

THE ROLE OF FOUNDATION UNIVERSITIES IN THE HIGHER EDUCATION POLICIES AFTER 1980¹⁾

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Abstract. The higher education system which entered a new period with the 1980s has in the last five years entered a phase of numerical enlargement and structural transformation. Having only 19 public universities in the early 1980s, the higher education system today have turned into a broad system with 85 public and 30 foundation universities. The research aims to discuss the role of foundation universities in the higher education policies implemented between the years 1980-2007. Among the five development plans prepared between 1980 and 2008, it was suggested for the first time with the sixth five-year development plan that foundations should be supported to establish private universities and policies was formulated accordingly. Mesut Yılmaz was the prime minister and Süleyman Demirel was the president who opened the highest number of foundation universities between 1980 and 2008. While the number of students between 1986-1987 was 426 in foundation universities, this number in foundation universities reached 109.903 in the 2006-

2007 academic year. The annual growth rate of the number of students in foundation universities within the twenty-year period is 32%. In the 2006-2007 academic year, the number of academic staff in foundation universities is 7766, of academic fellows is 2502, and of students is 109,903. The number of students per academic staff in foundation universities in the 2006-2007 academic year is 21, whereas the number of students per academic fellow is 44.

Keywords: higher education; education policy; foundation university

Introduction

Though the functions expected from higher education institutions bunch up in various areas; they have such functions as to provide general education following secondary schooling, to deal with science and technology, to meet the human requirement of the economy, and to support development of productivity for a stronger competition. The functions expected from higher education bodies can be clustered as education, production of scientific knowledge, research and social service. It is observed that the number of public and foundation universities rose with the 1980s in order to perform these functions.

Having entered a new period with the 1980s, the higher education system has in the last five years entered a phase of numerical enlargement and structural transformation. Having only 19 public universities in the early 1980s, the higher education system today have turned into a broad system with 85 public and 30 foundation universities. While the number of universities at the beginning of the 1980s was 19, this number has risen six times to 115 in the last quarter century. This increase displays a numerically considerable enlargement in the higher education system. The number of foundation universities, the first of which was established in 1984, increased thirty times

and reached 30 in the year 2008. Therefore the higher education entered a dual structure and a transformation process with both public and foundation universities. The number of foundation universities rose in 1984 from 1 to 3 in 1993, to 8 in 1996, to 15 in 1997, to 20 in 1999, to 25 in 2006 and to 30 as of May 2007.

As of the 1980s, Turkey has been experiencing a structural transformation process, the effects of which are increasingly continuing in social and economic policies. The structural transformation process in economic and social policies triggered by globalization aims the withdrawal of the state from public spheres where it operates, curtailing public expenditures in the budget, making legal arrangements in favor of the private sector, lifting the financial limitations to ensure that the domestic market integrates with the world markets, reducing production costs and increasing productivity. The structural transformation process in social policies started also to affect educational policies. The increase in the number of foundation universities in this period can be related to the neoliberal policies implemented such as the withdrawal of the state from public spheres where it operates, curtailing public expenditures in the budget, making legal arrangements in favor of the private sector, lifting the financial limitations to ensure that the domestic market integrates with the world markets, reducing production costs and increasing productivity.

Real or legal persons in Turkey cannot establish for-profit universities in Turkey. Private higher education institutions can be established by foundations only if they secure certain conditions. The legal framework what relates to the establishment of higher education institutions owned by foundations is shaped by the Constitution, Higher Education Law and the Regulation on Foundation Higher Education Institutions.

Funding foundation universities basically consists both of the revenues of the establishing foundation and the educational fees received from the students. Foundation universities can receive a share from the general budget

provided that they express their demand and ensure certain conditions. There exist some such additional conditions for government assistance to foundation higher education institutions as that these institutions have completed minimum two academic years and that they provide full scholarships to minimum 15% of their students which covers all educational expenditures of these students.²⁾ The private higher education institutions to be established by foundations also benefit from the financial conveniences, exemptions and derogations that are to be found in Article 56 of the Law No 2547. These institutions are exempted from property tax.

Higher education in Turkey is a public service according to the Article 130 of the Constitution. The higher education has, however, a mixed funding model. That the utility from higher education expresses more of an individual utility rather than a social one is given as the rationale for the mixed funding model implemented. The rationale for the currently-implemented mixed funding model is explained in the Seventh Five-Year Development Plan. The Seventh Five-Year Development Plan emphasizes the principle that the state must take on the costs of the mandatory education where societal utility is considerable, whereas it states that the funding model for higher education is based on the principle that the beneficiaries of higher education, which provides more of an individual utility, must pay for the cost of the service. The publication of OECD titled “Analysis of the Educational Policy in Higher Education (2005-2006)” indicates that the biggest problematic that requires debating in the formulation of robust policies towards internationalization of higher education is the answer to the question of who should pay the cost of higher education.

Another development that accelerated the privatization efforts in higher education besides the mixed funding model is the propensity to leave universities alone with the resources they produce/will produce by curtailing of the resources in the budget allocated to public universities. The “Turkish

Higher Education Strategy” – a report prepared by YOK (Higher Education Institution) in 2007 demonstrates that the proportion of the budget in the revenue resources of the universities was 80% in late 1980s, while this proportion has been reduced to 57% according to 2005 data. The circulating capital revenues of public universities in the 1990s were 20% of the general budget, while this number increased time times to 40% in 2005. This change observed in budget numbers is a numerical reflection based on the neoliberal policies implemented of the efforts of the state to withdraw from such public spheres as education and to eviscerate the public service nature of higher education which is specified accordingly in the Constitution.

The allocated to higher education shrinking resources by the government is, according to Lee (2002), also a reflection of the globalization policies on the higher education system. The reduced ratio of public resources in university budgets has compelled universities to create their own resources; and thus rather than disseminating the knowledge they produce, they started to approach knowledge as a commodity which can be presented and sold in the market. Consequently, the market has become the determining power that specifies which courses should be provided, which program is to be closed or opened, and which research will be supported. For instance, the department of philosophy is struggling for survival with 80 students in only four foundation universities out of the 30.

There are positive and negative views regarding foundation universities. According to the former rector of Bogazici University Üstün Ergüder, foundation universities opened up the way to competition among universities; and thus the non-profit foundation university model in Turkey, argues Ergüder, is one which should be taken as an example by many European Union member states.

Önder (2000) on the other hand maintains that foundation universities have two objectives. The first of these is to transfer academic staff from state

universities by paying their own academic staff considerably higher from that in state universities. Bearing no costs of educating their academic staff by themselves, foundation universities try to sustain their programs by obtaining staff both from public universities and from abroad. The second and fundamental objective of foundation universities is to conceptualize and secure the ideology of capital and to disseminate this to new generations; they thus ensure the constant operation of the system training their staff in line with their own ideology. The conclusion text of the meeting entitled “The Trend to Privatization in Higher Education: Basic Problems, Approaches and Perspectives,” organized by Friedrich Ebert Foundation in 2000, states that the aim of foundation higher education institutions is to educate staff who are adaptable to the system.

As of the 1980s, Turkey was introduced the foundation universities that are constantly debated. Establishment of foundation universities has been encouraged in Turkey in order to educate more students of a broader age group in the higher education system, to ensure mass education, to meet the labor requirement of the economy, to accelerate production of knowledge and research, and to ensure the globalization of higher education, and their number constantly increased with the 1990s. The problematic of this research is to discuss the role of foundation universities in the higher education policies implemented in Turkey between the years of 1980 and 2007.

This research aims to demonstrate the role of foundation universities in the higher education policies implemented in Turkey between the years of 1980 and 2007. In this framework, the answers to the following questions have been sought: (1) what were the policies regarding foundation universities in the Development Plans and government programs? And (2) how did the number of students and academic staff of the foundation universities increase?

The research has employed scanning model. Therefore, having substantial influence on formulation of higher education policies between 1980

and 2007; development plans, government programs, laws and documents prepared for foundation universities have been scanned. In this context; the number of foundation universities, developments in the number of their staff and students from 1980 up to today will be examined so as to demonstrate the role of foundation universities in the Higher Education System in Turkey.

Foundation universities in development plans

This part of the research deals with the sections in the development plans that were prepared after 1980 on foundation universities. Five development plans were prepared following 1980 and four of them were implemented. The development plans that were prepared between the years of 1980 and 2007 are as follows:

1. 5th Five-Year Development Plan (1985-1989)
2. 6th Five-Year Development Plan (1990-1994)
3. 7th Five-Year Development Plan (1996-2000)
4. 8th Five-Year Development Plan (2001-2005)
5. 9th Five-Year Development Plan (2007-2013)

Below are there provisions in the development plans that encourage foundation universities and the private sector to become involved in the higher education system.

Fifth Five-Year Development Plan (1985-1989)

The 5th Five-Year Development Plan emphasizes (1985-1989) that universities will give equal emphasis to such functions as to educate community leaders through scientific research, that it will be encouraged to educate students in close connection to production via the circulating capital, and that arrangements will be made which will promote the relations of universities with the environment and industry.

The emphasis in the plan on effective operation of university circulat-

ing capitals and on making arrangements that will promote environment-industry relations of universities evoke neoliberal ideas on higher education policy and finance.

Sixth Five-Year Development Plan (1990-1994)

The Sixth Five-Year Development Plan (1990-1994) stresses that social demand will also be considered besides labor requirements in capacity building efforts for higher education, that support will be derived from resources outside the budget by developing the funding structure of higher education, and that legal, economic and structural arrangements will be developed that will promote university-industry relations.

The plan states that universities will hold practical educational programs, and that master's thesis subjects will be encouraged to be in line with the requirements of the industry. That the development plan highlights it will be encouraged that masters theses be prepared in accordance with the requirements of the industrial sector can be interpreted as the determination of the research agenda of universities by the market.

That foundations will be encouraged to establish private universities and policies will be formulated accordingly is mentioned for the first time in the Sixth Five-Year Development Plan. It is highlighted in the plan that foundations will be encouraged to establish private universities and that the private sector will be supported accordingly.

Seventh Five-Year Development Plan (1996-2000)

The Seventh Five-Year Development Plan (1996-2000) indicates that new arrangements are required to ensure that, except for mandatory education, service beneficiaries of any level contribute to the financing of education proportionate to their financial capacities, and to increase the number of private educational institutions at every level of education; whilst the plan also points

out that the funding model will be based on the principle that the state must take on the costs of the mandatory education where societal utility is considerable, and on the principle that the beneficiaries of higher education, which provides more of an individual utility, must pay for the cost of the service. With this principle, it is pointed out that the mixed model in financing higher education will be a permanent funding policy.

The plan notes that educational service provision by the private sector under the supervision of the government will be encouraged, while establishment of private universities or high schools by the private sector other than foundations will also be supported. It is also remarked in the plan that the legal provisions that bar the establishment of universities and high schools by the private sector (YOK Law No 2547 and Article 130 of the Constitution) will be changed accordingly.

Eighth Five-Year Development Plan (2001-2005)

The Eighth Five-Year Development Plan (2001-2005) emphasizes that initiatives will be taken to ensure contribution of local governments, voluntary organizations and the private sector besides the central government to make education widespread.

The plan states that the higher education system will be relieved from the bureaucratic and centralist structure, and that new legal arrangements will be made that will promote competition in the system. It also notes that funding resources will be diversified, and that the contributory fees to be received from students will be one of the resources in funding higher education.

The plan indicates that the university-industry cooperation could not be secured in the previous plans, and that the necessary initiatives will be made to incorporate the private sector more in education.

The Eighth Five-Year Development Plan is important in that the globalization policies are more clearly to be observed. The expressions which

point out that the private sector will be supported in education, legal arrangements will be made to promote competition in higher education, and that funding resources will be diversified can be interpreted as examples of the globalization policies.

The plan also emphasizes that the industrial sector should not only contribute to education by investing in foundation universities, but also by sponsoring the academic staff of public universities. With this principle, the plan is significant in that it tries to form a mixed funding model by incorporating also the private sector in funding public universities.

Ninth Five-Year Development Plan (2007-2013)

The plan emphasizes that the special resources allocated to education will be channeled so as to ensure equality of opportunity in education, the share of the private sector will be increased in all levels of education, and that it will be made possible to establish private higher education institutions provided that an effective quality assessment and supervision system be set up. Emphasizing that the share of the private sector in all levels of education will be increased during the period of the plan, the plan shows that the influence of neoliberal policies implemented after 1980s will continue on educational policies.

Among the five development plans prepared between 1980 and 2008, it is mentioned for the first time in the sixth five-year development plan that foundations will be encouraged to establish private universities and that policies will be formulated accordingly. The highest number of foundation universities was opened during the seventh five-year development plan. 17 foundation universities were opened during the period of the seventh five-year development plan which covered the years between 1996 and 2000.

Foundation universities in government programs

This section discusses the governments, which came to power after 1980, that formulated policies on foundation universities in their government policies. These governments are as follows:³⁾

The 1st Özal government (13.12.1983 - 21.12.1987) program though emphasizes that education is one of the fundamental responsibilities of the state, it states that legal arrangements will be made to ensure that individuals and private institutions deliver educational services. The 1st Özal government program is significant in that it indicates that it will also open the public service field to the private sector just as education.

The 1st Mesut Yılmaz government (23.6.1991 - 20.11.1991) program indicates that the private sector, legal persons like foundations and associations, philanthropists will be encouraged and supported to establish formal educational institutions from pre-schooling institutions to universities.

The 1st Tansu Çiller government (25.6.1993 - 5.10.1995) program states that the private sector continue to be encouraged to invest in health and education by providing the necessary tax reliefs and cuts via financial sector and capital market reforms; and the plan also indicates that legal arrangements will be made to ensure that the land requirement of private investors for their investments in health and education will be met by providing them with public lands. The 1st Tansu Çiller government program is distinguished from the other government programs in that it explicates how the private sector will be encouraged and supported to invest in education (tax reliefs, meeting the land requirement of foundation universities by public lands). The policy implementations of the 1st Tansu Çiller government program regarding the provision that opens up the way to meet the land requirement of foundation universities by public lands created intense controversy in the public.

The 2nd Mesut Yılmaz (6.3.1996 - 28.6.1996) and the 3rd Mesut Yılmaz government (30.6.1997-11.01.1999) programs state that establishment

of foundation universities will be promoted. It is emphasized that by encouraging the private sector to open schools and foundations to open private universities, it is intended to ensure that these sectors take up more role in development of education, technical methods and technologies and in production of educational tools and materials. It is also pointed out in the plan that necessary legal arrangements will be made to establish private universities.

The Necmettin Erbakan government (28.6.1996 - 30.6.1997) program states that the private sector will be encouraged to establish private universities by making the necessary legal arrangements.

The 1st Abdullah Gül government (18.11.2002 - 14.3.2003) program states that, parallel to the change in the management concept in the world, a governance-oriented and democratic approach will be employed in education by receiving the initiative and participation of local governments, private sector and civil society organizations in formulation of educational policies and in service delivery. The program also emphasizes that the private initiative will be supported and encouraged in every aspect of education, and that their share in education will thus be increased.

Studying the parliament minutes regarding the five foundation universities that were opened in 2007, the comments of the MP speaking on behalf of the Justice and Development Party (AKP) are significant in that they reflect the perspective of the governments that came to power after 1980 on foundation universities. The speech of the MP is directly quoted below:

[T]oday, 95.4% of our students that study in higher education institutions attend public universities, and only 4.6% of them study in foundation universities. This rate is considerably low for our country and all the burden is carried by the state. For instance, I would like to provide some examples; the share of foundation universities in Japan is 81% among the higher education institutions. It is 74% in Korea, 26% in the USA, and even in the lowest example 10% in Switzerland. It is no way below the rate of 10% in any of the European countries. Therefore, any investment, any initiative, any new brick on the wall in this field is significant in enlightenment of our youth. Consequently, we support these initiatives as the Government and the AK Party group and thank in advance everyone who will establish this

type of foundation universities. **May God bless them**, because this country needs enlightened brains, enlightened people, educated people. We show our deepest respects to anyone who make their efforts accordingly (AKP MP, Alaatin Büyükkaya, MP in the 22nd Period)

The prime minister who witnessed the establishment of the highest number of foundation universities among the governments that came to power after 1980 was Mesut Yılmaz. The governments of Mesut Yılmaz's prime ministry ratified the legal arrangements that opened up the way to the establishment of 15 foundation universities. 5 foundation universities were established during the 2nd Mesut Yılmaz government with Mesut Yılmaz as the prime minister, and 10 were opened during the 3rd Mesut Yılmaz government. Table 1 presents information as to which foundation universities were established during which government.

It is observed in the graphic that it is the period of Mesut Yılmaz government between 1996 and 1998 when the highest number of foundation universities were opened. Fifteen foundation universities were opened up in this period. In other words, half of the foundation universities were established during the period when Mesut Yılmaz was the prime minister. Prime Minister Recep Tayyip Erdoğan follows Mesut Yılmaz in terms of the number of foundation universities opening up. 7 foundation universities were opened up during the period between 2003 and 2007 when Recep Tayyip Erdoğan was the prime minister. Among the presidents, the 9th president Süleyman Demirel was the one who approved the highest number of laws on establishment of foundation universities. Today (2008), there are 30 foundation universities within the Turkish higher education system. Süleyman Demirel signed the laws of the seventeen out of the thirty foundation universities. Süleyman Demirel also opened a foundation university during his prime ministry.

Table 1. Governments and presidents approving establishment of foundation universities

Name	Year	Government Period and Prime Minister	President that Approved	No of Universities Established
Bilkent University	1984	1st Özal Government. Turgut ÖZAL	Kenan EVREN	1
Koç University	1991	7th Demirel Government. Süleyman DEMİREL	Turgut ÖZAL	1
Başkent University	1994	1st Çiller Government. Tansu ÇİLLER	Süleyman DEMİREL	1
Yeditepe, Sabancı, Fatih, Işık, Bilgi, Kültür, Kadir Has, Beykent, Maltepe, Atılım, Çankaya, Çağ, Doğuş, Bahçeşehir, Haliç University	1996–1997-1998	2nd and 3rd Yılmaz Governments. Mesut YILMAZ	Süleyman DEMİREL	15
Ufuk, Okan, Ekonomi, Yaşar and Ticaret University	1999-2001	4th and 5th Ecevit Governments. Bülent ECEVİT	Süleyman DEMİREL (2) Ahmet Necdet SEZER (3)	5

Number of foundation universities (1984-2008)

Higher education is delivered by private institutions in various ways. The model which is practiced in Turkey is a non-profit foundation university model. Turkish higher education was introduced with her first foundation university in 1984. In the year 2008, 30 foundation universities deliver higher education service in Turkey. Graphic 2 presents the years of establishment of foundation universities that opened up between 1984 and 2007.

Table 2. Years of establishment of foundation universities (1984-2007)

Name of University	Year of establishment	Place of establishment
1. Bilkent University	1984	Ankara
2. Koç University	1991	İstanbul

3. Başkent University	1994	Ankara
4. Yeditepe University	1996	İstanbul
5. Sabancı University	1996	İstanbul
6. İstanbul Bilgi University	1996	İstanbul
7. Fatih University	1996	İstanbul
8. Işık University	1996	İstanbul
9. İstanbul Kültür University	1997	İstanbul
10. Kadir Has University	1997	İstanbul
11. Beykent University	1997	İstanbul
12. Maltepe University	1997	İstanbul
13. Atılım University	1997	Ankara
14. Çankaya University	1997	Ankara
15. Çağ University	1997	Mersin
16. Doğuş University	1997	İstanbul
17. Bahçeşehir University	1998	İstanbul
18. Haliç University	1998	İstanbul
19. Ufuk University	1999	Ankara
20. Okan University	1999	İstanbul
21. İzmir Ekonomi University	2001	İzmir
22. İstanbul Ticaret University	2001	İstanbul
23. Yaşar University	2001	İzmir
24. TOBB Economy and Technical University	2003	Ankara
25. İstanbul Science University	2006	İstanbul
26. İstanbul Arel University	2007	İstanbul
27. İstanbul Aydın University	2007	İstanbul
28. Acıbadem University	2007	İstanbul
29. İstanbul Özyeğin University	2007	İstanbul
30. İzmir University	2007	İzmir

It is observed in the graphic; having been 1 in 1984, the number of foundation universities rose to 3 at the end of 1994, to 8 in 1996, to 16 in 1997, to 20 in 1999, to 25 in 2006, and to 30 as of May 2007. The highest number of foundation universities was opened up in 1997 between the years of 1984 and 2007. Eight foundation universities were opened in 1997. It is also seen in the graphic that almost all of the foundation universities are located in the three big cities. Only Çağ University is located in Mersin. 20 of the

foundation universities are located in Istanbul'da, while 6 are in Ankara, and 3 are in Izmir. Fig. 1 presents the years of establishment of the foundation universities that opened up between 1984 and 2007.

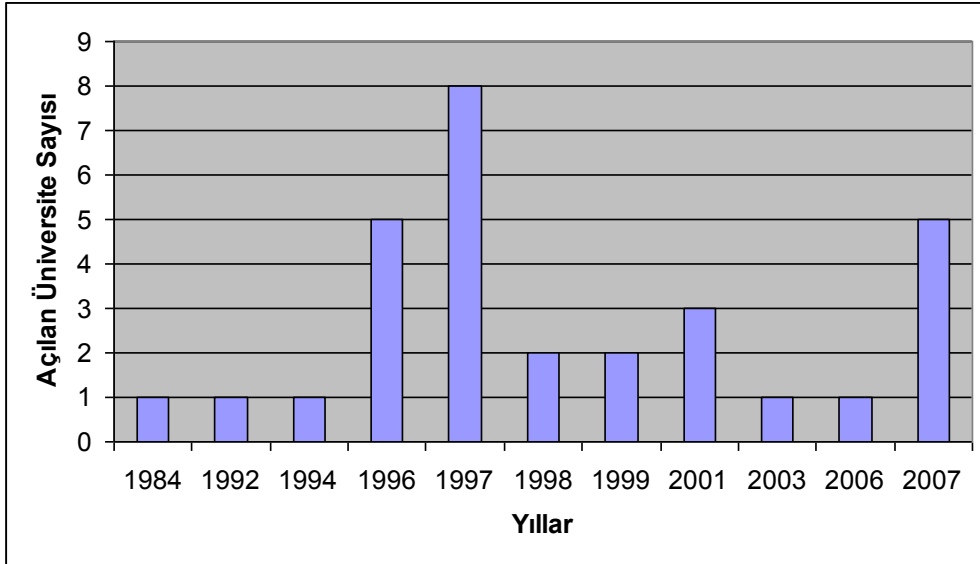


Fig. 1. Years of establishment of foundation universities (1984-2007)

It is observed in the figure that only one foundation university was opened in the decade between 1980 and 1990, while 22 were opened during the period between 1991 and 2001. 22 of the current 30, in other words 74% of the foundation universities in 2007 were established between the years 1991 and 2001.

Change in number of students in foundation universities (1986 - 2007)

The legal framework regarding establishment of private higher education institutions owned by foundations was shaped by the Constitution, YOK Law and the Regulation on Foundation Higher Education Institutions. The first foundation university was opened in 1984 under the name of Bilkent

University. Student quota for foundations is determined by YOK, and higher education institutions face the same rules with public universities in this regard. Table 3 presents the change in number of students in foundation universities.

Table 3. Change in number of students in foundation universities (1986-2006)

Academic year	No. of students	No of Universities
1986-1987	426	1
1987-1988	301	1
1988-1989	3088	1
1989-1990	4374	1
1990-1991	5846	1
1991-1992	6740	1
1992-1993	7486	3
1993-1994	8464	3
1994-1995	9063	3
1995-1996	9103	3
1996-1997	12646	8
1997-1998	19998	15
1998-1999	27367	18
1999-2000	36244	20
2000-2001	46022	20
2001-2002	49510	23
2002-2003	57213	23
2003-2004	68684	24
2004-2005	81794	24
2005-2006	95782	24
2006-2007	109903	25

Source: OSYM Statistics (2007), Developments in Higher Education (1989), Foundation Universities Report (2007).

It is observed in the Table 3 that the number of students that was 426 between in the 1986-1987 academic year reached 109903 in 25 foundation universities in the 2006-2007 academic year. The annual increase rate of students in foundation universities during the twenty-year period has been 32%. The numerical development in the number

of students in foundation universities is presented in Fig. 2.

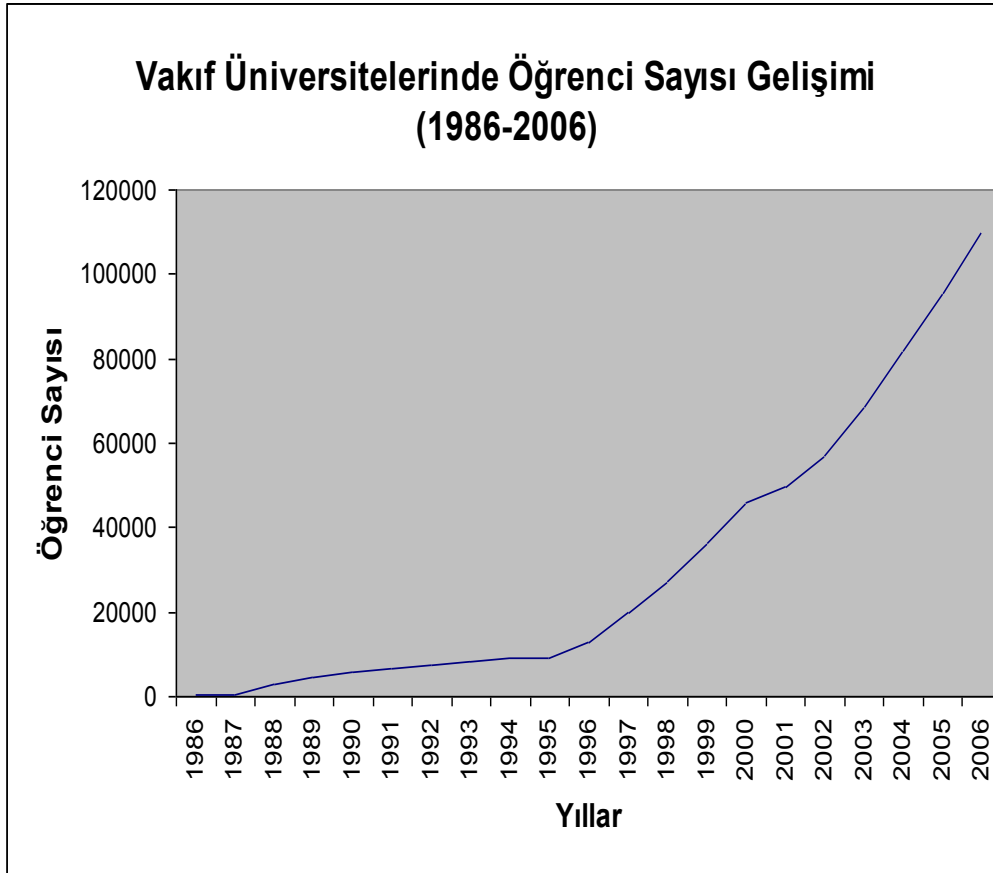


Fig. 2. Change in number of students in foundation universities

This figure shows that the number of students in foundation universities displayed a dramatic increase with 1996. Twenty-two of the now-operating thirty foundation universities were opened up during this five-year period covering 1996 and 2001. In other words, 70% of the established foundation universities were opened between 1996 and 2001. Table 4 presents the proportion of foundation university students within the overall number of university students.

Table 4. Number of students of foundation universities and the number of students of public universities

Academic Year	Number of Foundation University Students, <i>a</i>	Number of Public University Students	Total, <i>b</i>	<i>a/b</i> (%)
1986-1987	426	481174	481600	0.09
1987-1988	301	495101	495402	0.06
1988-1989	3088	548630	551718	0.56
1989-1990	4374	631455	635829	0.69
1990-1991	5846	689864	695710	0.84
1991-1992	6740	742110	748850	0.90
1992-1993	7486	841334	848820	0.88
1993-1994	8464	1063848	1072312	0.79
1994-1995	9063	1087007	1096070	0.83
1995-1996	9103	1141034	1150137	0.79
1996-1997	12646	1200519	1213165	1.04
1997-1998	19998	1302357	1322345	1.51
1998-1999	27367	1347090	1374457	1.99
1999-2000	36244	1376004	1412248	2.57
2000-2001	46022	1454209	1500231	3.07
2001-2002	49510	1510528	1560038	3.17
2002-2003	57213	1722518	1779731	3.21
2003-2004	68684	1752297	1820994	3.77
2004-2005	81794	1859253	1942995	4.21
2005-2006	95782	2055973	2155170	4.44
2006-2007	109903	2155033	2264936	4.85

Source: OSYM Statistics (2007), Developments in Higher Education (1989), Foundation Universities Report (2007).

The Table shows that the proportion of foundation university students among the overall number of university students was 0.09% in the 1986-1987 academic year, whereas this proportion rose to 4.85% in the 2006-2007 academic year. Although the number of students enrolled in the foundation universities rose to 5 per cent of the overall university students, it is far from reaching the numbers in some countries. According to the OECD data, the ratio of students enrolled in private higher educa-

tion institutions constantly increase. While the ratio of those enrolled in private higher education institutions in 1985 was 18% in the world in general, this ratio reached 30% in 2006 (OECD, 2006; YOK,2007).

Change in number of academic staff in foundation universities (1987-2006)

One of the most important factors that affect the quality of education in universities is the academic staff. Both the quality and quantity of the academic staff affect the quality of education either positively or negatively. One of the criteria that shows the quality of education regarding the academic staff is the proportion of academic fellows among the academic staff, and the other is the number of students per academic fellow. In the 2006-2007 academic year, there are 7766 academic staff and 2502 academic fellows that work in the foundation universities and the number of students enrolled is 109,903. While there are 21 students per academic staff in the 2006-2007 academic year in the foundation universities, this number is 44 students per academic fellow. The high number of students per academic fellows affects the quality of education in a negative way. It is observed that this number differs between 15 and 25 in the higher education institutions of the developed countries. In the public universities this number is 44 students per academic staff, and 67 students per academic fellows in the 2006-2007 academic year. Table 5 presents the development of the number of academic staff in foundation universities between 1987 and 2006.

Table 5. Change in number of academic staff in foundation universities (1987-2006)

Year	Total Number of Academic Staff	Total Number of Academic Fellows	Number of Academic Staff (Lecturer, Research Asst.)	Total Academic Staff / Academic Fellows (%)
1987	67	22	45	32.8
1988	169	36	133	21.3
1989	181	39	142	21.5
1990	356	74	282	20.8
1991	442	90	352	20.4
1992	541	108	433	20.0
1993	641	128	513	20.0
1994	729	160	569	21.9
1995	906	197	709	21.7
1996	1055	219	836	20.7
1997	1346	321	1025	23.8
1998	1860	479	1381	25.7
1999	2624	588	2036	22.4
2000	3427	882	2545	25.7
2001	3721	1017	2704	27.3
2002	4601	1411	3190	30.7
2003	4900	1588	3312	32.4
2004	5646	1804	3842	32.0
2005	6780	2162	4618	31.9
2006	7766	2502	5264	32.2

It is observed in Table 5 that the number of academic staff that was 45 in 1987 in foundation universities (lecturers, research assistants) rose to 5264 by a 28% increase in the year 2006. The number of academic fellows that was 22 during the same period in 1987 reached 2502 by a 28% increase in the year 2006. The number of academic staff and academic fellows in foundation universities between the years of 1987 and 2006, in other words, displays a parallel annual increase rate.

Whereas the proportion of academic fellows amongst academic staff was 32.8% in 1987, as can be observed in the graphic, this proportion is still almost the same in 2006 (32.6%). This finding demonstrates that, in the two decades, the foundation universities could not implement policies that were required to increase the number of and to educate academic fellows and in academic fellows.

That foundation universities minimize the cost of educating their own academic fellows by transferring already-educated academic fellows from public universities is criticized in the literature. Önder (2000) maintains that foundation universities obtain academic staff from public universities by paying them considerably higher than public universities do. Bearing no cost of educating academic staff by themselves, foundation universities continue their programs with the staff they transfer from public universities or from abroad.

One of the functions that is expected from the academic staff working in foundation universities is the research function of the staff. It cannot be argued that foundation universities are at the desired level in the list of total publications which is an important indicator of the dissemination of scientific knowledge. Only one foundation university (Başkent) is in the top 20 in the ranking of universities as to overall publications in SCI+SSCI+AHCI. Besides this performance of certain foundation universities in research activities, 14 of the last 20 among all universities in the individual publication list are foundation universities. Again, 18 of the last 20 in the total publication list are the foundation universities.

Conclusion and suggestions

Privatization policies have been implemented generally in education and specifically in higher education as a result of neoliberal policies that started to be dominant in all policies and social realms in Turkey as of 1980s. In

this period, when the private organizations in Turkey started to modify education under market conditions, the private sector entered the higher education system via non-profit foundation universities.

It is for the first time with the sixth five-year development plan among the five plans, which were prepared between 1980 and 2008, that it is stated that foundations will be encouraged to establish private universities and policies will be formulated accordingly. The highest number of foundation universities was established during the seventh five-year development plan. 17 foundation universities during the time of the seventh five-year development plan which covered the years between 1996 and 2000.

The period that witnessed the establishment of the highest number of foundation universities between 1980 and 2008 is the period between the years 1996 and 1998 when Mesut Yılmaz was the prime minister of the government. 15 foundation universities were opened during this period. Half of the foundation universities were, in other words, opened during the period when Mesut Yılmaz was the prime minister. The prime minister that follows Mesut Yılmaz in terms of witnessing the opening of foundation universities is Recep Tayyip Erdoğan. 7 foundation universities were opened during the period between 2003 and 2007 when Recep Tayyip Erdoğan was the prime minister. The president who approved the highest number of laws regarding the opening of foundation universities is the 9th president Süleyman Demirel. To 2008 there were 30 foundation universities in the Turkish higher education system. Süleyman Demirel signed the laws of seventeen of the thirty foundation universities as the president. One foundation university was also opened during the prime ministry of Süleyman Demirel.

While only one the foundation university was opened in the decade between 1980 and 1990, 22 foundation universities were opened during the period between 1991 and 2001. Twenty-two of the existing 30 foundation univer-

sities in 2007, or in other words 74% of the existing foundation universities, were opened between 1991 and 2001.

Whereas the number of students in foundation universities in the 1986-1987 academic year was 426, this figure increased to 109,903 in 25 foundation universities in the 2006-2007 academic year. The annual increase rate of the students in foundation universities in the two decades is 32%.

In the 2006-2007 academic year, 7766 academic staff and 2502 academic fellows work in the foundation universities and 109,903 students are enrolled in these universities. The number of students per academic staff in the foundation universities is 21, while this number is 44 per academic fellow in the 2006-2007 academic year.

Higher education is a public service as to the article 130 of the Constitution. However, public funding is implemented in public universities, while the private funding model is implemented foundation universities. Although foundation universities are financed by the private funding model, they also benefit from the public funding by taking subvention from the state budget. In this sense, the state contribution to already-developed foundation universities should be ceased.

While the number of students per academic staff in the foundation universities is 21 in the 2006-2007 academic year, this number is 44 per academic fellows. This figure affects the quality of education. Foundation universities should formulate policies as soon as possible that will increase the number of academic fellows. Foundation universities that cannot ensure the required number of academic fellows should not be allowed to be founded.

Foundation universities should develop programs as soon as possible to educate academic fellows. They should, in cooperation with their own sub-divisions and with public universities, launch arrange-

ments that will develop their own academic fellow resources.

Launching programs that are appropriate for market conditions contradicts the foundation mission of foundation universities. It is interesting that only eight of the non-profit foundation universities have philosophy departments. Foundation universities should launched programs not for the market conditions, but for their scientific perspectives.

Most of the foundation universities are located in the three big cities. This situation prevents the equal distribution of the quality of higher education among the regions. Policies should be developed that will ensure equal distribution of foundation universities among the regions.

Following the Law No 2547 that grants the private sector to establish foundation universities, Bilkent University was founded in 1984. The executive director of Bilkent Holding describes Bilkent as the following: “there not only schools, but also shopping centers and factories. The man can go to his factory, while the student goes to school, and the woman goes to the shopping center” (Dikmen, 2001). This perspective shows that foundation universities are not considered as non-profit educational institutions, but as a business. Foundation universities should flourish as educational institutions, rather than flourishing and developing based on a business perspective.

NOTES

1. This study was submitted as an announcement in the conference of the foundation universities of Turkey, which was held in April, 2008.
2. <http://www.yok.gov.tr/mevzuat/yonet/yonet35.html>
3. <http://www.tbmm.gov.tr>

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