Current models in higher education governance[1]

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Abstract: Higher education governance is one of the systems that can be easily influenced by external phenomena. Nowadays, the demand from its *stakeholders* such as from the students, industry, or state/s challenges the higher education institutions. 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. In this research, 11 universities from 9 different geographical regions were selected under certain criteria to be analyzed. In this study, the document analysis was utilized as a qualitative research method. The documents were analyzed by using the content analysis technique. 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 other selected universities are in the nearest location towards the state-centered model in Clark's Triangle.

Keywords: *Higher education, higher education institution, governance model, Clark's triangle of coordination, state-centered model, market-oriented model, academic self-governance, document analysis.*

Yükseköğretim yönetiminde çağdaş modeler

Öz: Yükseköğretim yönetimi dışsal olgulardan kolaylıkla etkilenebilen sistemlerden biridir. Günümüzde öğrenciler, endüstri veya devlet/devletler gibi *paydaşlardan* gelen talepler, yükseköğretim kurumlarındaki iş yükünü daha da çoğaltmaktadır. 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. Bu çalışmada belirli kriterler altında 9 farklı coğrafi bölgeden 11 üniversite analiz edilmek üzere seçilmiştir. Bu araştırmada nitel bir araştırma yöntemi olarak doküman incelemesinden yararlanılmıştır. Dokümanlar içerik analizi tekniği kullanılarak analiz edilmiştir. Bu çalışmadan elde edilen bulgulara göre Melbourne Üniversitesi, Moskova Devlet Üniversitesi ve Cape Town Üniversitesi akademik özyönetim modeline daha fazla eğilim gösterirken, Münih Teknik Üniversitesi, Massachusetts Teknoloji Enstitüsü, The Open University ve Oxford Üniversitesi piyasa odaklı modelde yönetilme eğiliminde olup diğerleri devlet merkezli modele en yakın konumdadır.

Anahtar Kelimeler: *Yükseköğretim, yükseköğretim kurumu, yönetim modeli, Clark'ın koordinasyon üçgeni, devlet merkezli yönetim, piyasa bazlı yönetim, akademik özyönetişim, döküman incelemesi.*

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Introduction

During the periods of conflict and change so far, 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, currently they have further functions such as research and marketing. This has brought the change in their vision and brought the reform in their administration. Furthermore, 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. In this study, it is assumed that the universities have undergone the significant transformation in different amounts especially due to those aforesaid factors and the factors, therefore, lead to an in-depth analysis of different contemporary models in higher education governance. In this research, the criteria in Dobbins and Knill's work (2014) are utilized to analyze the current governance models of the selected institutions. Their work can be considered as a follow – up to the Clark's study (1983) and Olsen's study (2007).

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.
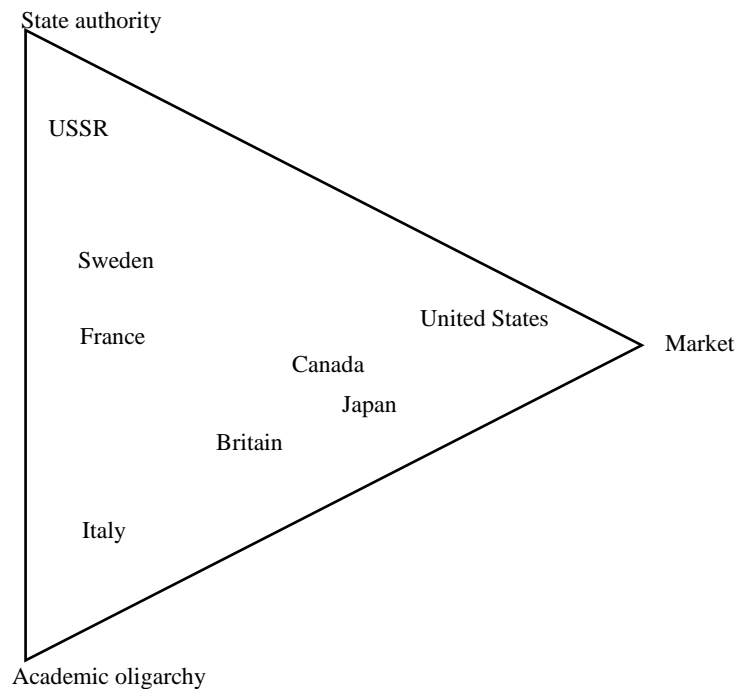

Figure 1

Clark's Triangle of Coordination (Kaynak: 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." 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 Dobbins and Knill (2014).

Olsen's Study

Olsen (2007) presented four visions of university organization or governance that was the study drawn on Clark's work (1983). 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 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. Another vision is *the university is an instrument for shifting national political agendas* which comes to Clark's (1983) argument on the integration of state authority (Olsen, 2007). 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 elections for the leaders but appointments. The third vision is *the university is a representative democracy* in which the authority is shared with other groups such as students and other personnel. "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 also supports Meray's (1971) 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 being able to provide regulations and incentives is far from the state authority. The academic staff is pressured towards *patent or perish* rather than *publish or perish* in this vision (Olsen, 2007). The table presented by Olsen (2007) and, at the same time, summarizing all the discussions so far is shown below.

Table 1
Four Visions of University Organization and Governance

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

(Olsen, 2007)

Dobbins and Knill's Study

Dobbins and Knill (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 2). 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.

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.

Table 2

General Higher Education Arrangements

		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	Limited
	Appointed by	State	University management	Academia

(Dobbins & Knill, 2014)

Significance of Study

It is believed that the study will provide useful insights to realize the current governance models preferred in different geographical locations around the world. 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 may 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 qualitative work will also provide up – to – date insights to the field conducted by analyzing the recent documents. The mass (readers/users) of this study is believed to be the researchers, governing members, and academic members of higher education institutions.

Purpose of Study

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. 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 Dobbins and Knill's 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 due to their provision for the fulfillment of the criteria in the models by Dobbins and Knill (2014).

Methodology

Research Design

This study has been maintained with the qualitative approach. In qualitative researches, the data are interpreted rather than be presented statistically (Mackey & Gass, 2005:2). 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 based on Olsen's (2007) and Dobbins and Knill's (2014) studies.

Sampling

Selected higher education institutions and documents

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). 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 3). 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 shown in Table 3. Their representativeness has been determined according to their descriptions about themselves through various sources as well as 2022 – statistics of ARWU 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%).

Table 3
The Criteria for Sampling[3]

University Name	Main Teaching Method	Function	Geographical Diversity
University of Melbourne	On Campus	*Research – Incentive*	*Representative of its geographical location*
TUM	On Campus	*Entrepreneur*	Representative of its geographical location
IISc	On Campus	*Research – Incentive*	*Representative of its geographical location*
QU	On Campus	*Education – Oriented*	*Representative of its geographical location*
MIPT	On Campus	*Research – Incentive*	*Representative of its geographical location*
MSU	On Campus	*Education – Oriented*	*Representative of its geographical location*
UCT	On Campus	*Education – Oriented*	*Representative of its geographical location*
UHS	On Campus	*Education of Health Sciences*	Representative of its geographical location
The Open University	*Online*	Education – Oriented	Representative of its geographical location
Oxford University	On Campus	*Education and Research – Oriented*	*Representative of its geographical location*
MIT	On Campus	*Research – Incentive*	*Representative of its geographical location*

As it is shown in the table above, while some of them stay representatives in terms of their functions, the others are the representative universities in terms of their different teaching methods or their different geographical locations.

The main holistic alternative question to the research questions 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),

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[3] Differences itialicized

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.

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 4). The criteria were reviewed by a professor on the field. Those criteria will serve to answer the research questions and enable to complete the table by Dobbins and Knill (2014) on the higher education funding mechanisms.

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 4. 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. The activities in the institutions associating with their objectives were also researched on their official webpages. And also, 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 4 were archived in Excel program to be interpreted later.

Table 4
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

Findings

How are the relations of the higher education institution to the state and society in terms of Dobbins and Knill's 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 5 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. As it is seen in the table, each university provided some similar and some different perspectives in their relations with the State and society, which will be discussed later.

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 Dobbins and Knill (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 (Table 6). The data mostly come from the charters or bylaws and other statements on the universities' official websites.

As it is seen in Table 6, it has been found out 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 (Dobbins & Knill, 2014). All of these results will be discussed by using all the data in the next section.

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 (Dobbins & Knill, 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 7.

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).

Discussion

In this section, the data taking place in the tables above are discussed and the results of this research are presented. Here are four main pieces of results coming from this study in general;

1. The national institutions are willing to be *social and entrepreneurial*.
2. Market-oriented model is applied, academic self-governance is preferred, state integration is just accepted.
3. Most universities are more active in quality evaluation
4. The University of Melbourne, MSU, and UCT have more tendencies towards the academic self-governance model, while TUM, MIT, The Open University, and the University of Oxford tend to be administered in the market-oriented model and the other selected universities are in the nearest location towards the state-centered model in Clark's Triangle.

First, the national institutions are willing to be *social and entrepreneurial*. According to the findings in this research, the University of Melbourne puts emphasis on the research, education, and contribution to the society which shows that the university has strong relations to the society dealing with its problems while it is fairly dependent on the Australian government having 39% of income from the government (University of Melbourne, 2023). And also, in TUM's mission, vision, and priorities, entrepreneurship is the main point staying dependent on the government income – 42% (Heymann, n.d.). Furthermore, the main funding source of UHS is also the national treasury which shows the great interaction between the University and the State, but 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 (UHS, n.d.a).

Table 5

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 influntial 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
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

Table 6

Findings on the Main Decision – Making Actors of the Universities

University Name	University of Melbourne	TUM	IISc	QU	MIPT	MSU	UCT	UHS	The Open University	Oxford University	MIT
	The Council	The Board of Trustees	The Visitor	The Board of Regents	Legislation of the Russian Federation	The Academic Council of the University	The Council	The State	The Council	The Privy Council	The Corporation
	The Minister	Senate	The Court	The President	The Ministry of Higher Education and Science	The Rector	The Minister	CoHE	The Senate	The Convocation	The President
		The Bavarian State Minister of Sciences	The Council	Deans or Directors to some extent	The Supervisory Board	The Conference	The Senate	MoNE	The Vice-Chancellor	The Congregation	The Executive Committee
Dominant Decision – Making Actors		The Board of Management	The Finance Committee		The Academic Council	The Board of Trustees		Inter-University Board		The Council	The Faculty
		The University Council	The Senate		The Rector	The legislation of Russia		The Rector		The Heads of Colleges	The Academic Council
			The Board of Management		The Board of Trustees			The Senate			
			The Board of Trustees					The Board of Management (University-wide)			
			The Director					The Board of Trustees			
			Others declared by the Regulations					The Deans			

Table 7

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
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	Dtermined 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

Only two institutions, IISc and QU, are strongly dependent on their states in any way. The Open University seems to be completely entrepreneurial focusing on the students' needs. The large amount of its income comes from the education contracts (Open University, 2022b). Thanks to these data, the University may be considered as a *service station* proving the best alternatives for its *customers* (Olsen, 2007). However, MIPT's 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 (MIPT, 2022). MSU still follows their unchanged mission keeping their conventional beliefs not likely to MIPT. 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 Dobbins and Knill's (2014) study. In the purpose of UCT, democracy is mostly emphasized topic giving priorities to the students in elections, but the main funding sources are the state subsidy and tuition fees. Both the University of Oxford and MIT emphasize the dissemination of knowledge and research having most of their income from research grants and contracts or sponsored supports (Finance Division, 2022; MIT Corporation, 2022).

Next, 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 sate – university partnership because the university governance system includes different types of elections such as members for the Council members or the staff member and student member for the Council. However, they have also strong financial dependency on the state as mentioned before. Therefore, the state – integration has been just accepted while the academic self-governance is being preferred rather than being applied completely. The Council is one of the dominant decision – making actors including the council appointed members and government appointed members in equal amount by law (University of Melbourne, n.d.b). They also 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.

TUM has, *to a large extent*, entrepreneurial management approach supporting the enterprises. According to Dobbins and Knill (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.

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 (Government of India, Visitor, & Council of the Institute, 2018). 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. The lower level bodies must propose their decisions for the evaluation and approval by the central upper body which is the Board of Regents (QU, n.d.b).

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.

Interestingly, the governance structure of MSU is quite different from the governance 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.

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 (UCT, 2022b). 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 (Bülbül & Altunhan, 2020). In the administration of the universities, there are state agencies with bureaucratic system and appointments rather than elections (UHS, n.d.b). 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 (Open University, 2022a).

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 (University of Oxford, 2002).

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 (MIT Corporation, 2021). The Corporation is the main governing body, 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.

Furthermore, the most universities are very active in quality 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 5).

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 represent 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, but overall 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 8
The Current Governance Models of the Selected Universities

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

(Dobbins & Knill, 2014)

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Suggestions

The first suggestion is that the researchers 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 studies 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. The governance systems of the higher education institutions maintain their complexity and continue triggering the researchers' grey matter to solve their problems.

Ethical Approval

This study does not require ethics committee approval.

Contribution Rate Statement

The researcher declares that this study has been carried out entirely by himself/herself with the support of the thesis supervisor.

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Conflict of Interest

The author declares that there is no conflict of interest in this study.

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