional forum of UCT is an advisory body for the Council on the issues affecting the University. The members consist of 10 people from each of the Council, the recognized staff bodies in the manner determined by the Rules, and SRC, which is 30 members in total.

The Senate of UCT has the responsibilities of academic and research activities for the Council. It must organize and control the teaching, curricula, syllabi, examinations, research, and awards. The members of the Senate are the Vice-Chancellor, the Deputy Vice-Chancellor, deans, acting deans, deputy deans, deputy acting deans, the heads and acting heads of the departments, the professors, 12 members of the non-professorial academic staff elected by the academic staff, the Executive Directors of Libraries and the Department of the Student Affairs, the six members of PASS, 12 students, six of whom elected by the SRC, at least two of whom must be postgraduate students, and at least one of whom must be a member of SRC (without election), and the remaining six students are elected by the Rules, two representatives of the Council, one representative from each academic department, and as assessors without voting rights – the chief operating officer, the director of the Institutional Planning Department and the director of Student Admissions (UCT, 2022b).

The SRC represents all the students of UCT. The SRC includes 15 – 20 students elected in general elections in the second semester of each year. The functions are approved by the Council.

There is the Chancellor who is only the titular head of the University. He/She is elected by the Electoral College which is constituted by the Registrar by publishing a notice in the manner of the Council. The Electoral College members consist of the President of the Convocation, 21 members elected by the graduates, six members elected by the academic staff, six members elected by the PASS staff, and six students elected by the SRC. The Chancellor may be removed by the Council with the two – third voting rule. The Chancellor holds the office for 10 years (UCT, 2022b).

The Vice-Chancellor of UCT is the chief executive officer of the University. There is a Deputy Vice-Chancellor whose functions are determined by the Council. The Chancellor and the Deputy Vice-Chancellor are appointed and may be removed by the Council.

The Convocation is also an advisory board who discusses and states its opinion on any issues relating to the University. The members of the Convocation are the graduates and all holders of the university diplomas and certificates, the Vice-Chancellor, Deputy Vice-Chancellor, academic staff, former professors, former associate professors, academic professors elected by the Senate to be emeritus professors,

emeritus associate professors, or emeritus vice-chancellors, or emeritus registrar, or emeritus university librarian.

The summative governance structure of UCT is shown below in Figure 14 (UCT, 2022b). The figure has been prepared according to UCT Institutional Statute and Rules published in 2020. In the system, it is also possible to see the interaction between the boards.

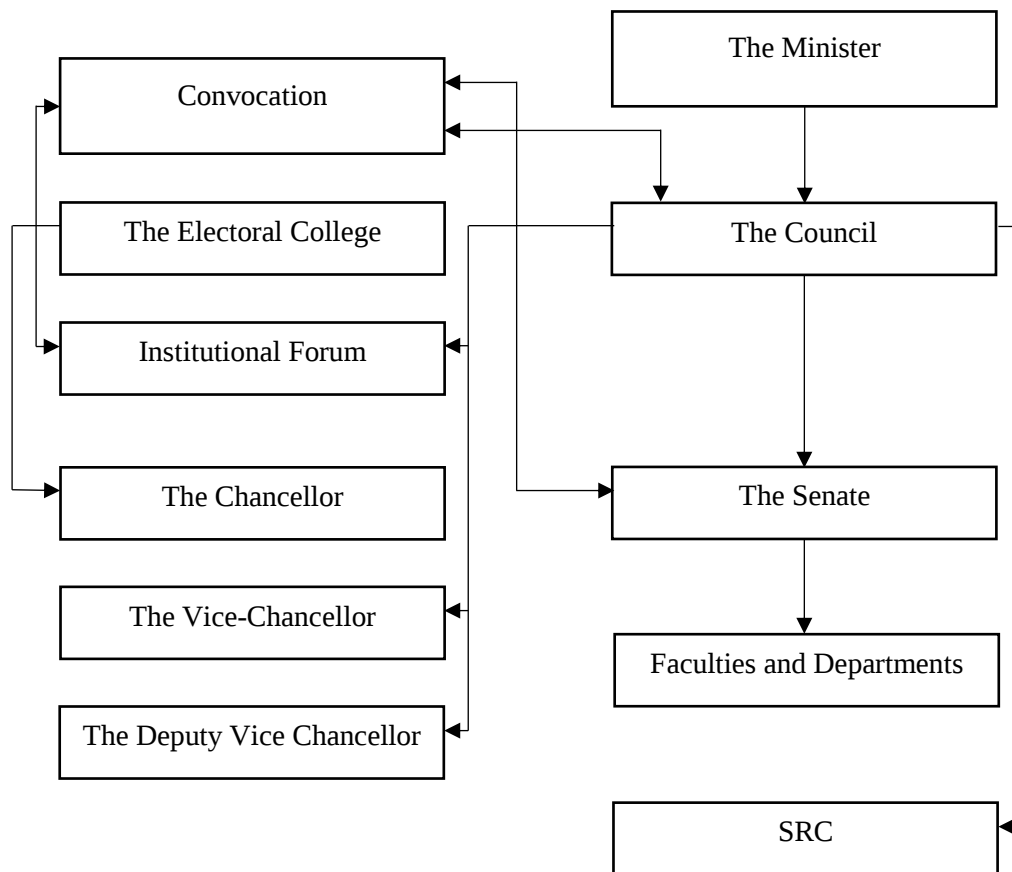


Figure 14. The Summative Governance Structure of UCT (UCT, 2022b)

While giving information about the governance of UHS, firstly to understand better, it is important to mention that, the universities in Türkiye are administered under the related Constitutional laws and the higher education laws. The main positions and interactions of the administrative members of UHS can be seen in Figure 15 below.

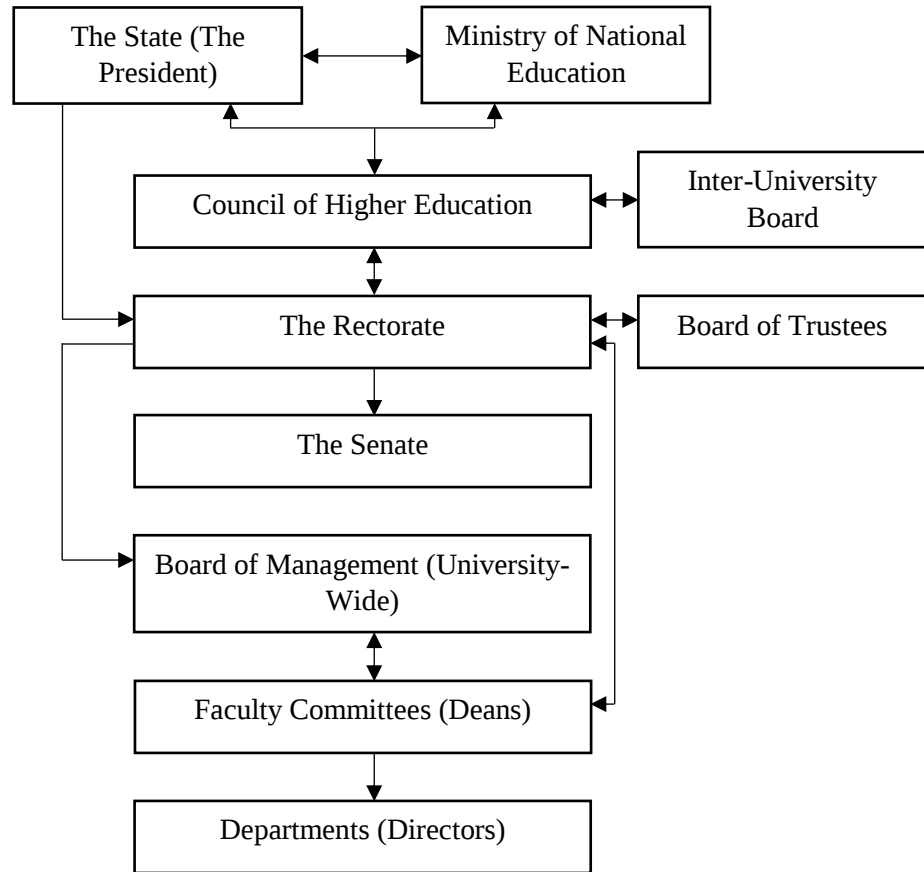


Figure 15. The Summative Organization Chart of UHS (Bülbül & Altunhan, 2020; UHS, n.d.d)

The chart has been prepared according to the book written by Bülbül and Altunhan in 2020 and the laws of Türkiye related to higher education institutions and the information on the website of UHS (Bülbül & Altunhan, 2020; UHS, n.d.d). The book is a filtered pack of the laws and policies upon Turkish education. According to the analyses, the State, CoHE, MoNE, Inter-University Board, the Rector, the Senate, the Board of Management (University-wide), the Board of Trustees, and the Deans are the main bodies in making decisions in various degrees in the management of the University.

In Türkiye, the universities are under the supervision and control of the State (Bülbül & Altunhan, 2020). The President of the country has the highest duty in the approval of the Rectors of the University while the Deans are elected and approved by the CoHE (Bülbül & Altunhan, 2020).

The universities are overseen by the CoHE. According to the Constitution, some of the noteworthy responsibilities of CoHE are to prepare short – term and long – term plans to train teaching staff for the field of higher education in the country and the world in accordance with the future goals of the State, to make decisions about establishing and disestablishing any faculties and departments under the recommendation of the university and to propose them to the MoNE, to evaluate the annual reports and to take actions according to the results, and to make a decision about the disciplinary penalties for the academic staff in compliance with the Rector's recommendations under the laws.

CoHE has 21 members in total, who are selected and approved by the President of the Turkish Republic. The seven members of them are the professors who showed achievements in the Rectorate and in the membership of teaching staff, the seven of them are the distinguished officials of the State, and the remaining seven members are the professors elected by the Inter-University Board (but not from the members of the Board). The organization chart is shown in Figure 16 below, which was taken from the website of CoHE (CoHE, n.d.).

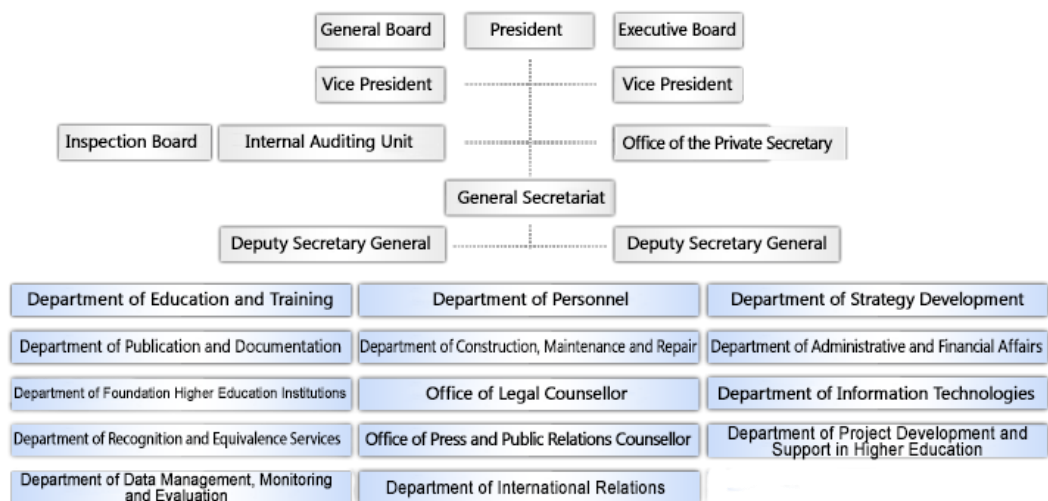


Figure 16. The Organization Chart of CoHE (CoHE, n.d.)

As it is seen from the chart, CoHE has three organs, General Board, the President, and Executive Board. The President is the Chairperson who is selected by the President of the Turkish Republic.

There is the Inter-University Board in Turkish higher education governance, which consists of Rectors and one professor selected by the Senate of each university. One of the Rectors chairs the Board for one year in the order of the university's establishment date after the establishment of the Republic of Türkiye. Within the scope of the Inter-University Board, they establish their Board of Management (Inter-University), which includes the Chairman of the Inter-University Board, three members from the field of Science – Engineering, three members from the field of Health and Social Sciences and one member from the field of Arts. The members are selected for one year by the Inter-University Board from the professors who worked in different higher education institutions. The main responsibilities of the Inter-University Board are to coordinate the education and training in the universities and the activities of scientific research and publication, to evaluate the implementations and to make recommendations to CoHE, to evaluate the levels of “doctor,” “associate professor,” and “professor” done abroad, and to evaluate the publications and studies of the doctoral candidates with the referees and to give the title of “associate professor” to the candidates who have sufficient number of publications and studies.

The Senate is a joint committee to the Rectorate. It consists of the Rector, Vice-Rectors, deans, the directors of the institutes and vocational schools, and one member from each faculty elected by the Faculty Committees for 3 years. The Rector chairs the Senate. Its noteworthy responsibilities are to make a decision about the education and training in the University and the activities of scientific research and publications, to resolve the annual academic calendar and education and teaching program, and to select the members of the Board of Management (university-wide).

The Board of Management (university-wide) must give assistance to the Rector in the administrative activities. It is chaired by the Rector. The members are the Rector, the deans, and three representative professors from different units of the University selected by the Senate for 4 years. The Rector has many responsibilities as they have been mentioned so far. He/She is the representative of the legal entity of the institution. In the state universities, the Rector is appointed by the President directly while, in the foundation universities, they are appointed by the President under the recommendation of the Board of Trustees of the university. The significant responsibilities of the Rector are to implement the decisions of the upper bodies, to give the annual information in

need about the activities of the scientific research and publications, and education and training in the University, to prepare the University's investment programs, annual budget, and vacancies and to propose them to CoHE after taking the opinions of the related units of the Board of Management (university-wide) and the Senate, to give new duties to the staff and to oversee all the staff of the institution.

Another important member of the administrative staff is the Dean of the faculty, who is appointed by the CoHE from three professors recommended by the Rector. He/She is the representative of the faculty who has the responsibilities to chair the Faculty Committee, to give the report about the general state of the faculty annually and in need, to present the needs about the payments and vacancy and the recommendation about the budget of the faculty after taking the opinions of the Faculty Committee and to oversee the staff of the faculty units in any level. In UHS, the academic staff are appointed by the Rector in collaboration with the Ministry of Health about their quality when there is any recommended vacancy by the Deans.

In the foundation universities in the Turkish higher education, there is the Board of Trustees. It represents the legal entity of the University. The members are selected by the administrative body of the foundation for 4 years. They may appoint the administrators of the University after taking the positive opinion of the Board of Trustees. UHS is also administered under the laws and procedures mentioned above except for the laws and procedures about the Board of Trustees. Normally, there is no Board of Trustees in the state universities in Türkiye. It can only be found in the governance structure of the foundation universities. Although UHS is a state university, there is the Board of Trustees in its governance structure currently including four members, one of whom is the Rector chairing the Board (UHS, n.d.e). According to the laws, the others must be one Deputy Minister of the Ministry of Health who has been put in charge of the activities of education and research, one member selected by the Minister of Health, and two professors selected by CoHE (Government of Turkish Republic, 1983, Section 158). This situation was sued by some officials of the Republican Party and the responsibilities of the Board of Trustees of UHS were regulated again (Government of Turkish Republic, 2016; Government of Turkish Republic, 1983, Section 158). The current responsibilities of the Board of Trustees of UHS are to give its opinion about the strategic plan and the proposal of the

budget, to give contribution to the collaboration with the state institutions and organizations with legal entity, to give contribution to the common projects maintained together, and to make a decision about the topics recommended by the Rector to be put them on the agenda (Government of Turkish Republic, 1983, Section 158).

In The Open University, in its Financial Statements 2022 (Open University, 2022b), it is stated that they are committed to achieving the highest standards of corporate governance. The main decision – making actors are the Council, the Senate, and the Vice-Chancellor.

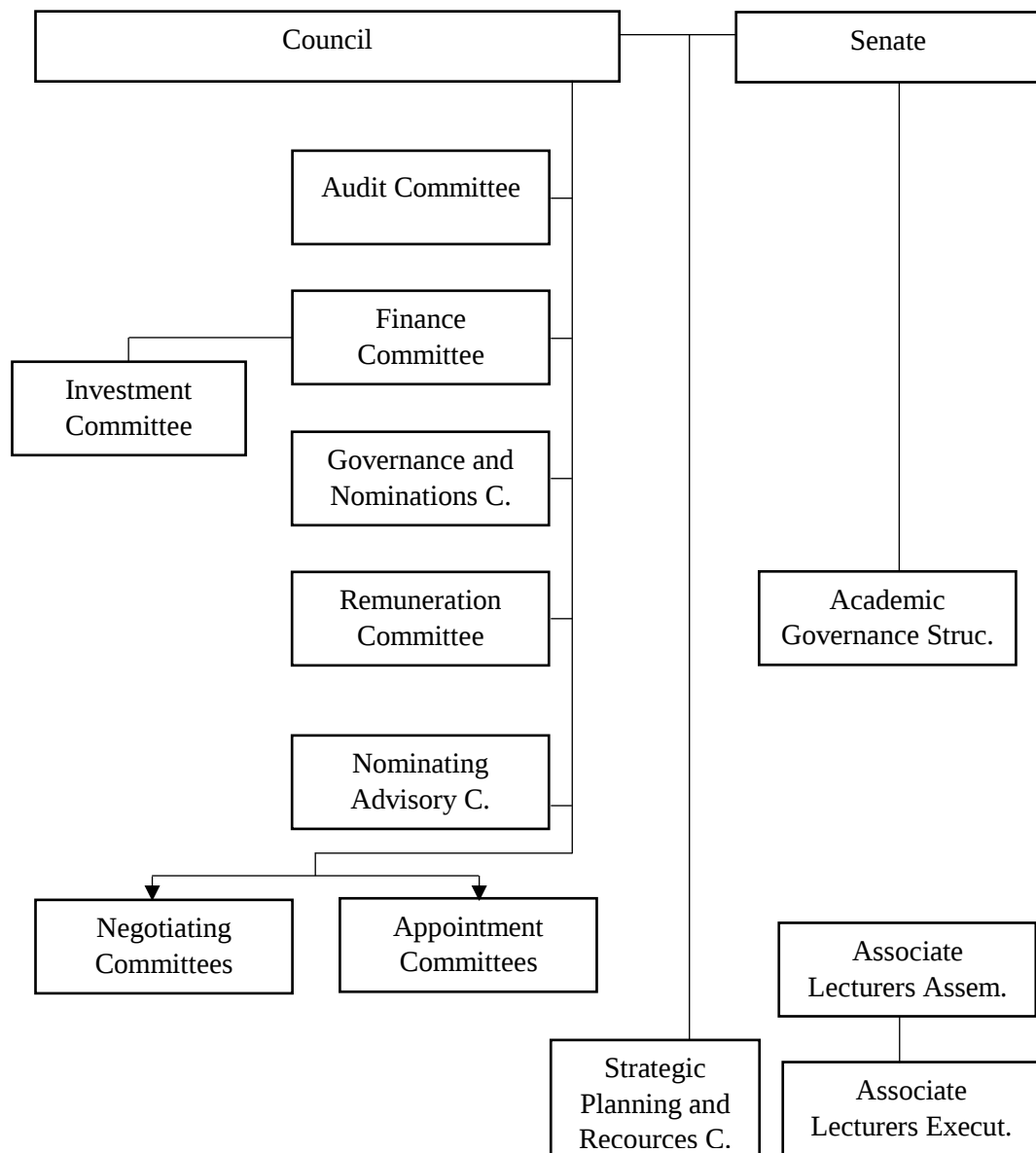


Figure 17. The Summative Chart of the Organization Structure of The Open University (Open University, 2022a)

The Open University is mainly governed by the Council. The organization chart is shown in Figure 17 (Open University, 2022a). The Council consists of ex-officio members, appointed members and the other co-opted people by the Council (at most twelve) who are not the members of the staff of the University. The ex-officio members are the Pro-Chancellor, the Vice-Chancellor, the Treasurer, and the President of The Open University Students' Association. The appointed members are five members of the Senate appointed by the Senate, one student appointed by the Students' Association, two associate lecturers under procedures determined by the Ordinance, which means the ordinances made pursuant to the Charter and the Statutes, and one non-academic staff of the University appointed on the procedures determined by the Ordinance (Privy Council, 2005; Open University, 2020). The powers and functions of the Council are to appoint the Chancellor in collaboration with the Senate, to appoint the Pro-Chancellor, the Treasurer, and Chairperson and Vice-Chairperson, to co-opt the members mentioned above, to authorize the creation of academic post on the recommendation of the Senate, to determine the conditions of the appointment of the academic staff on the recommendation of the Senate, to approve the procedures for the appointment of members of the academic staff, to regulate the appointment of all other members of the University staff, to supervise the salaries and conditions of tenure of posts to which it appoints, to establish the organs of academic administration on the recommendation of the Senate, to establish joint committees of the Council and representatives of the students, to determine all the university fees after the consultation with the Senate, to govern, manage and regulate the finances, accounts, investments, property, business, and all affairs whatsoever of the University, to invest any moneys belonging to the University in such stocks, fully paid shares, or securities on the advice of the Finance Committee and the Treasurer, to sell, buy, exchange, lease and accept leases of real and personal property on behalf of the University, to borrow money on behalf of the University, to confirm Regulations submitted by the Senate, and generally to exercise all such powers as are or may be conferred on the Council by the Charter and the Statutes (Privy Council, 2005).

The main administrative officers of the University are the Chancellor, the Pro-Chancellor, the Vice-Chancellor, the Treasurer, the Pro-Vice-Chancellor, and the Secretary. The Chancellor, the Pro-Chancellor, the Treasurer are the external officers

while the Vice-Chancellor, the Deputy Vice-Chancellor, the Pro-Vice-Chancellor – Students (PVC [Students]), the Pro-Vice-Chancellor – Research and Innovation (PVC RES), and the Secretary are the internal members. The Chancellor holds the office throughout the life or the resignation by writing to the Council. The successors are appointed by the Council in the joint session after the consideration of the joint committee of the Council and the Senate including 11 people. The five of them are the members of the Council appointed by the Council, not being the members of the Senate and the five of them are the members of the Senate appointed by the Senate. The Chairperson of the committee is appointed by the Council from among the members (Privy Council, 2005;). The Chancellor is the most senior officer and the ceremonial head of the University. The main role of the Chancellor is to preside at degree ceremonies, to act as an ambassador of the University as well as to promote its interest and to participate in key events. He/She does not have a role in the day-to-day running of the University.

However, the Vice-Chancellor leads the institution on a day-to-day basis as well as chairing senior University committees and taking all responsibilities for all strategies and operations of the University. He/She is the chief academic and administrative officer of the University (Open University, n.d.b).

The Vice-Chancellor must report the operations of the University annually. He/She may refuse to enroll any person as a student of the University. The successor of him/her is appointed in the same way as the Chancellor's appointment (Privy Council, 2005;). From the external members, the Pro-Chancellor is the Chairperson of the Council. The successor is appointed by the Council (Privy Council, 2005). He/She is responsible for leading the governing body effectively and efficiently under the Ordinances in the Charter and Statutes – 2005 (Privy Council, 2005). Another external member is the Treasurer, who is appointed by the Council chairing the Finance Committee ex-officio (Open University, n.d.b; Privy Council, 2005).

The Pro-Vice-Chancellors and the Secretary are from the internal members of the University. The Pro-Vice-Chancellors are appointed by the Council on the recommendation of the Senate. There are two Pro-Vice-Chancellors – PVC (Students) and PVC RES. PVC (Students) is responsible for the Student Success Priorities, Employability, Student Satisfaction, Teaching Excellence Framework (TEF),

Widening Access and Success (WAS), Quality Monitoring and Enhancement (QME), the Quality Assurance (QA). PVC RES is responsible to coordinate and monitor the University's strategies for research, enterprise, and scholarship. The Secretary is appointed by the Council after consultation with the Senate. He/She acts as Secretary of the Council and the Senate and is responsible for the administration of the University (Privy Council, 2005).

Last but not least, the Senate of the University is the academic authority of the University. Ex-officio members of the Senate are the Vice-Chancellor presiding over the meetings of the Senate, the Pro-Vice-Chancellors, the Deans of the Faculties, the Deans of the Schools, the Director (students), the Director of the Institute of Educational Technology, the Director of Learning and Teaching Solutions, and the Director of Library Services. The appointed members are the academic and research staff and the associates lecturer staff to be elected in such numbers as shall be determined by the Ordinance and such other people not being the members of the academic and research staff, and not exceeding one – fifth of the total membership of the Senate, excluding co-options, as shall be determined by the Ordinance (Privy Council, 2005). The Senate has the powers to regulate and control all teaching courses of study, to regulate the admissions of people to courses of study and their continuance therein, to advise the Council on the establishment of such academic bodies as may be required, to appoint members of the Senate to be members of the Council, to review from time to time the duties and conditions of service of all the academic staff, to regulate all the University examinations, tests or other assessments, to advise the Council on the allocation of resources for teaching and research, to recommend to the Council new Statutes that it shall be the duty of the Council to consider and to make recommendations or to express any opinion to the Council on any matter of the interest to the University and its affairs (Privy Council, 2005). These responsibilities are not all the responsibilities of the Senate, but they are just the significant ones which serve the purpose of the research. In brief, it is possible to see that the Senate is mainly the highest academic joint board to the Council making decisions during its evaluation processes.

Before starting to give information about the management of Oxford University, it is important to clarify its units. Oxford University has 36 colleges, three societies, and

five permanent private halls. Each college is independent and self-governing except for the three societies which are Kellogg College, Reuben College and St Cross College. These three colleges do not have the separate royal charter while the others have their own charters appointed by the Privy Council. The three colleges act as they are the departments of the University recommending a president who is later appointed by the Council (Oxford University, n.d.a). The five permanent private halls keep their religious characters which were established by the various Christian denominations. From the wider range, the University of Oxford consists of four academic divisions (Humanities Division, Mathematical, Physical and Life Sciences Division, Medical Sciences Division and Social Science Division), Gardens, Libraries and Museums (GLAM), Oxford University Press and the Department for Continuing Education (Oxford University, n.d.a).

The University of Oxford is an exempt charity institution under the Charities Act 2011 (Government of the UK, 2011). According to the Act, charity is defined as “an institution which is established for charitable purposes only, and falls to be subject to the control of the High Court in the exercise of its jurisdiction with respect to charities” (Government of the UK, 2011). Exempt Charities are directly related to the principal regulator or Minister of the Crown rather than the Commission. The university is not governed under a Charter but the University's Statutes and Regulations. The main decision – making actors in the management of Oxford University are the Privy Council, the Convocation, the Congregation, the Council, and the Heads of Colleges. The governance structure of the University of Oxford is shown in Figure 18 below (University of Oxford, 2002).

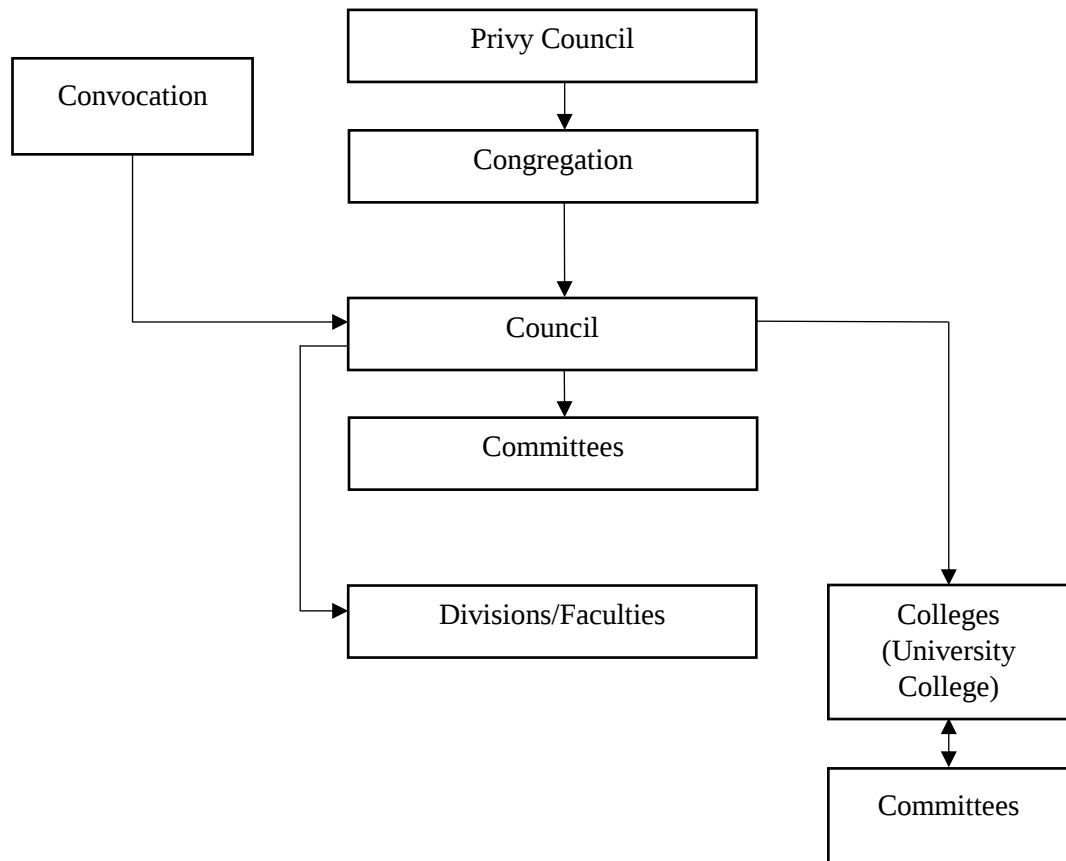


Figure 18. The Summative Organizational Chart of Oxford University (University of Oxford, 2002).

In the governance system of the University of Oxford, there are Convocation, Congregation, Council, Divisions, Faculties, Sub-Faculties, Departments, and the Department for Continuing Education. The officers of the University are the Chancellor, the High Steward, the Vice-Chancellor, the Vice-Chancellor-elect, the Pro-Vice-Chancellors, the Proctors, the Pro-Proctors, the Assessors, the Registrar, the Public Orator, the Bedels, the Deputy Steward, the Clerks of the Market and the Verger of the University.

The Convocation is the responsible board to elect the Chancellor consisting of all the former student members and the retired members of the Congregation. The Congregation consists of the Chancellor, High Steward, the Vice-Chancellor, the Proctors, the members of the faculties, the heads of all the colleges, societies, and permanent private halls, the members of the governing bodies of all the colleges and

societies (but not of the permanent private halls), the principal bursar and treasurer of each of the colleges and societies (but not of the permanent private halls), any other people or classes of people admitted by or under regulations made by Congregation, and every person who was a member of Congregation under the statutes as they stood on June 1, 1977 for as long as he or she possesses the qualification which entitled him or her to membership on that date. The chairman is the Chancellor of the University. The main powers and functions of Congregation are to consider and decide on proposals by Council, to confer degrees, to make the related elections, to approve the appointment of the Vice-Chancellor, to make some certain decisions on certain statutes such as about the Convocation, Congregation, Council, colleges and departments and some others with the approval of the King⁴ (University of Oxford, 2002).

The Council of the University is responsible for the advancement of the University's objects, its administration, and the management of its finances and property under the statutes. It has a responsibility for all the decisions taken by the Congregation and for their implementation. The Council also has power to make regulations in accordance with the statutes. It must also lay down the committees' composition and principal terms of reference, powers and duties by regulation. The Committees are Education Committee, General Purposes Committee, Personnel Committee, Planning and Research Allocation Committee, and Research and Innovation Committee.

The Council consists of the Vice-Chancellor, the Chair of the Conference of Colleges, the Proctors, the Assessors, a member of Congregation elected by the Conference of Colleges, five external people nominated by Council and approved by Congregation, four Heads of the Divisions, four members of Congregation elected by Congregation from the members of the faculties in the divisions of Mathematical, Physical and Life Sciences and Medical Sciences, four members of Congregation elected by Congregation from the members of the faculties in the Divisions of Humanities and of Social Sciences and three members of Congregation elected by Congregation. The Vice-Chancellor or the Pro-Vice-Chancellor (in the absence of the Vice-Chancellor) is appointed as the Chairperson of the Council. The main responsibility of the Vice-Chancellor is to implement the functions and powers assigned by the Council. He/She is the Chairperson of all the committees and other bodies of which he/she is a member

⁴ This was changed as "the King" from "the Queen."

by virtue of his or her office, unless the statutes and regulations concerning the body in question provide otherwise. The procedures of the appointment of the Vice-Chancellor is laid down by Council by regulation (University of Oxford, 2002).

The procedures for the appointment of the Pro-Vice-Chancellors is laid down by Council by regulation and he/she has powers and functions assigned by the statutes and regulations and the Vice-Chancellor.

There is also High Steward in the governance system of the University of Oxford who is appointed by the Chancellor. If the Chancellor does not make the appointment, Council makes the appointment. The High Steward has powers and functions as are assigned by the Statutes, by the Chancellor, or by Regulation.

In the Statutes of Oxford University (University of Oxford, 2002), there is not detailed information about the duties or appointments of the Heads of the Colleges since they have their own Charters, so the University College, which is one of the oldest colleges of Oxford, has been chosen to be analyzed to find out information about the administration of the colleges. The University College is governed by the Governing Body consisting of the Master, the Official Fellows, the Professorial Fellows, and such other Fellows as are appointed by or under regulations.

The College is governed under the decisions made in the Meetings or made extraordinary in such other ways as are authorized by the statutes of the College (University College Oxford, n.d.) or as may be authorized by or under regulations (University College Oxford, 2022). The members of the Governing Body are the College's charity trustees. The Governing Body makes regulations about election to the Mastership and terms and conditions of that office, terms and conditions of Fellowships of Offices or other duties associated with Fellowships, and the appointment of Fellows to the Governing Body. There are some other operations of the Governing Body, but those are the significant ones for the research purpose.

The meetings of the Governing Body are chaired by the Master or by the Vice-Master in the absence of the Master. The Governing Body may establish other standing or ad hoc committees when they are needed for the good governance of the College, one of which is the Remuneration Committee which is responsible for making recommendations for the Governing Body. The Master is the Head of the College exercising a general supervision over its affairs and management and its members'

well – being. He/She is elected by the Fellows and makes a declaration of resolve faithfully in the presence of the High Steward who may visit the College and require an answer from any member of the College. The Governing Body must also admit student members to the College with their academic promise and their potential to benefit from membership and/or to advance the object of the College by their scholarly work or research (University College Oxford, n.d.). The academic staff is appointed with the consent of Council (University of Oxford, 2002).

Finally, the dominant decision – making actors in the MIT governance are the Corporation, the President, the Executive Committee, the Faculty, and the Academic Council. The Corporation is the highest governing body of MIT. It has the responsibilities to select and remove the Chair of the Corporation, the President, the Executive Vice President, Treasurer, and the Secretary, to select the members of the corporation of other than ex-officio members who are the Governor of the Commonwealth, the Chief Justice of the Supreme Judicial Court, and the Secretary of the Education, to elect the members of the standing committees of the Corporation, which are currently Corporation Joint Advisory Committee on Institute-Wide Affairs (CJAC), Executive Committee, Governance and Nominations Committee, Risk and Audit Committee, and Development Committee, to receive the reports from its committees and from the officers of MIT who are the Chair of the Corporation, the President, the Executive Vice President, the Treasurer, the Secretary of the Corporation, and such other officers with the Institute's bylaws and to take the related actions, to approve the award of degrees and approve any new degree program upon the recommendation of the faculty, and to approve the sale and disposal of any educational real estate whose value exceeds \$10 million upon the recommendation of the Executive Committee.

The Corporation of MIT consists of ex-official member who are the representatives of the Commonwealth (currently the Governor of the Commonwealth, the Chief Justice of the Supreme Judicial Court, and the Secretary of the Education), and the Chair of the Corporation, the President, the Executive Vice President and Treasurer, the Secretary of the Corporation, the President of the Alumni Association and from time to time, the other members offered by the Executive Committee as ex official members, life members (not greater than 25 and not former President of MIT and

former Chair of the Corporation), 15 members nominated by the Alumni Association, five members nominated by certain students and recent alumni of MIT, and the additional members elected by the Corporation (not exceeding 25) (MIT Corporation, 2021). The nominations of the life members and additional members including the nominations to fill vacancies, proceeds from the Governance and Nominations Committee (MIT Corporation, 2021).

The chair of the Corporation is elected annually and who is a former President, the retiring President, or a non-emeritus member of the Corporation. The responsibilities of the Chair of the Corporation are to preside at all the meetings and to be an ex-officio members of the Corporation, to be the Chair and an ex-officio member of the Executive Committee, to work in close cooperation with the President as ex-officio member of the Executive Committee, to preside at its meetings as the chair, to be an ex-officio member of the Development Committee, the Governance and Nominations Committee, and to be an ex-official director of the investment management company established under the Bylaws (MIT Corporation, 2021).

The President is the chief executive officer of MIT. His/Her responsibilities are to serve as an ex-official member of the Corporation, as an ex-official member of the Executive Committee, the Governance and Nominations Committee, the Development Committee, and as an ex official director of the investment management company established under the Bylaws, to serve as interim Chair of the Corporation in his/her absence, to work in close cooperation with the Chair of the Corporation, as chief executive officer to have duties on the Institution's operations and administration, to preside over the Institute's faculty, to recommend the organizational structure of MIT for the Executive Committee action, such faculty and staff appointments and salaries, annual budgets, tuition, scope of educational and research programs, special contract services for the Federal government and other organizations, new plans and faculty needs, and all other matters relating to the Institute operations on which Executive Committee action or concurrence may be necessary or appropriate (MIT Corporation, 2021).

There is also the Executive Vice President and Treasurer among the officers of MIT. He/She is the chief financial officer of the Institute. He/She is responsible for the report of the financial conditions at each annual and standing meeting of the Corporation, or

in the requirement of the Executive Committee, for being the chair of the investment management company established under the Bylaws. The president or any officers must assist the Executive Vice President and Treasurer in making the reports. The Executive Committee may also appoint one or more officers to assist the Executive Vice President and Treasurer. All checks and proxies are signed by the Executive Vice President and Treasurer or other officers authorized by the Executive Committee. He/She also serves as an ex-officio member of the Executive Committee and the Development Committee, as an ex official director of the investment management company established under the Bylaws, and as an ex-official member of the Corporation.

It is also possible to see two more branches in the governance system of MIT which are the Faculty and the Academic Council. While the governance of the Faculty is maintained under the Rules and Regulations (MIT Faculty, 2023), the Academic Council has the Policies and Procedures to make decisions (MIT Faculty, n.d.).

The Faculty consists of the Chair of the Corporation, the President, the Vice Presidents, the Provost, the Associate Provosts, the Chancellor, all members of the instructing staff with rank of Professor, Associate Professor, or Assistant Professor, Associate Professor/Senior Coach, Associate Professor/Coach, and Assistant Professor/Coach, the deans of the Schools and the Schwarzman College of Computing , the Vice Chancellor and Dean for Student Life, the Dean of Admissions and Student Financial Services, the Director of Athletics, the Director of Libraries, the Medical Director, the Institute Community and Equity Officer, and the Registrar.

The officers of the Faculty are a Chair, an Associate Chair, and a Secretary, and, ex officio, the President of the Institute. The President of the Institute is, ex official, the President of the Faculty. All the officers must cooperate with the President in the activities of the Faculty. The Chair of the Faculty presides at the Faculty meetings in the absence of the President which are held every month during the academic year (MIT Faculty, 2023). The Faculty consists of 30 members in total.

At the Annual meeting of the Faculty, each year, the new members in elected membership of Standing Committees (Faculty Policy, Graduate Programs, Undergraduate Programs, Curricula, Undergraduate Admissions and Financial Aid, Academic Performance, Students Life, Discipline, Library System, Nominations, and

Campus Planning), every other year, a Chair-elect who serves one year followed by a two – year term as Chair of the Faculty, and in alternate years, the Associate Chair and the Secretary of the Faculty, who serve 2 – year term concurrently with the Chair of the Faculty are elected. The pivotal one of the Standing Committees of the Faculty is the Faculty Policy Committee which regulates the policies by the other Standing Committees for the approval of the Faculty.

The Academic Council of MIT, which is chaired by the President, consists of the Institute's senior leaders and the elected chair of the Faculty. The current members of the Academic Council on the website of MIT are the President, the Chair of the Faculty, the Provost, the Chancellor, the Executive Vice President and Treasurer, the Vice President and Secretary of the Corporation, the people who serve as the Associate Provost and Associate Vice President for Research and for Research Administration, Associate Provosts for Campus Space Management and Planning, for Faculty Advancement, for International Activities, for the Arts, the Vice Chancellor for Undergraduate and Graduate Education, the Vice President and General Counsel, the Chief Executive Officer (MIT Alumni Association), the Dean for Digital Learning, the Director of Libraries, Interim Institute Community and Equity Officer, Vice Chancellor and Dean for Student Life, the Deans of the five Schools and Schwarzman College of Computing, the Vice President for Open Learning (Interim) and Chancellor for Academic Advancement, and seven Vice Presidents for Campus Services and Stewardship, for Communications, for Finance, for Human Resources, for Information Systems and Technology, for Research, and for Resource Development (33 members in total) (MIT Organization Chart, n.d.). They meet weekly to exchange ideas on the matters relating to the Institute's Policies and Procedures which include the policies and procedures on the Appointment, Promotion, and Tenure Guidelines, the Conflict of Interest, the Consensual, Sexual or Romantic Relationships, the Intellectual Property, the Outside Professional Activities, and the Research Policies and Public and Private Support.

In the policies on the Search, Appointment, and Promotion Process for Faculty, it is mentioned that the appointments of the academic staff are processed under the policies on equal opportunity for affirmative action. The search plan is approved by the Dean of the School or of the College. The Assistant Professors are reappointed one year later

by the Dean after the review of their reappointments. The promotion of the Assistant Professors is reviewed by the Academic Council, which is the advisory board to the President and the financial decision is made by the President. The promotion (assistant professor, associate professor, and professor) is given in a specific recommendation to the President by the Academic Appointments Subgroup of the Academic Council. There are also academic instructional staff such as professor post – tenure, adjunct professor, professor of the practice, visiting professor, instructor, technical instructor, instructor/co ach, lecturer, senior lecturer, visiting lecturer, and honorary lecturer in addition to the faculty and research appointments. They may be appointed by the Schools, College, and departments (the Dean, the School or College Council, and the Academic Council) in need of certain positions. In the appointment process, it is also possible to see that there is a probationary period changing from 6 – month to 10 – year trial.

It is also noteworthy to mention about the duties of some members such as the Provost and the Chancellor. The Provost is the chief academic and budget officer of MIT. The Provost must report to the President, oversee the deans of the Schools and College, the director of the Libraries, and to support the research activities and to manage MIT's relationships with key local collaborators. The Chancellor, on the other hand, is responsible for overseeing the student life and learning at MIT. The Chancellor and the Provost are MIT's two most senior academic officers (Official Website of MIT, 2023). The summative organizational chart of MIT including the main administrative members or boards has been made according to the Corporation Bylaws, the Rules and Regulations, and the Policies and Procedures below (MIT Corporation, 2021; MIT Faculty, 2023; MIT Faculty, n.d.).

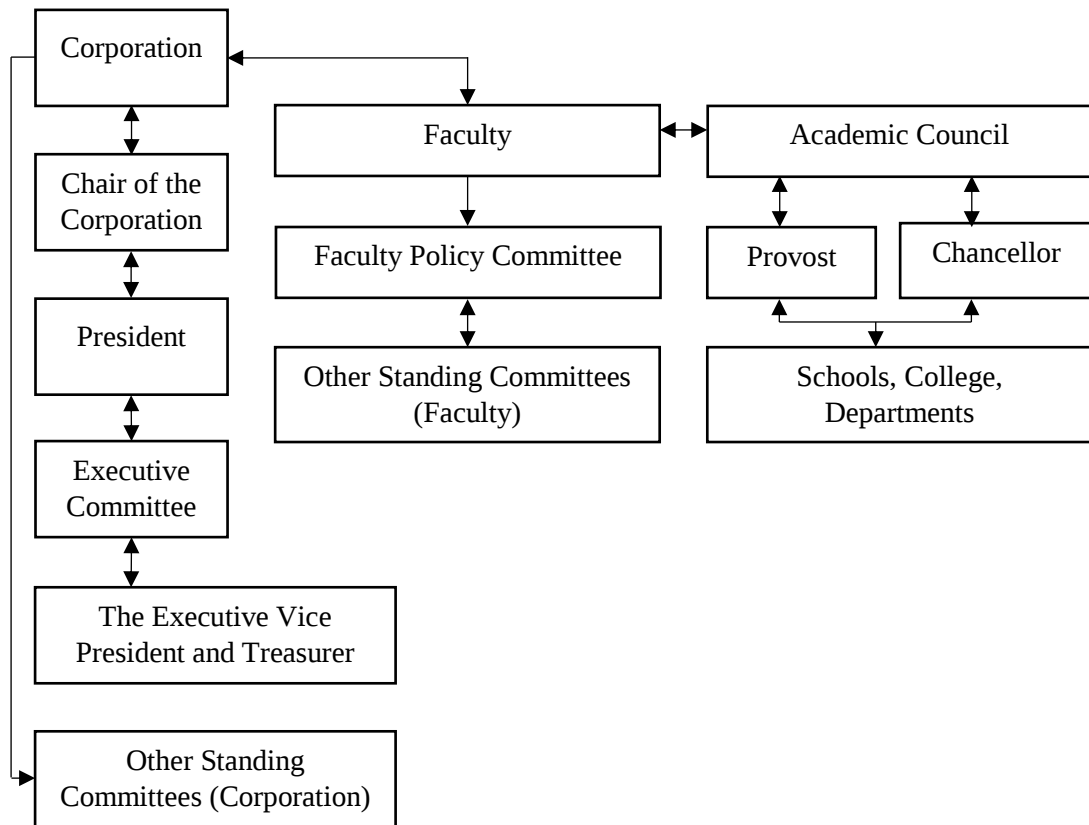


Figure 19. The Summative Organization Chart of MIT (MIT Corporation, 2021; MIT Faculty, 2023; MIT Faculty, n.d.)

In brief, it has been found that the institutional structure changes from the institution to institution in accordance with its main decision – making actors and their responsibilities. While some of the institutional structures are designed with bureaucratic approach including state agencies, the others have entrepreneurial approach supporting the enterprises or collegial approach focusing on corporatism and state – university partnership (Knill & Dobbins, 2014). All of these results will be discussed by using all the data in the next chapter.

4.3 How are the Control and Quality Evaluation in the Governance of the University?

The patterns of control and quality evaluation which are related to who controls or evaluates, what is controlled, and when the evaluations take place are the integral parts of the analysis of the higher education governance systems (Knill & Dobbins, 2014).

These patterns can include any kinds of data relating to evaluation and control from the entrance examinations to, maybe, the diplomas. And also, some of the universities may be controlled or evaluated externally as well as internally to different degrees while some of their control might be maintained in different focal points or some of them vary in terms of the frequency of the evaluations implemented in the institutions. In this section, the collected data on the involving parties in evaluation or control, the focal points in control, and the frequency of the evaluation are presented through Table 14 and the data will be clarified with their specific citations.

Table 14. Findings on the Patterns of Control and Quality Evaluations in the Universities

University Name	Involving Parties in Evaluation/Control	Focal Points in Control	Frequency of Evaluation
University of Melbourne	(The President of) Academic Board Provost	Academic excellence/Quality	University dependent
TUM	TUM Center for Study and Teaching External auditors – Accreditation Body	Quality of teaching and studies	Every semester in the colleges and schools Every two years for the graduates
IISc	The Council	Education Research	Regular systemized evaluations
QU	Academic Recruitment Committee Audit and Compliance Committee Bureau Veritas Certification Academic Planning and Quality Assurance Office	State examinations Academic development Education and research Management	Every year for academic staff Regular systemized examinations for the students Continuous internal evaluation
MIPT	The Ministry of Higher Education and Science	Educational services Scientific services Knowledge for Olympiads	The regular systemized examinations
MSU	University management State	University competetion State competition Olympiads	Regular systemized exams
UCT	The Senate Council on Higher Education	Teaching Curricula Syllabuses Examinations Research of the faculty	Regularly determined by the University management

Table 14. Findings on the Patterns of Control and Quality Evaluations in the Universities (continued)

UHS	The Inter-University Board The Senate The Audit Board	Education and Training Appropriateness of the activities for the principles by CoHE Academic quality of the students	Systemized by the relating bodies
The Open University	The Council The Senate The Finance Committee The Auditors PVC (Students) RVC RES External examiners	Teaching University examinations Tests or other assessments Courses of study and conditions qualifying for admission to the various titles, Degrees and other distinctions Monetary operations Student satisfaction Employability And others	Determined by the university management
Oxford University	The Council Committees External body Proctors or Assessors	Educational and research activities Academic governance Risks and challenges Learning resources Disciplinary cases	Systemized by the university management Systemized by the State (to some extent)
MIT	The Corporation The Risk and Audit Committee The Governance and Nominations Committee Visiting Committees External audit groups	The academic, research, and administrative processes The books The financial and investment records Quality and integrity of the financial statements The tax filings The conflicts in the governance Public funds	Systemized by the university management Systemized by the external audit groups

To start with, the responsible parties for the evaluation or control in the University of Melbourne are the (President of) Academic Board and Provost which is again joint to

the Academic Board where the main focal points are academic excellence or academic quality by giving priority to the research, examinations, and promotions. The examinations are scheduled by the Dean under the consultation with the Academic Registrar, the frequency of which depends on the University management (Academic Secretary, 2022).

The University of Melbourne gives great values to research as well as to the education of the students which is also possible to see from their 2022 Annual Report (University of Melbourne, 2023) in which it is stated that the University had \$672 million Higher Education Research Data Collection (HERDC) income. HERDC controls the research data from higher education providers and this helps distribute the investments in a fair way. The University of Melbourne also states that the excellence of the University of Melbourne research was again recognized by major Australian funding bodies such as the Australian Research Council, the National Health and Medical Research Council (NHMRC), and the Medical Research Future Fund. They also signed for the Zero Emission Energy Laboratory program, a partnership with the Thylacine Integrated Generative Restoration Research Lab, and the collaboration with the Stawell Underground Physics Laboratory which is the first dark matter lab in the Southern Hemisphere. For turning research discoveries into commercialization, the university started two main investment funds, which are the University of Melbourne Genesis Pre-Seed Fund (together with Breakthrough Victoria) and the Tin Alley Ventures Fund. While the first one mostly supports the research, ideas, and technologies, the Tin Alley Ventures Fund invests in high – potential University – affiliated startups (University of Melbourne, 2023b). The integration of those partners did not change the amount of administrative staff, although they got the service from the University.

Next, the evaluation at TUM is reciprocal where TUM Center for Study and Teaching is the responsible body for quality management in operations reporting to the Board of Management. The surveys for the students are given every semester to evaluate the teaching after they take examinations. In degree levels, the students and graduates take the written evaluation papers every two years. The general quality is evaluated from the external expert auditors. (TUM, n.d.f).

IISc is one of the research institutions with 3,863 graduate students from 4,239 students in total. It has six divisions providing post-graduate programs, two

undergraduate programs, 15 centers or offices under the Director and eight autonomous societies or centers. The students are admitted under certain requirements regulated by the Senate. The requirements can be the national tests or interviews. The admission of the students is approved by the Director on the recommendation of the Faculty Committee chaired by the Deans (Government of India, Visitor, & Council of the Institute, 2018).

The other main points in their evaluation or control are the classical formative evaluation including mid-term examinations, homework and so on and the evaluation of thesis in degree programs are systemized by the Senate with the approval of the Council (Office of Communications, n.d.; Government of India, Visitor, & Council of the Institute, 2018). According to the analysis, the competition has not been found as in the marketplace where the things have been systemized under the approval of the Council and evaluated and controlled by the related committees under the approval of the Council (Government of India, Visitor, & Council of the Institute, 2018).

QU has the Centers and 10 colleges consisting of undergraduate, postgraduate (master and Ph.D.), diploma, and certificate programs (Institutional Research and Effectiveness Department, n.d.). They accept the students with certain requirements for certain programs. The quota of the student candidates is determined by the Board of Regents.

There is also the Audit and Compliance Committee which is an independent organization delivering the highest quality service to help the President and the University Community (QU, n.d.d). The Committee of QU consists of the members of Acting Director, Manager of Compliance, Senior Internal Audit Expert, Information Technology Internal Auditor, Senior Internal Auditor, and Internal Auditor. It is responsible to evaluate the risk exposure, the reliability and integrity of information, effectiveness and efficiency, operations and programs, to evaluate governance processes, and to perform as an advisory service. (QU, n.d.d).

Social and Economic Survey Research Institute established by QU also works with Bureau Veritas Certification that helps its clients to evaluate and certify their managements according to world standards (QU, n.d.f). The Office of Academic Planning and Quality Assurance “provides high-quality assurance services starting from academic planning, initiating new programs with the cooperation of Colleges,

annual learning outcome assessment, academic programs review, and curriculum enhancement with efficiency and superlative performance” (QU, n.d.g). The evaluations are maintained continuously.

Moreover, in MIPT, the involving bodies in the evaluation and control include the one in general which is the Ministry of Higher Education and Science. The institution is the legal body of the Russian Federation having its own objectives and independent balance and having the right to open accounts and to implement its own programs (Ministry of Higher Education and Science, 2018). This situation brings together the evaluation and control of its objectives. The main objective of the Institution is the provision of the educational and scientific services to the public (Ministry of Higher Education and Science, 2018). It also has the objective of training the students in military activities and space activities (Ministry of Higher Education and Science, 2018).

The University must perform the state tasks and has no right to refuse the tasks according to the Bylaw (Ministry of Higher Education and Science, 2018). It is considered as “the national research university” on its website (MIPT, n.d.). It has eight Phystech Schools as a major branch, which are the Phystech School of Radio Engineering and Computer Technology, Phystech School of Biological and Medical Physics, Phystech School of Aerospace Technology, Phystech School of Electronics, Photonics, and Molecular Physics, Phystech School of Applied Mathematics and Computer Science, Landau Phystech School of Physics and Research Institute of Nano-, Bio-, Information, Cognitive and Socio-Humanitarian Sciences and Technologies and Phystech School of Business. The last two are new schools which were built in 2009 and 2021 respectively. The Phystech Schools include undergraduate and postgraduate programs training specialists. In the selection of the students, they are given a test from certain subjects such as Mathematics, Physics, Chemistry, and Russian Language. They give priority to the Olympiad winners during the previous degrees. The quota is approved according to the federal budget. The formative evaluations are systemized in advance with the approval of the Rector.

On the other hand, the involving bodies in the evaluation and control in MSU are the University management and to some extent the State. Although there are regular process evaluations on the quality of education, the evaluation tools are usually the

competitions and Olympiads organized in nation – wide and world – wide. The management also tries to get its community members to compete for success (MSU, 2016).

According to the Fact Sheet about UCT – 2021 (UCT, 2022a), it has six faculties and it has 30,382 students in total. The students are accepted according to certain requirements. Undergraduate students are accepted according to their Faculty Point Scores (FPS) which is calculated differently by different faculties to rank the students (UCT, 2023b). The quota of the candidates is approved by the Council.

The Senate “must organise and control the teaching, curricula, syllabuses, examinations and research of the University” (UCT, 2022b). The faculty board also accounts for organizing and controlling teaching, curricula, syllabuses, examinations and research of the faculty for the Senate (UCT, 2022b). There is also the Council on Higher Education in the higher education system of South Africa that independently supports the Department of Higher Education in the evaluation and development of the higher education (Council on Higher Education, 2023).

In addition, the involving bodies in the evaluation in UHS are the Inter-University Board for the academic quality and the Senate for the academic activities such as the organization of regular examinations, programs, or teaching as it was mentioned above. There is also the Audit Board which is a joint board to CoHE. Its responsibilities are to control the training and education and other activities according to the principles made by CoHE and on behalf of CoHE and to apply the needed disciplinary punishments (Bülbül & Altunhan, 2020). The focal points in the evaluation and control are the education and training, appropriateness of any activities for the principles by CoHE, and academic quality of the B.A., M.A. and Ph.D. students. The evaluations are systemized by the relating bodies.

As stated above as well, the involving bodies in the evaluation and controls are the Council, the Senate, and Finance Committee. The Senate evaluates and controls all academic activities such as teaching, University examinations, tests or other assessments, courses of study and conditions qualifying for admission to the various titles, Degrees and other distinctions from time to time and reports the results to the Council with their recommendations. The Financial Committee, on the other hand, evaluates and regulates monetary operations in need (Privy Council, 2005). The

Council also appoints the Auditor/s who is/are other members of the Council, the Senate or the full-time staff of the University. He/She has the access to the books, records, accounts and vouchers of the University at all responsible times and give the reports to the Council at least once a year (Privy Council, 2005). And also, while PVC (Students) is responsible for the Student Success Priorities, Employability, Student Satisfaction, Teaching Excellence Framework (TEF), Widening Access and Success (WAS), Quality Monitoring and Enhancement (QME), the Quality Assurance (QA), PVC RES is responsible to coordinate and monitor the University's strategies for research, enterprise, and scholarship as mentioned earlier. They have also external examining group providing a written report about the quality (Open University, n.d.d). In the University of Oxford, there are 26,497 students in total according to the 2022 – statistics about the student numbers. 48% of them are undergraduates and 50% of them are graduates, and 2% of them are other students. The undergraduate students are selected and admitted by the colleges, societies and the halls while the graduate students are only admitted by the University (Oxford University, n.d.b).

The main involving bodies in evaluation and control are the Council, Committees, an external body, and Proctors or Assessors. The Education Committee is the main body that is responsible for the quality of educational and research activities containing Quality Assurance Subcommittee. It reports to the Education Committee in any case regarding with quality assurance at least each term as well as having a meeting (Council, 2011; Oxford University, n.d.c). There is also an external body for assessment which is UK Standing Committee for Quality Assessment. A degree outcomes statement signed between the parties provides the information on the University's degree outcomes for students completing a Bachelor's degree, assessment and marking practices, academic governance, classification algorithms, teaching practices and learning resources, identifying good practice and actions, and identifying risks and challenges (Oxford University, 2023). There are also Proctors and Assessors for investigation in the governance system of Oxford University. While the Proctor is responsible to see that examinations are properly conducted and in accordance with the statutes and regulations concerning them, the Assessor is responsible to undertake any inquiry or special study of any matter concerning the policy or administration of the University at the request of Council (University of Oxford, 2002). The Assessor

also has the right to apply for the Appeal Court in case of any disciplinary matters (University of Oxford, 2002).

In MIT, the students are admitted according to certain requirements by the Institution. There is not quota according to the state, school, or religion. After the applicants apply for a program, they are evaluated by the Admissions Committee starting by a senior admissions officer and ending with debates and discussions of the selecting groups including faculty members. They select the applicants whose strength, interests, and values are suitable for MIT (MIT Admissions, n.d.). The Faculty is the main body which approves the regulations on the admissions of the students.

The principal involving actors in evaluation or control are the Corporation, the Risk and Audit Committee, the Governance and Nominations Committee, Visiting Committees, and external audit groups. The Risk and Audit Committee is the body to employ public accountants to examine the books for the next fiscal year and financial and investment records as it deems appropriate from time to time (MIT Corporation, 2021). It also has responsibility for the quality and integrity of MIT's financial statements, MIT's external and internal auditors, and MIT's tax filings. They discuss the results in their annual meeting (MIT Corporation, 2021). The internal auditors maintain their operations under the title of Audit Division. Audit Division evaluates the academic, research, and administrative processes if they work effectively to control risk (Audit Division. n.d.a). The Governance and Nominations Committee is mainly responsible for controlling the conflicts in the governance of the Corporation while the Visiting Committees to visit and inspect the several departments of instruction and other divisions, and to give the report to the members of the Corporation (MIT Corporation, 2021). The Governance and Nominations Committee has the meeting at least three times a year (MIT Corporation, 2021). MIT also collaborates with the external audit groups which are "PricewaterhouseCoopers, an accounting firm that performs Institute-wide financial statement audits, the Defense Contract Audit Agency, Offices of the Inspector General, and other entities that report to the government to assure the effective oversight of public funds" (Audit Division, n.d.b). To conclude, the data on the patterns of control and quality evaluation which are the involving bodies in the control or evaluation, focal points in control, and frequency of evaluation were found out through the in – depth analysis. According to the findings

coming from the content analysis, some universities were evaluated by the State or external quasi – governmental bodies with ex ante, ex post, or university dependent approaches, some of them were evaluated internally with university dependent approaches. The focal points in control or evaluations of the institutions also differed from one to another. All of these data will be discussed in the next chapter to explore whether the selected institution have more state – centered governance, market – oriented governance, or academic self – governance according to Clark’s Triangle (1983).

CHAPTER V

DISCUSSION AND SUGGESTIONS

In this study, the current governance models of 11 higher education institutions were investigated. The institutions are the University of Melbourne from Australia, Technical University of Munich (TUM) from Germany, Indian Institute of Science (IISc) from India, Moscow Institute of Physics and Technology (MIPT) and Moscow State University (MSU) from Russia, Qatar University (QU) from Qatar, University of Cape Town (UCT) from South Africa, University of Health Sciences (UHS) from Türkiye, the Open University and Oxford University from the UK, and Massachusetts Institute of Technology (MIT) from the USA. In this chapter, the main purpose of the study and the three research questions are discussed through the researchers' viewpoints such as Meray (1971), Olsen (2007), Knill and Dobbins (2014) and Clark (1983). The table presented by Knill and Dobbins (2014) on general higher education arrangements will be adapted to the governance of the selected universities to realize how much they have tendency towards the state, market, or academic oligarchy according to Clark's Triangle (1983).

5.1 National Institutions Willing to be “Social and Entrepreneurial”

The integration of state, market, or academic scholars of the university may vary from each other in different amount having relations around different purposes such as education, research, or business (Clark, 1983). The mission, vision, and priorities of the university show how much interaction it tends to have with the state, market, and academic oligarchy as well as how its relations to the state or society where funding resources are also integral part of the analysis of the governance systems (Knill & Dobbins, 2014). In the state – centered governance systems and academic self-governance systems, the university has strong relations with state constructing state

agencies or corporatist governance system. The institutions with state – centered model prioritize the fulfilment of the order of the state which is at the same time, mostly national values determined by the state. They have manpower planning in their system (Table 7) and itemized funding system with low budgetary discretion (Table 6). In the market – oriented and academic self-governance systems, on the other hand there are elections in the appointments with the provision of incentives and legal frameworks respectively. While the market – oriented models have lump sum funding system with high budgetary discretion for themselves, the academic self-governance models have mixed type of funding system with high budgetary discretion for the university (Table 6). In the state – centered models, the staff are appointed by the state getting salary from the national treasury rather than have agreement with the university management (Table 7). It is also important to restate that in Meray’s work (1971), the American universities which were mainly known as researching universities at that point in time committed to solving the problems in the society of capitalistic system.

In the mission, vision and priorities of the University of Melbourne, research, education, and contribution to the society come out as the main purposes of the University. This shows that the University has strong relations to the society dealing with its problems. The theme, *world – leading and globally connected Australian university*, implies that they are in the competition around the world to be the world – leading globally connected national university. According to the aforementioned researchers (Knill & Dobbins, 2014; Olsen, 2007), competition is the feature of entrepreneurial universities. The theme, *involvement of the students*, on the other hand, may refer to their initiation towards the provision of the democratic context in the university (Olsen, 2007). This initiation seems to advocate Olsen’s (2007) claim, “the university is a representative democracy.” And also, its funding sources again show that the University has strong dependency on the Australian government and society having 39 % of income from the government and 36% of income from the fees and charges mainly coming from the society or from the “buyers.”

In the mission, vision, and priorities of TUM, it is possible to state that entrepreneurship is the most emphasized topic. According to Olsen (2007) and Knill and Dobbins (2014), “exchange,” which is namely emphasized in the vision statement of TUM is one of the most important features of the market – oriented governance models. The income of TUM comes from the government, hospital (earned income) and third – parties in high ratios. Especially the 24% of income from the third – parties such as from the enterprises should not be ignored and may be evaluated as quite high percentage for entrepreneurial universities in the initial steps.

In IISc, they mostly prioritize national wealth and social welfare as well as research and education in their purposes. They receive most of the income from the grants from the Government of India (MoE), which shows great coordination between the institution and the State. It is quite thought – provoking that the second largest amount of income is from the investments which means that they have discretion to work with investment trustees autonomously.

QU also emphasizes the development of the nation as well as education, research and advancement of knowledge. They also integrated the statement of being an alternative for students and scholars which refers to the competition or market – oriented governance (Olsen, 2007). The income is from the government and national organizations which shows the strong relations with the government and society.

In the future goals of MIPT, education, humanity, and science and technology are the main themes which are thought to be quite insufficient to be followed. The principle, *selecting the best prospective students* also triggers the thoughts that may refer to be the dominant provider of education rather than be the best alternative choice for the students in the competitive market. The main funding sources of MIPT are the science and education where the third parties were not mentioned.

Although the mission of MSU, which is traced back to the establishment of the University remains quite outdated, they still continue to follow that mission as an ultimate goal. In the priorities of MSU, they focused on the specialization of the University in certain fields which supports the idea of Meray (1971) on USSR universities. The funding sources of MSU are the federal budget, the Trustees, and donations from other individuals according to the collected data where their ratio was not come across. However, it was found out that the University has high budgetary discretion in the determination of the directions and procedures which is the feature of market – oriented model in Knill and Dobbins' (2014) study.

In the purposes of UCT, democracy is mostly emphasized as well as the research and education. And also, during the analysis, it was found out that they give priorities to the integration of the students in the governance that also supports Olsen's (2007) idea on the four visions of the universities. The main funding sources of UCT are the state subsidy and the tuition fees. The percentage of the income from tuition fees seems to be quite high that shows the marketization of knowledge (Knill & Dobbins, 2014).

In the mission, vision, and priorities of UHS, all the features of the three governance models were harmonized to be achieved. They have emphasized the manufacturing of domestic medicines, vaccines and devices which is one of the features of entrepreneurial universities as well as to be a research – incentive university. The main funding source of UHS is the national treasury which shows the great interaction between the University and the State.

In the purposes of The Open University, mainly, the students' needs are prioritized. They are committed to accessing the students around the world as many as possible. The large amount of its income comes from the education contracts. Thanks to these data, the University may be considered as a “service station” proving the best alternatives for its “customers” (Olsen, 2007).

In the future goals of the University of Oxford, they prioritized the dissemination of research as well as the advancement of learning, teaching, and research. This supports Meray's (1971) statement on the British universities. He (1971) stated that the British universities focused on the spread of knowledge rather than education. The main funding sources of Oxford University are the research grants and contracts which is the priority of the universities with market – oriented universities and to some extent academic self – governance models (Knill & Dobbins, 2014).

The goals of MIT are also similar to the goals of Oxford University where both of them emphasized the dissemination of knowledge or research as well as the advancement of learning, teaching and research. The most of the income of MIT comes from the sponsored supports that is one of the priorities of market – oriented institutions (Knill & Dobbins, 2014; Olsen, 2007).

Each of the selected higher education institutions has their own tendencies towards the three dimensions which are state – centered, market oriented, and based on academic self-governance. In their financial sources, some of them have itemized payment by the State based on the invoices and some of them have lump sum of payment for the projects by the sponsors or mixed type of payment by the government or quasi – governmental organizations. Most of the universities currently have more tendencies towards the state – centered model having some features of market – oriented and academic self-governance models in general.

5.2 Market – Oriented Model Applied, Academic Self-Governance Preferred, State Integration Accepted

The institutional structure of university can be realized by analyzing its main decision – making actors and by determining its organizational structure and dominant management approach. The organizational structure and dominant management approach can be determined by analyzing the powers and functions of the main administrative staff. The organizational structure of one higher education institution may consist of state agencies, enterprises, and corporatist, state – university partnership (Table 5). The dominant management approach may be bureaucratic, entrepreneurial, or collegial with a federation of chairs and the elections in terms of three governance models, state – centered model, market – oriented model, and academic self-governance model (Table 5).

The dominant management approach of the University of Melbourne is not bureaucratic although they presented the hierarchy of governance as it is in Figure 4. Rather, it may be stated that the University of Melbourne has the collegial management approach with some federations of chairs and corporatist organizational structure with the state – university partnership because the university governance system includes different types of elections such as for the Council members or the staff member and student member for the Council, strong connection with the state due to the financial dependency, and strong self – regulation sharing the authority with the State. This model is frequently criticized as they bring the deterioration of teaching, mass bureaucratization, and mistrust between the state, university and society (Knill & Dobbins, 2014). However, in the management of the University of Melbourne, it is possible to see that the Council, which is one of the dominant decision – making actors, includes the council appointed members and government appointed members in equal amount by law. And also, it is not possible to state that the governance model of the University of Melbourne is completely academic self-governance model since they have few tendencies towards the market – oriented model currently. For instance, the University may be a partner and accept partnership under the approval of the Minister and it has a large amount of income from the fees and charges (36%) that are the

features of entrepreneurial university. There are also elected members including one staff member and one student member in the Council that may also reduce the sovereignty of the upper body (Olsen, 2007).

TUM has, to a large extent, entrepreneurial management approach supporting the enterprises. According to Knill and Dobbins (2014), the role of State must be to promote competition and ensure the quality and transparency rather than shape and design the system in the market – oriented models. TUM tries to start the initiatives to interact with the industry and society by constructing the related board and supporting enterprises. However, there is the case of appointment of managerial members in the main supervisory board (The Board of Trustees) with the approval of the Bavarian State Minister. Even though the approval process is under the consultation with the Senate, the case of appointments by the State is not the priority of the market – oriented models. Therefore, it is not quite possible to state that TUM has the fully independent university management, but due to its many marketing initiatives in their governance, it has tendencies to a great extent towards the market – oriented model.

In the governance of IISc, the dominant decision – making actor is the Court which includes the members of the state/s and nominees of the different national organizations. In its structure, the bureaucratic management approach can be realized with its hierarchical design in which the members are vertically sharing the authority from top to down (Figure 10). The Senate, which is the academic body of the Institute, has great interaction with the Council that also consists of the State members in general. According to this analysis, it is possible to state that IISc is an “instrument” in Olsen’s (2007) term which is performing the priorities of the national organizations. The institutional structure of QU is also similar to the institutional structure of IISc. In the state – centered constitutive logic of the governance, the State takes a role of “guardian” influencing internal matters such as quality assurance, efficiency, and university – business relations at most (Olsen, 2007). In the structure of QU, the principal decision – making actor is the Board of Regents consisting of the State members in majority. There is the case of appointment or approval rather than elections in its governance. The lower level bodies must propose their decisions for the evaluation and approval by the central upper body which is the Board of Regents.

MIPT neither fully advocates the idea of “publish or perish” nor “patent or perish.” They seem to commit to training or being Olympiad or Nobel winners rather than entrepreneurs according to the holistic viewpoint from the analysis of its website. Its structure has been designed by the State according to that destination integrating the legislation of the Russian Federation and the Ministry of Higher Education and Science. The structure is very similar to the structure of IISc or QU in general having state agencies. The dominant management approach is bureaucratic with the share of authority from top to down which reduces towards the sub-bodies.

Interestingly, the structure of MSU is quite different from the structure of MIPT even though they are from the same country. MSU has more tendencies to be managed with the academic self-governance model. For instance, it operates elections to employ the Dean of Faculty and the Rector which is the main governing body of the university. The Academic Council also has huge contribution in the decision – making process before Rector’s approval. According to the results of the analyses, it is possible to determine that the institutional structure of MSU has been designed in the accordance with the academic self-governance model to a great extent.

The governance model of UCT may also be determined as the academic self-governance model including the Council, the Minister, and the Senate as the dominant decision – making actors. The Council includes three student – representatives in its composition. This is an initiative to provide democratic context, to gain the students’ satisfaction and at the same time to have tendencies towards the market – oriented governance model.

In Türkiye, there is the central governance system for higher education in which the central body is CoHE. In the administration of the universities, there are state agencies with bureaucratic system and appointments rather than elections. This case is valid for UHS as well as all the state universities.

The Open University has the market – oriented governance model. The University is in a competition to get the best students and the most financial resources considering the higher education as commodity, investment and strategic resource, at the same time. The University is far away from the state authority that it is governed according to the Charter. The only power of the Privy Council is to make changes in the Charter. Interestingly, the Oxford University does not have the Senate or the Academic Board

in its administrative level. There is the Convocation which mostly exists to continue the conventions of the University. The main governing body is the Council while the Congregation has duties for approvals by the Council. The Congregation, the Council or the other governing bodies are far from the state authority. The Privy Council and the High Court are the only integrated state authorities, the powers of which are in the change of the Statutes and evaluations respectively. It has tendencies towards the market – oriented model to a large extent in terms of their autonomy in the decision – making process by law although they seem they are not eager to and they do not advertise themselves as in the competitive marketplace by maintaining their historical traditions.

The institutional structure of MIT also advocates the priorities of the market – oriented model to a great extent since there are only three members from the Commonwealth of Massachusetts out of more than 25 members in the Corporation. The Corporation is the main governing body as aforesaid, which works in strong collaboration with its committees. The Executive Committee is the most active committee in the efforts for marketization to find new contracts and new sponsors. The new supporters from different fields can be the members of Corporation under the recommendation of the Executive Committee. MIT is in the role of “service station” in Olsen’s (2007) term, marketing the knowledge, but they do not currently tend to start their joint enterprises such as in TUM according to the analysis.

Each selected higher education has shown its own current direction towards the state – centered model, market – oriented model, and academic self-governance model in terms of the institutional structure. Currently, some changes have been noticed in their governance. Maybe the most appealing one is the transformation towards the academic self-governance model in the governance of MSU from the Russian universities that took place in the state – centered model in Clark’s (1983) study. Another significant transformation, which is towards the market – oriented model was noticed in governance of TUM from German universities that became popular with their Humboldtian model focusing on the collaboration of academicians and academic freedom in the literature (Meray, 1971). The other universities also showed their own governance models that had been waiting for the deep analyses.

5.3 Most Universities are More Active in Quality Evaluation

It was found out that the control and quality evaluation processes differ from university to university in this study. They were analyzed according to the patterns of control and evaluation introduced in Knill and Dobbins' (2017) table which consist of data on the responsible body for controls or evaluations, focal points in control, and frequency of evaluation. All the universities except for MIPT have control and evaluation by the internal academic bodies in a different level. This shows the feature of academic self-governance model. MIPT has the evaluation and control only by the State. And also, IISc, QU, and UHS have the external control and quality evaluation bodies, but their members are mostly from the State. Therefore, they were evaluated that they have the tendencies to a great extent towards the state – centered model according to the data in this research. The institutions that have accreditation or external evaluation bodies are TUM, The Open University, Oxford University, and MIT. This is synonymous to the features of market – oriented model. All the institutions focus on the academic processes such as examinations, education and research and this situation is normally a priority of state – centered model, but their attitudes are different. For instance, The Open University apply control and quality evaluation, but this is their objective to commercialize the knowledge and to gain the “buyers’” satisfaction. And also, this situation is valid for IISc, Oxford University, and MIT because their purpose is to improve their research and to publish on the top academic journals which is the priority of academic self-governance model (Table 11). Consequently, from this perspective, it was determined that the University of Melbourne, UCT, and Oxford University have a lot of tendencies towards the academic self-governance model, IISc, QU, MIPT, MSU, and UHS – the state – centered model, and TUM, The Open University, and MIT – the market – oriented model. In terms of the frequency of the evaluations, all the universities conduct the regular examinations systematically organized by the university management which is the feature of academic self-governance. However, only TUM and The Open University give priority to the students' feedback and satisfaction in the evaluations so they may be determined as they have the features of the market – oriented model. In brief, in this research question, not only their focal points were taken into account but also their attitudes towards the patterns.

5.4 More State? More Market? More Academic Oligarchy?

In the end of this study, it was found out that, the selected universities have different levels in tendencies towards the three dimensions of Clark (1983) in higher education governance that are the state, market, and academic oligarchy. For instance, the University of Melbourne, which takes the first national ranking place in ARWU and represents its geographical region, has more tendencies towards the academic self-governance model or academic oligarchy – based model. German entrepreneurial university, TUM, on the other hand, is by far the closest to the market – oriented model. IISc, QU, MIPT, and UHS are closer to the state – centered model having many state agencies and much integration of the state in their governance systems. The Open University, which may be the representative of open universities, and MIT and Oxford University which represents the universities in terms of their own functions and geographical regions as well are also nearer to the market – oriented model. However, MSU owns thought – provoking situation that it owns the features from all the three dimensions and, in general, it may be stated that MSU currently has more tendencies towards the academic self-governance model than the other models according to the analysis. UCT, which is also believed to be the representative of its function and geographical region, is also mostly governed in the academic self-governance model according to the results in this study. The details on the current models of the selected universities are given in the table below. The table was created in accordance with the collected data during the research.

Table 15. The Current Governance Models of the Selected Universities (Knill & Dobbins, 2014)

	State-centered model	Market-oriented model	Academic self-governance
Institutional structures of universities			
Dominant decision-making actors	State <i>TUM</i> <i>IISc</i> <i>QU</i> <i>MIPT</i> <i>UHS</i>	University management <i>The Open University</i> <i>Oxford University</i> <i>MIT</i>	Community of scholars Professional chairs <i>The University of Melbourne</i> <i>MSU</i> <i>UCT</i>
Organizational structure	State agency <i>IISc</i> <i>QU</i> <i>MIPT</i> <i>UHS</i>	Enterprise <i>TUM</i> <i>The Open University</i>	Corporatist, state–university partnership <i>The University of Melbourne</i> <i>MSU</i> <i>UCT</i> <i>Oxford University</i> <i>MIT</i>
Dominant management approach	Bureaucratic <i>IISc</i> <i>QU</i> <i>MIPT</i> <i>UHS</i>	Entrepreneurial <i>TUM</i> <i>The Open University</i> <i>Oxford University</i> <i>MIT</i>	Collegial, federation of chairs <i>The University of Melbourne</i> <i>MSU</i> <i>UCT</i>
Patterns of control and quality evaluation			
Who controls/evaluates?	Ministry <i>MIPT</i> <i>IISc</i> <i>QU</i> <i>UHS</i>	Accreditation/ evaluation bodies (state or quasi-governmental) <i>TUM</i> <i>The Open University</i> <i>Oxford University</i> <i>MIT</i>	Self-evaluation by university, academic peers (within broad regulatory framework set by the state)
What is controlled?	Academic processes <i>QU</i> <i>MIPT</i> <i>MSU</i> <i>UHS</i>	Quality of academic products <i>TUM</i> <i>The Open University</i> <i>MIT</i>	Quality of research output, publications <i>The University of Melbourne</i> <i>IISc</i> <i>UCT</i> <i>Oxford University</i> <i>MIT</i>

Table 15. The Current Governance Models the of Selected Universities (Knill & Dobbins, 2014) (continued)

When does evaluation take place?	Ex ante	Ex post TUM The Open University	Not systematized, university dependent The University of Melbourne IISc QU MIPT MSU UCT UHS Oxford University MIT
Relations to the state and society			
State control instruments	Manpower planning System design IISc QU MIPT UHS	Incentives for competition, quality improvements TUM MSU The Open University Oxford University MIT	Financial, legal framework The University of Melbourne UCT
Orientation and utility of teaching and research	State defined IISc QU MIPT MSU UHS	Market demands TUM The Open University	Scientific advancement The University of Melbourne UCT Oxford University MIT
Economic and employer stakeholders:			
Function	Control IISc QU MIPT MSU UHS	Co-agenda setting The University of Melbourne UCT The Open University MIT	Limited TUM Oxford University
Appointed by	State The University of Melbourne IISc QU MIPT UCT UHS	University management TUM The Open University Oxford University MIT	Academia MSU

5.5 Suggestions

It is important to give some suggestions to the researchers conducting a study on the higher education governance models. The suggestions have come out in the end of the research which may be beneficial for the further applied works. The first suggestion is that they may conduct a large – scale research with different universities from different countries and the findings of this research may be included as a side support to see the differences or similarities between the samples. And also, it stimulates to realize why the universities with state – centered governance models have lower places in the rankings in ARWU although they are in the first place in their countries, so the results of this study may be used in the correlative studied analyzing the success. Finally, the findings which are limited only to the sample of this work may be utilized in the quantitative studies from different perspectives around the topic of higher education governance. These researches will provide beneficial insights to realize the differences and similarities of the governance models, to notice the transformation of the higher education governance and to spot the problems and conflicts in the governance of the universities around the world. The governance systems of the higher education institutions maintain their complexity and continue triggering the researchers' grey matter to solve their problems.

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