

Educational Development Initiatives of German-Speaking Émigré Professors in Türkiye ¹

Alev ELÇİ ² - Pelin TELSEREN KADERCAN ³

Submitted by: 19.06.2023

Accepted by: 09.10.2023

Article Type: Research Article

Abstract

Educational development in the context of higher education is a field that enhances the overall effectiveness and quality of teaching and learning. As full-fledged modernization was taking place with Mustafa Kemal Atatürk's leadership in Türkiye to transform the higher education system, the Turkish government invited German-speaking academics who fled their country for political reasons. The University Reform has often been studied from a historical perspective, but no attention has been paid to the field of educational development. This study aims to examine the educational development initiatives of German-speaking émigré professors in higher education in Türkiye between 1923 and 1946. The systematic review research methodology was used by reviewing publications containing the diverse activities and methods carried out during the implementation of University Reform. The professors were given a strict time frame to learn Turkish, teach their courses in Turkish, and be fully responsible for sharing their knowledge with faculty members. These efforts helped establish the bases for long-term continuity in faculty development in Türkiye. This development was not always smooth for either party, but proved to be very beneficial in terms of educational development for newcomers and native faculty members both. The findings show six areas of educational development were implemented in the early Republican era that had a tremendous impact on the higher education system: scholarship of teaching and learning; establishment (recruitment) and retention of new faculty; scholarly writing, libraries, and publications; mentoring; community services; and faculty learning communities.

Keywords:

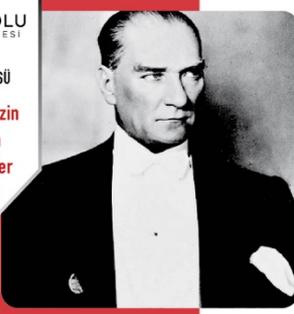
Citation: Elçi, A. and Telsere Kadercan, P. (2023). Educational development initiatives of German-speaking émigré professors in Türkiye. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 23(Özel Sayı), 331-356.

¹ This study does not require ethics committee permission.

² YÖMEGA (Higher Education Professional Development Network), dr.alevelci@gmail.com, ORCID: 0000-0002-9243-2104

³ Massasoit Community College, Massachusetts & New York Institute for the Humanities and Social Studies, Department of History and Government, New York, The United States, pkadercan@gmail.com, ORCID: 0000-0001-7154-2884





Türkiye'de Almanca Konuşan Göçmen Profesörlerin Eğitim Gelişimi Girişimleri

Alev ELÇİ⁴ - Pelin TELSEREN KADERCAN⁵

Başvuru Tarihi: 19.06.2023

Kabul Tarihi: 09.10.2023

Makale Türü: Araştırma Makalesi

Öz

Yükseköğretim bağlamında eğitim gelişimi, öğretme ve öğrenmenin genel etkinliğini ve kalitesini artıran bir alandır. Türkiye'de yükseköğretim sistemini dönüştürmek amacıyla Mustafa Kemal Atatürk'ün liderliğinde tam donanımlı bir modernleşme yaşandığı bir süreçte, Türk hükümeti siyasi nedenlerle ülkelerinden kaçan Almanca konuşan akademisyenleri ve bilim adamlarını davet etti. O dönemde yapılan Üniversite Reformu sıklıkla tarihsel bir perspektiften incelenmiş, ancak özellikle eğitim gelişimi alanı çok ele alınmamıştır. Bu çalışma, 1923-1946 yılları arasında Türkiye'de yükseköğretimde Almanca konuşan göçmen profesörlerin eğitim gelişimi girişimlerini incelemeyi amaçlamaktadır. Sistematik derleme araştırma metodolojisi kullanılarak, eğitim gelişimi yöntemlerinin ve etkinliklerinin farklı yaklaşım ve türlerini araştırmak için Üniversite Reformu sürecinde gerçekleştirilen çalışmaları içeren yayınlar incelendi. Profesörlere Türkçe öğrenmeleri, derslerini Türkçe öğretilmeleri ve bilgilerini öğretim elemanlarına aktarma ve onlarla paylaşımları konusunda tam sorumluluk sahibi olmaları için katı bir zaman çerçevesi verildi. Bu çabalar, Türkiye'de öğretim elemanı gelişiminde uzun vadeli sürekliliğin temellerinin oluşturulmasına yardımcı oldu. Bu gelişmelerin her iki taraf için de her zaman sorunsuz bir geçiş olmadığı söylenebilir, ancak hem yeni gelenler hem diğer Türk öğretim üyeleri için eğitim gelişimi açısından oldukça faydalı olduğu ortaya çıktı. Bulgular, erken Cumhuriyet döneminde yükseköğretim sistemi üzerinde çok büyük bir etki yaratan altı eğitim gelişimi alanının mevcut olduğunu gösterdi: öğretme ve öğrenme bilimi; yeni öğretim elemanlarının gelişimi (işe alınması) ve tutulması; bilimsel yazılar, kütüphaneler ve yayınlar; mentorluk; toplum hizmetleri; ve fakülte öğrenme toplulukları.

Anahtar Kelimeler: Atatürk, Yükseköğretim, Üniversite Reformları, Eğitim Gelişimi, Göçmen Profesörler

⁴ YÖMEGA (Yükseköğretim Mesleki Gelişim Ağı), dr.alevelci@gmail.com, ORCID: 0000-0002-9243-2104

⁵ Massasoit Community College, Massachusetts & New York Institute for the Humanities and Social Studies, Department of History and Government, New York, The United States, pkadercan@gmail.com, ORCID: 0000-0001-7154-2884

Introduction

There have been numerous turning points in the history of education due to political changes, social transformations, and technological innovations. Higher education, with its prominent functionality being education, has been tremendously impacted by this transformation over its long duration. Historically, universities have come to provide innovative scientific studies, raise education levels and teach people, create knowledge supply and demand in society, and disseminate and announce scientific information (Kahraman, 2007). The prominent functionality of universities has always been education.

When the situation of faculty members (lecturers, instructors) who teach in the Republic of Türkiye is taken into consideration, multiple methods are used to prepare them for teaching. These methods include sending those aspiring to be faculty members abroad, inviting international faculty members as visiting professors and providing faculty training in other higher education institutions (Kahraman, 2007). The method of inviting foreign instructors was also used during the Ottoman Empire period.

Nazis' coming to power in Germany created an exodus of intellectuals and professors from Germany to elsewhere, but especially to the United States and Britain. Aware of this exodus from the Nazi regime, Atatürk saw a window of opportunity to create a new higher education system in Türkiye and initiated the invitation of many German-speaking Jewish academics and scientists to contribute to educational development in the newly founded Republic.

Although there is a great number of studies related to education before, during, and after the proclamation of the Republic, not much research has been conducted solely focusing on educational development in higher education. This study aims to fill that gap by uncovering initiatives and actions taken in the field of educational development by the invited faculty members.

Coming from two different disciplines, history, and educational sciences, the authors of this study bring in their expertise, insights, and experiences from their fields to help build a multidisciplinary framework. To that end, this study consolidates historical research with educational sciences data and analysis.

The research methodology is historical research consolidated with a systematic review of over a hundred books, journal articles, and other resources. The review demonstrated that the impact of the German-speaking émigrés was tremendously high on Turkish higher education and faculty development. A new generation of scholars, scientists, librarians, and artists were trained and educated thanks to the knowledge transfer that involved mentoring, preparing Turkish educational materials, organizing interdisciplinary conferences, and creating new institutions in almost all disciplines in higher education, clinics, and laboratories in every field. This study aims to discuss these fields against the background of historical circumstances.

Literature Review

Faculty Development Methods To Empower Educational Development

Educational development is a broad term that encompasses the enhancement of the overall effectiveness and quality of teaching and learning in higher education. It involves a range of activities such as curriculum and instructional design, assessment and evaluation, and the use of technology. Supporting and empowering faculty members in engaging in such educational development activities helps to achieve faculty excellence, which leads to higher education institutions recruiting and retaining outstanding scholars and educators. The educational development of faculty members can have a meaningful impact on student learning by contributing to their cognitive, linguistic, social, emotional, and physical development through their engagement in these activities. As educators, it is essential to consider these factors and provide support accordingly. In this section, summarizing the historical perspective in faculty development will be followed by

emphasizing a few methods for the development of faculty members, which is a means to empower educational development. These are Mentoring, Learning Communities, Scholarship of Teaching and Learning, Scholarship of Educational Development, and Scholarly Writing.

A historical perspective of faculty development is given by Park (1979). She notes that, in the past, there was no concept of faculty development but “little concern on the institution’s or on the profession’s for the growth and the continuing vitality of the teaching staff”. She narrated the case of Harvard University established in 1636, there were only three faculty members, one master, and two assistants called tutors at that time. The tutors who had no special training were entering a class, in which they taught all the subjects in the curriculum and were responsible for the students learning the materials. Those days in the 17th century “college teaching was not yet a profession in which levels of distinction could be attained and recognized” (p. 27). In the early 19th century, German universities introduced specialization, in which their educational programs were based on research and specialization in specific fields. German higher education was considered the best in Europe in the nineteenth and twentieth centuries so a lot of European institutions followed the example of the German model in higher education (Sherman & Salisbury, 2010).

In the US, dominance of subject matter prevailed, until the student generation of the late 60s accused and protested the universities for reform. Until that time, all required for successful teaching was a robust knowledge of the subject matter. However the change in students’ demographics “challenged the traditional ways of teaching and innovative methods had to be developed to keep the students” (Lewis, 1996). Park (1979) argued that there was no potential faculty development to meet the changing needs of society and higher education at that time.

As with understanding of successful teaching in the past, faculty development of those days was shaped by the context of the knowledge base in the field. Tiberius (2002) calls it “content mastery.” In other words, “faculty development in higher education meant developing expertise in one’s discipline.” (Lewis, 1996). So Lewis mentioned the ways to update their knowledge base in their field, such as *sabbatical leave, professional meetings, research, getting an advanced degree, and guest speakers* (Lewis, 1996; Tiberius, 2002). Harvard University was the first, in 1880 to introduce faculty sabbatical leave, the oldest form of faculty development, and it was accepted by many higher education institutions later (Gardner, 2022; Lewis, 1996). The real uprising started in the US in the 1960s and caused the establishment of teaching and learning centers (Sorcinelli, 2023; Sorcinelli, Austin, Eddy & Beach, 2006). According to Graf, Albright, and Wheeler (1992), the emergency topics to address faculty development then were the *Establishment and Retention of New Faculty, Multicultural Sensitivity, Leadership and Support of Department Chairs, Preparation of Teaching Assistants, Assessment, Holistic or Enhanced Faculty Development, Distance Education, Preparation of Part-Time Faculty, and Curriculum Development*.

The theoretical perspectives of some frequently used faculty development methods will be given in this section. Throughout human history, *natural mentoring* can be classified as an often-used development approach. The practices of apprenticeship used to have some mentoring techniques in various permutations that involve forms of tutoring. One of the traditional mentoring originates from an ancient historical event with the character of “Mentor” in the Ancient Greek epic poem Homer’s *Odyssey* 3000 years ago. When Odysseus goes to fight in the Trojan War, he entrusts his young son Telemachus to the care of Mentor, his trusted friend, where Mentor cares for the young boy (NASEM, 2019). This historical phenomenon is also reflected in the Turkish culture’s traditional approach to human development.

“Although the literature foundations of mentoring are based on ancient Greek mythology, traces of mentoring are frequently encountered in the Turkish cultural texture. In this context, *lala* [tutor] acted as mentors to *şehzade* [Ottoman prince], *şeyh* [sheikh] to their *mürüt* [follower], *usta* [master] to *çırak* [apprentice], *üstad* [masters] to *çömez* [apprentice]” (Seçkin, Elçi and Doğan, 2022, p.130).

The mentoring process is where the mentor conveys the *social capital* and gives *psycho-social* support to the mentee (protégé, protégée), and is a *teaching scholarship* in higher education (Bozeman and Feeney, 2008; Cordie, Lin, Brecke, and Wooten, 2020). Although mentoring frequently involves one-way training, Learning Communities foster a small-group of learning communities, called Faculty Learning Communities (FLC) “specifically structured” in academic environments and are considered to activate deep learning about any significant problem or opportunity (Bickford and Wright, 2006; Cox, 2023). A more iterative process of inquiry, analysis, and change for teaching and learning in a cultural context focusing on faculty members as inquirers and learners is provided by the Scholarship of Teaching and Learning (SoTL) (Cruz, 2014; Felten and Chick, 2018). And response to today's teaching and learning environment, Scholarship of Educational Development (SoED) as a field of study allows a more inclusive scholarly community to explore students and faculty as learners (Cruz, Dickens, Bostwick Flaming and Wheeler, 2022). Besides these, scholarly writing and publishing are also considered to trigger faculty development. Ahern-Dodson and Dufour (2021) claim that by developing their writing skills, they are more connected to learning and finally they reflect on their teaching, so faculty writing initiatives should be widespread and supported by higher management and centers of teaching and learning.

Higher Education in the Ottoman Period: Continuity and Change

History shapes the educational system of a country by various means, such as imparting knowledge and skills indicating experiences of different people, cultures, and events developing the ability to avoid mistakes; and, creating better milestones and paths for our societies. There was a continuity in the realm of secularization and how that impacted the education system in Türkiye. Benjamin Fortna, in his book “Imperial Classroom: Islam, the State and Education in the Late Ottoman Empire,” writes, “by turning a blind eye to the continuities in the relationship between Islam and modern learning, histories of the region have perpetuated the belief that the two are mutually exclusive.” (Fortna, 2003, p. 1)

Another continuity was in the realm of the German-Turkish alliance in education. Starting from the 19th century, Britain's influence in İstanbul was taken over to a large extent by the growing influence of Germany, which the Ottomans saw as the least threatening of the European imperialist powers (Zürcher, 2004). The German economic, military, and diplomatic soft power increasingly grew in the Ottoman Empire. The Ottoman authorities appreciated the Germans' support of the Pan-Islamic policies of the Sultan in particular.

Despite the empire's desolate situation toward the end of the nineteenth century, education in the abstract offered a semi-miraculous promise of deliverance in the late Ottoman period. The Ottoman state succeeded in fusing the new pedagogy that involved Western education with Ottoman and Islamic elements that informed educational developments on the ground (Fortna, 2003).

Fortna (2003)'s book shows that the late Ottoman state assigned education, the conflicted task of attempting to ward off Western encroachment, by adapting Western-style education to suit Ottoman needs. He shows that in the field of education, the continuities between the Ottoman and Republican periods were stronger than usually perceived. “The Westernization process before the Republic prepared the Republican period.” (Kurtdaş, 2016, p. 187).

The reform policies adopted after the proclamation of the Republic in 1923 were a continuation of the reform policies of the CUP (Committee of Union and Progress) which was in complete control of the internal situation after the 1913 coup d'état. In the realm of education, this translated into further secularization of the educational system and further undermining of the position of the *ulema* (Zürcher, 2004). In 1917, the religious *medreses* [colleges] were brought under the Ministry of Education and a new Ministry of Religious Foundations was created to administer the *evkaf* [charitable foundations]. In this year, the curriculum of the higher *medreses* was modernized, and even the study of European languages was made compulsory (Zürcher, 2004).

It is important to note that partly due to the policies of the CUP and partly as a result of the impact of World War I, the position of women changed significantly. Change in the judicial system relating to women on family law went hand in hand with those in the educational system. The Young Turks encouraged women to take part in social life and middle and upper-class women began to appear in public with their husbands and to go to theaters and musical performances (Zürcher, 2004). While girls profited from the number of schools on different levels, primary education was made compulsory for girls in 1913. Concerning higher education, from 1914 onwards several courses were opened to women at Darülfünun (later İstanbul University). These events triggered the womens' gaining education rights in Türkiye.

Higher education in Türkiye

A snapshot of the period before the Proclamation of the Republic is provided to give insights into historical perspectives in the ancient history timeline in Türkiye. Recent findings indicate that in the field of education, the continuities between the late Ottoman and Republican periods are stronger than usually perceived.

Zaim (1987) claims that the modernization of education started at the beginning of the 17th century, and finally became secularized in the Republican period. He divides this period embracing educational and cultural factors of the last two centuries into five: the Tanzimat Era, the Constitutional Period, the Revolutionary Movements of the Republican Era (Atatürk Revolutions), Democrat Party Period, Pluralistic Society having a Planning Development.

Kahraman (2007) states that since Darülfünun, different methods have been used to develop academics and scientists in Türkiye. The most popular approach to educational development was to bring academicians from contemporary Western countries. This started from the Ottoman Empire era of 1798 onwards, and instructors were employed in the administration and teaching of almost all higher education, especially military schools; accepting scholars and experts first from Europe, mainly France and the United States, and after the First World War from Germany (Kahraman, 2007). The French professors came in the 1920s, stayed for an average of five years, and most of them left Türkiye before the 1933 University Reform (Demirtaş, 2018).

It was inevitable that first the Ottoman Empire's and then the Republic's historical trajectories impacted and shaped the educational developments in the region. During all times, before and after the foundation of the Republic, a homogenous course in higher education cannot be pronounced. Standardizing and denying perpetrator to its Ottoman predecessors hides the contradictions, subtleties, and complexities of the higher education system and the intervention of the people who created it. The East-West rift that was alive in the debates of the late Ottoman period continued through the early Republican period. Despite the Kemalist single-party rule that was centralized, there were fierce debates developed against Westernization and a willingness to challenge Westernization in culture. So this study has immense cultural implications.

Since the establishment of the Republic of Türkiye, the universities have experienced significant reform movements, the first in 1933, the second in 1946, and the third in 1981, all of which were based on the principles of science and democracy (Yazar and Averbek, 2018). In the first one, the German, Austrian, and Hungarian émigré scientists and professors were invited. Dr. Reşit Galip, then the Minister of National Education, in a speech he delivered while the agreement was being signed with the mentioned foreign professors on 6 July 1933, he openly said that the state is expecting from them important contributions such as modernization and scientificity to the universities via the University reform (Namal, 2012). As Uymaz (2019) stated they came to Türkiye not only to transform Türkiye's higher education system but also to develop the entire infrastructure of the new Türkiye ["Yeni Türkiye"]. The term "new Türkiye" is often used by the émigré professors in their writings and speeches. This is important because this implies that they perceived these reforms as dramatic and causing a radical change.

The Significance of This Study

There is a vast amount of research work, both published and unpublished, on Atatürk's reforms, on education in general and higher education in particular, in Türkiye. Although there are studies on University Reforms no scholarly work was found that addressed specifically educational development. This study aims to perform a systematic review to identify and appraise educational development initiatives of German-speaking émigré professors in higher education in Türkiye between 1923 and 1946 which is known as the era of single-party rule in Turkish history.

This systematic review of the literature will give the readers the knowledge base of how the educational development by faculty members was accomplished in times of crises, such as wars and lack of opportunities and technologies. Also from the cultural viewpoint, this study aims to inquire about diverse approaches and types of educational development methods and activities used by émigré scientists in their collaboration with their Turkish colleagues in higher education.

Research Questions

This study explores the following research questions in the higher education system in Türkiye during the Republican era (1923 – 1946):

- a) What are the initiatives and the contributions of German émigré Professors on educational development?
- b) What educational methods, practices, and development activities are used to enhance faculty members' teaching and research skills?

Design and Methodology

A phased research design is used to respond to research questions: 1. Dimensions related to educational development were determined from the History of Turkish higher education and Educational Sciences literature review. 2. A systematic review was conducted with inclusion criteria, to identify matching themes with the various dimensions of educational development methods the immigrant German professors used at that time.

A blend of historical research methods and a systematic review research design is used in this study. A systematic review is a type of research design that answers a given research question by collecting primary research studies. It aims to summarize all empirical evidence that fits the pre-specified eligibility criteria (Khan, Kunz, Kleijnen and Antes, 2003). Systematic reviews, which have eight stages, are considered the highest level of evidence for a particular research question: formulate the review question, define inclusion and exclusion criteria, execute a demanding and systematic search of the literature and locate studies, do a critical appraisal of included studies, perform data extraction and management, assess study quality, analyze and interpret the results, and finally, report for publication (Uman, 2011). Historical research methods additionally use documentaries, biographies, oral histories, and archives.

An important reason for using Systematic Reviews and Meta-analysis research as the best source of evidence is to respond to the researchers' inquiries and provide guidelines for their practices (Gopalakrishnan and Ganeshkumar, 2013). Linnenluecke, Marrone, and Singh (2020) claim that this type of research is well-established among others. They also add that systematic reviews aim to inform and facilitate this difficult process through research, synthesizing multiple studies, that enables increased and efficient access to evidence for decision-makers. There are two essential research categories, primary research and secondary research. Primary research refers to collecting data directly from the population, secondary research analyzes data previously collected using primary research. Systematic reviews which are also called overviews, summarize a group of literature (primary research) and synthesize the results and conclusions. A qualitative synthesis is a

narrative, textual approach to summarizing, analyzing, and assessing the body of evidence included in your review. It is a necessary part of all systematic reviews, even those with a focus on quantitative data. So it combines both qualitative and quantitative analysis which enables us to have a more encompassing perspective. “In other words, meta-synthesis, which is the qualitative synthesis of mostly qualitative studies implemented in a particular research topic, appears comparatively to their similarities and differences. Therefore, the number of studies (sample size) included in a meta-synthesis is generally limited as compared with those of meta-analysis and descriptive content analysis.” (Çalık and Sözbilir, 2014, p. 34)

Based on the purpose of this study, the literature review is conducted both in Turkish and English and on printed and digital materials. First, the books and journals related to these research questions were reviewed. Then the Turkish Index databases, which are created by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) and the National Academic Network and Information Center (ULAKBİM) were searched with (AND/OR) a total of 9 keywords (1933, Atatürk, üniversite, reform, yükseköğretim, öğretim elemanı, öğretim üyesi, öğretim, yetiştirme). The same procedure was repeated with corresponding keywords in English (1933, Atatürk, university, reform, higher education, faculty member, professor, teaching, development) on bibliographic databases via Google Scholar search. The reference lists in the accessed books and articles were also checked. As a result of the first literature searches using keywords, a total of 110 books and articles were found to satisfy the inclusion criteria. The literature is selected by both researchers by narrowing the search leaving out irrelevant studies. Some were excluded from the study since their content could not be evaluated under educational development. Some printed materials could not be easily accessed. As a result, a total of 52 articles and books were included in the systematic research review as listed in Appendix 1.

As suggested by Uman (2011) a table is created to organize the information extracted from each study that is reviewed. The author and year of publication, the link/ doi, the language, and the educational development themes are listed in this table. The data in the final table is cross-checked by an expert proving inter-rater reliability and avoiding data entry errors. Later the results are analyzed and interpreted by both authors separately and checked and confirmed to avoid misinterpretation.

The qualitative underpinnings of triangulation prioritize completeness and comprehensiveness over mere confirmation (Greene, 2007; Greene et al., 1989). In this study, the validity and reliability of this research approach is established through two distinct avenues: data and investigator triangulation (Guion et al., 2011). The former, data triangulation, encompasses the collection of data from diverse sources, to offer multiple perspectives and validate both the data and the topic of interest (Flick, 2004; Guion et al., 2011). The latter, investigator triangulation fortified this study's depth and breadth, by engaging multiple researchers in the examination of the phenomenon under scrutiny. This collaborative effort not only validated this research findings but also provided diverse perspectives (Denzin, 1978; Flick, 2004; Guion et al., 2011). In our investigation, we diligently sourced data from both local outlets, such as TÜBİTAK and ULAKBİM at the national level, and international sources like Google Scholar. Furthermore, to ensure the integrity of our research and minimize the influence of any unconscious biases, the researchers independently reviewed the data and literature. This concerted effort aimed to prioritize comprehensiveness and cohesion while guarding against confirmation bias.

Findings

In this section, aiming to respond to both research questions, the systematic review results' will be explored. The qualitative analysis of the systematic review has been synthesized and categorized by combining and analyzing data from different studies. The initiatives taken and the contributions achieved by German émigrés on educational development in the higher education system in Türkiye between 1923 and 1946 are presented below.

Higher education and the role of German Émigrés during the Republican Era

University reform as a cornerstone of modernization in higher education in Türkiye started with the establishment of the Turkish Republic under the leadership of Atatürk in 1923. Starting from the years of the National Struggle, Atatürk emphasized the need to attach great importance to primary and secondary education including higher education which will raise the national culture to the contemporary level and will train a workforce for professions that require a high level of education (Bayşu, 1998).

During Atatürk's leadership period, four scientists were invited from the United States and Europe to help improve the education system: *John Dewey*, one of the most important names of pragmatic philosophy, was invited in 1924. *Alfred Kühne* was invited from Germany in 1925 to contribute to the field of vocational-technical education, and *Ömer Buyse* was invited from Belgium in 1927 in the field of vocational-technical education. *Albert Malche* was invited from Switzerland in 1932 to help with the transformation of Darülfünun into İstanbul University (Buyse, 1939; Yıldırım, 2012).

Atatürk's understanding of education reported by Yıldırım (2012) includes three main philosophical approaches: the first is that education should be *secular* and based on science and scientific approach, the second is the *pragmatic* value and *practical* in education, and the third is Atatürk's *humanist* philosophical approach to education.

Atatürk emphasized that the university should support graduates' self-employment, and for this purpose, he proudly mentioned the existence of a university administrative board with contemporary thinking and understanding, and the existence of many professionals and intellectuals (Arslan, 2005). This may have shown to be his expectations for the autonomous administration. As a result, a consensus was reached on granting autonomy to the university in 1946 and the draft law was completed in February of the same year. This proposal was submitted to the Grand National Assembly of Türkiye under the title of "The Autonomy of Universities and their Affiliated Faculties and Institutions and Members of University Teaching Profession," enacted on 13 June 1946 under the name of *Universities Law*. The Interuniversity Board was established by law and the Minister of National Education was accepted as the head of this board. In addition, the working hours of the faculty members were also regulated. Unlike the 1933 reform, not only İstanbul University but also İstanbul Technical University (İTÜ) and Ankara University were included in the scope of the regulation (Arslan, 2005).

The first thing that was done in this period was the closing of Darülfünun and the opening of İstanbul University. In spite of major socio-economic reforms that were in the process of being realized in Türkiye, Darülfünun tried to hinder this revolution with a negative attitude so that serious and beneficial scientific studies could not be carried out (Namal, 2012). Akbaba (2019) explored the democratic approach in higher education administration and stated that in 1933 only the emeritus and professors at the top of the academic hierarchy were in charge and effective in academic boards and decisions, in 1946 associate professors and in 1981 assistant professors also took part in decision bodies to a certain extent.

To identify the challenges and precautions to be taken, the first move was to invite an academic expert in teaching and learning in higher education. Pedagogy Professor at the Switzerland Gelf University as well as a previous rector and a well-known name in the contemporary Western pedagogy world, *Albert Malche* was invited to Türkiye in 1932 to write the "Report on İstanbul University" that was published by the Ministry of National Education. This work was appreciated by the Turkish authorities and under the guidance of this report, new initiatives were introduced and new changes were implemented (Erdem, 2012; Demirtaş, 2018).

Thereupon, the families of German professors and their assistants started to come to Türkiye (Arslan, 2005). In 1933, the faculty members consisted of 45 Turkish professors, 93 associate professors, and 42 foreign professors; within 10 years, this number had tripled; 38 of the chairmen were foreign scientists, 27 chairmen were Turkish (Demirtaş, 2018). Zaim (1987) quantified the existing higher education institutions from 1923

to 1953, finding out the number of institutions increased from 9 to 34, and the number of faculty members increased from 9 to 1852. By the end of 1933, there were 237 Turkish (27 Emeritus Prof., 18 Prof.), and 85 foreign (38 Emeritus Prof., 4 Prof.) faculty members from Germany, Hungary, and Austria (Erdem, 2012; Namal, 2012).

The expectations of the government from the new university and its professors were expressed as if they would open a new Renaissance era (Arslan, 2005). These émigrés transformed and improved the academic standards in higher education institutions (Uymaz, 2019). In 1928, the young republic renamed the *Sanayi-i Nefise Mektebi*, (the School of Fine Arts in Arabic) the major art institute, *Güzel Sanatlar Akademisi* [School of Fine Arts], and new developments were introduced like in İstanbul University that would be established five years later (Kadercan, 2012).

Both sides were ardent believers in the reform goals introduced in the higher education system in Türkiye. This can be also recognized in attitude change. To be more precise, after Cemil Bilsen became the rector (president) of İstanbul University, workplace norms were changed at İstanbul University. Under his leadership, the university administration created an attendance list for faculty members to make sure they showed up for their classes and arrived on time. Neumark (2000) remarked that the change may have made some faculty members uncomfortable. He added that this attitude was a dramatic change in norms because there was no routine in the Darülfünun and there were many faculty members who were not showing up to class so this novelty brought discipline to the institution. This is not usually considered as educational development but it is an important attitude change in the administration that impacted faculty devotion. After all, one cannot talk about development in absentia.

Educational Development Activities

The global historic faculty development approaches are listed in the literature (Graf et al., 1992; Lewis, 1996; Tiberius, 2002). In this national context, Fritz Neumark (2000) in his memoirs highlighted the faculty development initiatives after 1934. The initiatives taken on with the collaboration and incentive of German émigré professors are listed as recruiting [new] faculty members and staff [Kadro kurmak], founding new institutions and clinics and/or expanding and developing those that exist, holding national/international conferences or attending them, university weeks devoted to teach-ins in small towns outside of İstanbul and Ankara [Üniversite Haftaları], news/journal publications, knowledge transfer that involves mentoring, publishing expert opinions on current issues and problems facing the new nation [Bilir kişi raporu] (Neumark, 2000; Kadercan, 2012; Kıcıroğlu and Komsuoğlu, 2022). This study will incorporate the above mentioned dimensions retrieved from Neumark's memoirs.

The dimensions related to educational development activities provided from the literature and the themes explored from systematic review study in the context of the Republic of Türkiye provided the following six themes:

- I. Establishment (recruitment) and retention of new faculty
- II. Mentoring
- III. Faculty learning communities
- IV. Community services
- V. Scholarly writing, libraries, and publications
- VI. Teaching and Learning

As a result of the qualitative synthesis, the most highlighted and emphasized educational development activities discussed in the literature are explored in a descending order as: teaching and learning; the recruitment and development of faculty members, the training of new faculty; scholarly writing, libraries, and publications; mentoring services; community services; and to create faculty learning communities.

Establishment and retention of new faculty

The tradition of the development of faculty members in classical systems in higher education is explained by Güçlüoğlu (1988) as an expression of the effort of being a scientist under the supervision and control of a professor, a kind of master-apprentice and master-follower relationship. Adding that in Europe and the United States in higher education there is a “formal” preparation on the way to teaching, as a pre-service education at the graduate level during master’s and doctorate education.

When the situation of teaching staff in the Republic of Türkiye is examined, it is seen that the need for teaching staff is met by the methods of sending abroad to receive education and bringing teaching staff from abroad, which were also applied in the Ottoman Empire, and by training teaching staff in existing higher education institutions (Kahraman, 2007).

Primary faculty members are mainly those who have studied abroad and have been trained in modern schools (Demirtaş, 2018). From the establishment of the Republic to the 1933 University Reform, thousands of Turkish youth, who were sent to Western European countries and the United States to pursue undergraduate and doctoral degrees as a result of the exams opened by the Ministry of National Education every year, which took part in the teaching staff of İstanbul University established by the order of Atatürk (Kahraman, 2007).

Demirtaş (2018) informs that as one of the changes regarding the teachers Malche suggested that the institutions should train its faculty members; but since he saw that they were not ready for this, he was in favor of bringing foreign instructors. He seemed not to approve of sending faculty members to study abroad, as it was practiced for years even before the Republic.

Later, scientists who were fleeing from Nazi Germany were invited to Türkiye to teach at various faculties. Atatürk had a great contribution to the establishment of a university based on scientific and contemporary democratic principles in the country, mostly with Jewish scientists who came to Türkiye from Germany to escape from the Nazi Regime (Akbaba, 2019; Erdem, 2012). Although they were mostly German, almost all of those who were at İstanbul University were scientists who were dismissed from their positions at the university because they were of Jewish origin and/or opposed to Hitler's practices in Germany at that time. On the other hand, some scientists were officially appointed by the German government to work at the Ankara Higher Institute of Agriculture (Erdem, 2012; Demirtaş, 2018).

German and Austrian scholars and scientists established the core of science and new higher education institutions in Türkiye. They took administrator or department head positions and act as a leader for proper and efficient management of universities that develop the credibility and quality of educational standards (Uymaz, 2019).

Namal (2012) claims that the renewal of higher education in terms of *education* and *administration* has been the hard work of these scientists working at İstanbul University. He also quoted that in the very beginning, a commission of the Ministry of National Education was assigned to form a temporary list of the teaching staff of the new university by choosing from the professors of Darülfünun, foreign professors, and people who have studied in Europe during the Republican period and returned. An agreement was made with the foreign professors so that they would learn Turkish, and start giving their lectures in Turkish within 5 years. They were instrumental in setting up many new institutes, clinics, laboratories, and departments to establish the core of scientific studies (Erdem, 2012; Uymaz, 2019). They were given the right to bring their colleagues to Türkiye

and assign them responsibility (Erdem, 2012). All of these decisions seemed to be that the government wanted to calm and integrate these displaced people into the local culture and give them more opportunities in return for all their efforts.

The İstanbul University became completely independent, composed of four faculties of Law, Science, Medicine, and Literature (Zaim, 1978; Uymaz, 2019) Many science and medical faculties, and institutions were established and new medical concepts and procedures were introduced to improve the health foundation of the country and finally opened Ankara Medical University (Uymaz, 2019). The need for English language teachers in 1923-1950s was partially met by using teaching assistants (Güçlü and Şahan, 2018).

At the beginning of the Republic 1925-1931 more emphasis was given to increasing the number of women students in higher education. As a result of these efforts, more women started studying in the faculties of science, medicine, and nursing. During these periods, there were few female faculty members in faculties, for example, Fahire Battalgazi and Halide Edip Adivar (Cumbur, 1992; Demirtaş, 2018). Cumbur mentioned that later, in the 1950s, a total of 24 women faculty members were working at İstanbul University. Not only the faculty members were increasing in number but also in gender variety.

Mentoring

Mentoring, one of the traditional ways for faculty development was often used. According to the contract they have signed, the foreign professors should train the personnel in the department they were assigned (Erdem, 2012).

In five or ten years, foreign professors contributed to the training of many faculty members and Turkish associate professors would take over the faculty positions (Namal, 2012; Erdem, 2012). In the years 1930-34, there were the first few science doctorates earned by Turkish students (Reed, 1975). As a result, 50 doctorates successfully graduated in the first ten years of University Reform. These doctors sowed the seeds of the new faculty members. In the first three years, the focus of the collaboration of foreign professors and Turkish associate professors and assistants was translating the lectures and lecture notes into Turkish. After three years, foreign professors focused more on scientific research and began to train higher-achieving students as assistants.

Many Turkish scientists in different fields of study were trained by the émigré professors (Arslan, 2005; Demirtaş 2018; Kalaycıoğulları, 2009; Uymaz, 2019). A large number of students of foreign professors have served as instructors at other Turkish universities. The foreign professors even continued to work with their assistants after they left Türkiye and the other faculty members sent their students abroad to work with them (Namal, 2012). So there was continuing faculty development and collaboration which provided mentoring and reverse mentoring.

In addition, Atatürk, who believed that contemporary Western civilizations were important for science and technology to reach their true nature, said that the Republic of Türkiye was obliged to send talented students to Europe, the United States, and other countries to be equipped with scientific knowledge and to receive education (Bayşu, 1998). Between 1927-1930 a total of 500 students were sent abroad (Erdem, 2012). The administrators established programs to train young Turkish students to become competent professors in the country. Even more, they influenced the quality and diversity of higher learning in the country through the introduction of new faculties. The existence of numerous varieties of faculties ensures learners gain relevant knowledge (Uymaz, 2019).

Faculty Learning Communities

The importance of forming communities for changing organizations for the development of faculty has been emphasized for decades (Cox, 2001). Demirtaş (2018) in his doctoral dissertation, made a sociological study in the sense that he evaluated the faculty members in their social position and social relations. He asserted, although faculty members form a status group by sharing a worldview, lifestyle, discourse, norms, and values, often some opinions are formed: a social atmosphere that allows scientific products to flourish is not being created; establishing a scientific community with certain traditions and a high level of interaction lacks; faculty members were not feeling as a part of an active scientific community. As cited in Demirtaş (2018) Malche reported that, as long as Higher Education faculty positions are filled with those who studied in France, Germany, the United States, etc.; a university tradition would not emerge, and university professors would not be able to become a community with meaningful ties among them, and the university would not gain a corporate identity that was not affected by personal savings. For these reasons, efforts were made to establish faculty learning communities despite some difficulties.

It is important to highlight that many new methods of faculty development were introduced after 1933 under the arrival of émigré professors in Türkiye. One thing that is not mentioned in secondary sources is the harmony of the relationship between Turkish officials and the newly arrived émigré professors. The friction between the Turkish native faculty members and the émigré professors can be narrated because of language barriers, the higher salaries of the newcomers, or other benefits given to them. This inevitably created initial discontent and introduced hostile feelings (Demirtaş, 2018). At that time, university faculty members had conflicts among themselves and claimed that there were mistakes in each other's work, which caused great repercussions in the parliament, and later on, universities did not sufficiently support the cultural policy carried out by the government (Güven, 2018). Although these are some challenges in forming a faculty learning community, it may have also created the seeds of a community structure that will grow in a later period.

Community services

Atatürk's educational reforms made education much more accessible (Uymaz, 2019). Atatürk planned the new university reform to cover the whole of Türkiye (İstanbul, Ankara, Van) (Erdem, 2012). Thus, these émigré professors did not only work on science, but as European authorities, they were also influential in the course and perception of modernization (Demirtaş, 2018). The University Reform of 1933 is one of the contributions that will have a lasting impact on the field of science and culture (Erdem, 2012).

Conferences and congresses are a way of establishing communities. There were some congresses held even during the independence war. The First Educational Congress (July 15-August 15, 1923) of this period was held in Ankara, and it was inaugurated by Mustafa Kemal Paşa on July 16, 1921.

Namal (2012) marked 1935 as the beginning of university conferences and the publication of the first scientific journals. To connect the university with society, live conferences, art exhibits, and concerts were organized. Public university conferences selected from contemporary issues and a *University Week* in different locations in the country during the summer holidays were initiated. Foreign scientists took an active part in these scientific and cultural activities for the enlightenment of the community and also to get to know the places and people outside the metropolitan cities they live in (Erdem, 2012; Demirtaş, 2018; Namal, 2012). Neumark also highlighted the importance of *University Week* in his memoirs. The most important contribution of this endeavor was to disseminate urban studies to cities and towns outside of big cities such as İstanbul and Ankara. Kıcıroğlu and Komsuoğlu (2023)'s study investigates University Week, to provide a favorable backdrop for examining how the new higher education institutions outwardly display their new missions and new mindset, commenting that the mission of the universities is far more than teaching.

Scholarly writing, libraries, and publications

Librarians represented a small set of émigrés of the refugee community, itself composed of experts in many fields. Like professors and researchers or artists and musicians, they left Germany either because of persecution for their Jewish background or because of dissent from the Nazi regime's policies, or because being non-Aryan in terms of their racial background since Nazi Germany aimed to establish a country based on Aryan racism.⁶ (Elsner & Hills-Nova, 2013). This exodus from Germany was an immeasurable gain to many countries not only for the United States and England, but also Türkiye. In a report he wrote to the Turkish government, Albert Malche made suggestions highlighting the need for the "centralization of the library administration" and he praised its German librarians who immigrated to Türkiye (Müller, 1998, p. 299). In 1935 Helmut Ritter, professor of Orientalism, at the University of İstanbul, set up a "library expertise" in his function as president of a reform commission. The Austrian Dr. Joseph Stummvoll contributed an article about the "Library System in Modern Turkey." (Müller, 1998; Stummvoll, 1935). Dr. William Gottschalk (1891 - 1974), for example, was another very important professor of Orientalism and history and a librarian who set up the Oriental Department at the Prussian State Library in 1919. He came to Türkiye as an emigrant in 1941, where he was given instructions to work for İstanbul University as an expert on library matters (Müller, 1998). He later supervised all the libraries of the institutes of the university. Living until his retirement in 1954, Gottschalk held a chair of library science at İstanbul University and played a prominent part in the development of the Turkish library system (Müller, 1998). Many other émigrés were impactful on the new library system and the arrival of these émigré library scientists has had a tremendous positive impact on the knowledge transfer to this day. German professors, by the provision in their contracts, prepared their educational materials in Turkish which in turn provided the basis for the literature necessary for the development of academics and scientists (Grothusen, 1981). Also, many foreign literature is translated into Turkish (Akbaba, 2019; Namal, 2012).

According to Jennifer A. Moon (2010), "Story can be called narrative, case study, critical incident, life history, anecdote, scenario, illustration or example, creative writing, storytelling" which can be used to enrich and enliven teaching, learning, and research processes. The memoirs of many of these professors were written either by themselves or by others (Göksoy, 2001; Göksoy, 2006; Hänlein, 2006; Hirsch, 2005; Ulutin, 2007; Widmann, 2000). The storytelling is also accepted as a faculty development method, which in this way gives the faculty an example of what can be done for their educational development.

Teaching and learning

In this section, the teaching and learning-related activities such as pedagogy, curriculum, and methods will be evaluated. There was a lot of guidance and support from Western countries in the name of modernization in education. Although Atatürk in his talk stated that our education will not be influenced by either the West or the East, and will consist of the processes we have developed within our resources and history. Higher education was criticized since the students were not sufficiently equipped for specialization in professional life (Zaim, 1987). Uymaz (2019) emphasized that the government aimed to hire experienced scholars to implement the Westernization program on higher education and influence the teaching of sciences so that realization of the development and innovations in the scientific arena would be possible.

According to Kahraman (2007), while establishing the nation-state, the university was given the mission of creating "citizens" for the Republic of Türkiye by prioritizing teaching and learning, in which some basic national values were adopted. To accomplish this, the 1933 University Reform aimed to bring the administration and education style of Western universities to the country (Akbaba, 2019).

⁶ When the Law for the Restoration of the Professional Civil Service or the Civil Service Law was introduced in April 1933 by the Nazi regime in Germany, all non-Aryan individuals, especially those of Jewish descent, who were tenured civil servants were dismissed from their jobs. Non-Aryans were defined as someone descending from Jewish parents, or grandparents. Members of the Communist Party or affiliated organizations were also forced to retire from their positions as civil servants.

Foreign professors signed a contract while coming to Türkiye, accordingly, they were obliged to learn Turkish and to be able to give their lessons in Turkish after the third year; and also to carry out teaching activities such as giving lectures, and holding seminars (Erdem, 2012). Pathologist Dr. Phillip Schwartz was transferring his knowledge and skills to the students at Ankara University and improving the teaching standards (Uymaz, 2019).

The émigré scientists' (38 Emeritus, 4 Professor, 43 Assistants) hard work resulted in using modern teaching and learning techniques and updating the curricula and methods (Namal, 2012). In the first years, it shows that foundation studies and teaching activities are dominant. In this established new institution, a university based on modern science and technology, its programs were renewed (Bayşu, 1998).

These professors played a pioneering role in using a method that enables both the teacher and the student to be active by giving examples from daily life in the lessons, asking questions to the students, and also encouraging the students to ask questions to them, in line with Malche's recommendations (Erdem, 2012; Yıldırım, 2012). Again, professors have been of great service in the effective implementation of practical work and seminar studies, which are important elements of the modern active teaching method, which accustoms students to speaking, thinking, researching, and doing, and establishing it as a teaching method (Erdem, 2012).

Before the Republic, the higher education institution was established by taking the example of France, to provide science-based education and to train intellectuals (Hesapcioğlu, 2009). The curriculum was criticized since there was no harmony among courses taught in different stages of education (Zaim, 1987). The literature claims that there was a conflict between the French system used before and the German system they would like to apply according to Malche's report (Demirtaş, 2018). Since there were differences in the way Turkish history is handled and taught, studies have started to increase with the support of Mustafa Kemal Atatürk since 1929 to eliminate this confusion (Arslan, 2005).

Foreign scientists have shown great effort so that the curricula have been adapted to the times. The students were trained and equipped with relevant skills and knowledge as competent and diverse persons ready to work for the corporate sector (Uymaz, 2019). In 1946 legislation the aim of raising citizens who are loyal to the ideals of the Turkish Revolution stands out (Arslan, 2005). During the reform in which İstanbul University was opened, not only were changes made in the course curriculum but also the Faculty of Theology [İlahiyat Fakültesi] was abolished and the Institute of Islamic Studies was opened (Demirtaş, 2018).

According to Arslan (2005), before the proclamation of the Republic, in higher education, the provision of course contents, books, and financial resources was realized by the state. Foreign professors frequently wrote reports and articles to bring a list of books and periodicals from Europe. The Turkish government and university administrators have fulfilled their requests without any difficulty. During the Republic period, the number of books and periodicals in the libraries (university, faculty, and institute) in English, German, and French increased. Before the University reform, it was really hard for students to get access to the course reference books and make the most out of them. Since they were either written in Arabic script or a foreign language. But later, things changed and students were able to benefit from the course materials in a much easier way. Besides, the number and quality of university textbooks written in Turkish have increased with the efforts of Turkish and foreign faculty members (Namal, 2012). According to their contract foreign professors would prepare Turkish textbooks for students as soon as possible with the help of translators (Erdem, 2012). In addition, in higher education within nine years, books in German and French were translated (42) and copyrighted books (100) were realized by these émigré scientists (Namal, 2012).

Conclusion

Consolidating historical research in social sciences and systematic review in educational sciences, this study sheds light on the range of activities surrounding the educational development of faculty members in higher education in Türkiye from 1923 until 1946.

It is without a doubt that Atatürk was a visionary who saw the availability of German émigré professors, scientists, and humanists as a window of opportunity to create a new system of higher education in Türkiye. While the exodus from Nazi Germany created a big change around the globe, in countries such as Britain, the United States, Argentina, and even Kenya; German-speaking émigrés had immensely positive effect on the Turkish faculty development. A new generation of scholars, scientists, librarians, and artists were trained and educated because of the knowledge transfer that involved mentoring, preparing Turkish educational materials, arranging interdisciplinary conferences, and creating new institutions, clinics, and laboratories in every field from medicine to chemistry.

As a result of researching accessible newspapers, journals, and memoirs from the 1920s until 1946 and secondary sources that involve systematic review so far, this study concludes that six themes of educational development made a huge difference in the higher education system: establishment (recruitment) and retention of new faculty; mentoring, faculty learning communities; community services; scholarly writing, libraries, and publications; and scholarship of teaching and learning. An extensive discussion of all these fields in the context of historical circumstances was handled and listed in a detailed manner.

As seen in Appendix 1, the most stressed and emphasized educational development themes discussed in the literature are synthesized as the modernization and updating of curriculum and methods related to teaching and learning and the recruitment and development of faculty members, the training of new faculty. These two themes being in the first rows show that for a radical educational change these were the top priorities of the German professors, changing the teaching and learning methods and getting faculty members that are going to perform the instruction to change.

Other than these, the most frequently mentioned ones consequently are the efforts to increase scientific writings and publications, strengthen libraries, provide mentoring among academic staff, provide university-public cohesion to serve society, and create faculty learning communities such as attending conferences to ensure development.

The positive aspects of the university reform and the negative situations it caused were discussed by a plethora of studies. While considering this dramatic shift in higher education, we argue that the transition to the university reforms was neither smooth nor without contention in the new nation. This has many historical and cultural implications. There was some form of contention toward the German-speaking professors whose jobs replaced many Turkish professors, in Darülfünun in particular. Nevertheless, there was tremendous harmony between the Turkish officials and German-speaking professors, their colleagues, and assistants. And they were most welcomed and respected all over Türkiye.

Today diversity and inclusion has become important topic in the field of education across the globe. The dynamics of multicultural teaching and learning have come to dominate the field of educational development in the last two decades. This is due to the changes in the student population in the 1960s in the United States (Lupton and O'Sullivan, 2020; Marchesani and Adams, 1992). However, the importance of diversity has come to dominate our field in Türkiye as well. Atatürk used the potential of existing faculty members at the time of the Republic and also didn't hesitate to get human resources support from Western nations (Elçi, 2023).

Thanks to these transnational encounters between German-speaking nationals and Turkish officials, a significant change in the diversity of faculty occurred. This did not only translate into numbers but also created a huge impact on the perceptions of faculty toward new faculty and staff. These newly arrived German-

speaking émigrés were referred to as “foreign professors”. Considering recent literature on the benefits of diversity in teaching and learning, this interaction was useful in itself and paved the way for a novel form of learning in Türkiye. In this particular case, it went both ways as both the learner and the teacher were getting outside of their comfort zones and creating an environment that was conducive to a growth mindset (Dweck, 2017).

The tracks of educational development from those days to the present bring the faculty members a resilience factor working in a multicultural education environment where Türkiye is known to be the cradle of civilizations, a melting pot of different cultures connecting Asia and Europe. It will be beneficial to recognize how and how far Türkiye has come from those days.

The findings of this study can be used to further improve methods of educational development in higher education institutions. Theoretically, a Meta-Analysis can be done by expanding the literature database and going through the themes in more detail. The findings of this study can be used to further adapt and improve the educational development methods in higher education institutions. In the age of Artificial Intelligence (AI), everyone in the education world is talking about transformations that have already been in place and how this new technology will possibly alter the field of education. Especially, as a result of this systematic review, it is expected that the most mentioned faculty development and teaching and learning will be taken to a different platform today with the use of AI as a support for education. Policymakers, higher education administrators, and faculty members can benefit from our findings to work with new faculty visiting from abroad and/or who are migrating to teach and do research in Türkiye. In addition, it may be possible to carry educational development to another dimension by providing the intersection of research and application areas by organizing University Days, which may provide university-public cooperation at that time.

Despite all the meticulous research efforts research limitations exist. There may still be primary sources that are not accessible, or other studies on educational development that have been accessed but have been overlooked. Authors did this study in a limited time frame to prepare it for this special issue. More historical primary research can be used to extend the systematic review. A future study in a more relaxed timeframe that extends the number of researched literature and specifically exemplifies in details how incoming immigrant professors contributed to educational development through their work can be recommended.

References

- Ahern-Dodson, J. and Dufour, M. (2021). Supporting faculty as writers and teachers: An integrative approach to educational development. *To Improve the Academy: A Journal of Educational Development*, 40(1), 209-227. doi: <https://doi.org/10.3998/tia.964>
- Akbaba, Y. (2019). Cumhuriyet döneminde üniversite reformları ve tasfiyeler. *Eskişehir Osmangazi Üniversitesi Türk Dünyası Uygulama ve Araştırma Merkezi Çağdaş Düşünce Hayatı Dergisi*, 2(1), 24-38. Retrieved from <http://estudamdergi.org/index.php/cagdasdusunce/article/view/173>
- Arslan, M. (2005). Cumhuriyet dönemi üniversite reformları bağlamında üniversitelerimizde demokratiklik tartışmaları. *Sosyal Bilimler Enstitüsü Dergisi*, 1(18), 23-49. Retrieved from <https://dergipark.org.tr/tr/download/article-file/219>
- Atatürk Ansiklopedisi (2021). T.C. Atatürk Kültür, Dil ve Tarih Yüksek Kurumu - Atatürk Araştırma Merkezi Başkanlığı. Albert Malche (1876-1956) - Atatürk Ansiklopedisi (Atatürkansiklopedisi.gov.tr) 1933 Üniversite Reformu - Atatürk Ansiklopedisi (Atatürkansiklopedisi.gov.tr)
- Aydemir, Ş. S. (1933). Darülfunun ve İnkılap Hassasiyeti. *Kadro Aylık Fikir Mecmuası*, (14).
- Bayşu, N. (1998). Atatürk, cumhuriyet, bilim ve teknoloji. *Erdem*, 32, 409-438. Retrieved from <https://dergipark.org.tr/tr/pub/erdem/issue/44373/548757>
- Bickford, D. J. and Wright, D. J. (2006). Community: The hidden context for learning. In D. G. Oblinger (Ed.), *Learning Spaces* (pp. 4.1-21). EDUCAUSE. Retrieved from <https://www.educause.edu/research-and-publications/books/learning-spaces/chapter-4-community-hidden-context-learning>
- Bolat, M. (2011). *Tarihçesi, derlenmesi ve diziniyle Atatürk'ün söylev ve demeçleri*. [Doctoral dissertation, Ankara Üniversitesi Türk İnkılap Tarihi Enstitüsü]. AÜ Akademik Arşiv Sistemi.
- Bozeman, B. and Feeney, M. K. (2007). Toward a useful theory of mentoring: A conceptual analysis and critique. *Administration & Society*, 39(6), 719-739. doi: <https://doi.org/10.1177/0095399707304119>
- Buyse, Ö. (1939). *Teknik öğretim hakkında rapor*. Maarif vekaleti ana programına hazırlıklar serisi. İstanbul: Maarif Vekilliği Devlet Basımevi.
- Cordie, L. A., Lin, Xi, Brecke, T. and Wooten, M. C. (2020). Co-Teaching in higher education: Mentoring as faculty development. *International Journal of Teaching and Learning in Higher Education*, 32(1), 149-158. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1259487.pdf>
- Cox, M. D. (2001). Faculty learning communities: Change agents for transforming institutions into learning organizations. *To Improve the Academy*, 19, 69-93. doi: <https://doi.org/10.1002/j.2334-4822.2001.tb00525.x>
- Cox, M. D. (2023). The role of learning communities in teaching, learning, and faculty development. In A. Elçi (Ed.), *Öğretim Elemanlarının Kriz Sırası ve Sonrasında Mesleki Gelişimi. Professional Development of Faculty Members During- and Post-Crisis State* (pp. 45-48). Erzurum: Atatürk Üniversitesi Yayınevi.

- Cruz, L. (2014). Opposing forces: Institutional theory and second-generation SoTL. *International Journal for the Scholarship of Teaching and Learning*, 8(1), 1-9. doi: <https://doi.org/10.20429/ijstl.2014.080101>
- Cruz, L., Dickens, E., Bostwick Flaming, A. L. and Wheeler, L. B. (2022). Embracing complexity: An inclusive framework for the scholarship of educational development. *International Journal for Academic Development*, 27(1), 45-57. doi: 10.1080/1360144X.2021.1901102
- Çalık, M. and Sözbilir, M. (2014). İçerik analizinin parametreleri. *Eğitim ve Bilim*, 39(174), 33-38. doi: <http://dx.doi.org/10.15390/EB.2014.3412>
- Demirtaş, A. (2018). *Darülfünundan üniversiteye öğretim üyelerinin toplumsal profilleri (1900-1946)*. (Doktora Tezi). İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Denzin, N. K. (1978). *Sociological methods: A sourcebook*. New York: McGraw-Hill
- Dweck, C. (2017). *Mindset: Changing the way you think to fulfill your potential*. Boston: Little Brown Book Group.
- Elçi, A. (2023). Atatürk: Education, higher education, and faculty professional development. In A. Elçi (Ed.), *Öğretim Elemanlarının Kriz Sırası ve Sonrasında Mesleki Gelişimi. Professional Development of Faculty Members During- and Post-Crisis State* (pp. 278-293). Erzurum: Atatürk Üniversitesi Yayınevi. Retrieved from <https://ekitap.atauni.edu.tr/index.php/product/ogretim-elemanlarinin-kriz-sirasi-ve-sonrasinda-mesleki-gelisimi/>
- Elsner, J. and Hills-Nova, C. (2013). Viewpoint: Exiles and émigrés, libraries and image collections: The intellectual legacy. *Art Libraries Journal*, 38(4), 3-6. doi: 10.1017/S0307472200018733
- Enferm, P. (2007). Systematic Literature Review vs Narrative Review. *ACTA Editorial*, 20(2), vii. Retrieved from <https://www.scielo.br/j/ape/a/z7zZ4Z4GwYV6FR7S9FHTByr/?format=pdf&lang=en>
- Eraslan, C. (2005). Önsöz. Cumhuriyet Dönemi Eğitim Politikaları Sempozyumu, 07-09 Aralık 2005. AKDITYK Atatürk Araştırma Merkezi.
- Erdem, A. R. (2012). Atatürk'ün liderliğinde üniversite reformu: Yükseköğretim ve bilim tarihimizde dönüm noktası. *Belgi Dergisi*, (4), 376-388. Retrieved from <https://dergipark.org.tr/en/download/article-file/417283>
- Felten, P. and Chick, N. (2018). Is SoTL a signature pedagogy of educational development? *To Improve the Academy*, 37, 4-16. doi: <https://doi.org/10.1002/tia2.20077>
- Flick, U. (2004). Triangulation in qualitative research. In U. Flick, E. von Kardorff, I. Steinke (Eds.), *A Companion to Qualitative Research*. (pp. 178-183). London: SAGE Publications. <https://www.ascdegrecollege.ac.in/wp-content/uploads/2020/12/A-companion-to-qualitative-research.pdf#page=193>
- Fortna, B. C. (2003). *Imperial classroom: Islam, state, and education in the late Ottoman Empire*. Oxford: Oxford University Press.

- Fuchs, T. (1986). The way leading to Hıdırlık. In S. Artemel (Ed.), *Çorum and Anatolian pictures*. İstanbul: Boğaziçi University Cultural Heritage Museum Publications.
- Gardner, S. K. (2022). Faculty learning and professional growth in the sabbatical leave. *Innov High Educ*, 47, 435-45. doi: <https://doi.org/10.1007/s10755-021-09584-4>
- Gopalakrishnan, S. and Ganeshkumar, P. (2013). Systematic reviews and meta-analysis: Understanding the best evidence in primary healthcare. *Journal of Family Medicine and Primary Care*, 2(1), 9-14. doi: <https://doi.org/10.4103/2249-4863.109934>
- Göksoy, E. (2001). Antireflü Cerrahisinin Tarihi Gelişimi ve Rudolf Nissen, In E. Göksoy, H. Uzunismail (Eds.), *Gastrointestinal Sistem Hastalıkları*. İ.Ü. Cerrahpaşa Tıp Fakültesi Sürekli Tıp Eğitimi Etkinlikleri Sempozyum Dizisi, No:23. İstanbul: İstanbul Üniversitesi Cerrahpaşa Tıp Fakültesi STE Komisyonu (pp. 143-147).
- Göksoy, E. (2006). Rudolf Nissen: Cerrahpaşa cerrahi kliniği'ndeki çalışmaları ve Türk cerrahisine katkıları. *Ulusal Cerrahi Dergisi*, 22(2), 85-91. Retrieved from <https://turkjsurg.com/abstract/72/tur>
- Graf, D. L., Albright, M. J. and Wheeler, D. W. (1992). Faculty development's role in improving undergraduate education. In M. J. Albright & D. L. Graf (Eds.), *Teaching in the information age: The role of educational technology* (pp. 101-109). New directions for teaching and learning (Vol. 51). San Francisco: Jossey-Bass.
- Greene J. (2007). *Mixed methods in social inquiry*. San Francisco: Wiley.
- Greene J., Caracelli V. and Graham W. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274. <https://doi.org/10.3102/01623737011003255>
- Grothusen, K. (1981). 1933 yılından sonra Alman bilim adamlarının Türkiye'ye göçü. *BELLETEREN*, 45/2(180), 537-550. Retrieved from <https://dergipark.org.tr/tr/pub/ttkbelleten/issue/70722/1138192>
- Guion, L. A., Diehl, D. C. and McDonald, D. (2011). Triangulation: Establishing the validity of qualitative studies: FCS6014/FY394, 9/2002. Rev. 8/2011. *EDIS*, 2002(6). <https://doi.org/10.32473/edis-fy394-2002>
- Güçlü, M. and Şahan, A. (2018). An evaluation of English language teacher training in the Republic Period in Turkey from the viewpoint of historical development. *OPUS International Journal of Society Researches*, 9 (16), 1883-1902. doi: 10.26466/opus.474395
- Güçlüol, K. (1988). Yükseköğretimde öğretim elemanlarının yetiştirilmesi. *Yüksek Öğretimde Değişmeler*. Türk Eğitim Derneği Yayınları, 227-254. Türk Eğitim Derneği XII. Eğitim Toplantısı, 17-18 Kasım 1988.
- Güleryüz, N. A. (9 Ocak 2008). Türkiye'ye gelen çoğu Yahudi Kökenli Alman profesörler ve Albert Einstein | Şalom Gazetesi. Retrieved from <https://www.salom.com.tr/>
- Güven, İ. (2018). *Türk Eğitim Tarihi*. Ankara: Pegem Akademi.

- Hänlein, A. (2006). Gerhard Kessler: Türkiye’de sürgün bir Alman sosyal politikacı, (A. Hekimler, Translator). *Çalışma ve Toplum*, 2, 39. Retrieved from <https://dergipark.org.tr/tr/pub/ct/issue/71808/1155286>
- Hesapcıoğlu, M. (2009). Türkiye’de Cumhuriyet döneminde eğitim politikası ve felsefesi. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, (29), 121-138. Retrieved from <https://dergipark.org.tr/tr/pub/maruaebd/issue/370/2124>
- Hirsch, E. (2005). *Anılarım Kayzer Dönemi Weimar Cumhuriyeti Atatürk Ülkesi*. Ankara: Tübitak Popüler Bilim Kitapları.
- Kadercan, P. (2012). *The Unlikely Architects of Modern Turkish National Identity: The Case of German Refugees from the Third Reich (1933 - 1972)*. [Doctoral dissertation, University of Rochester]. UR Research.
- Kahraman, L. (2007). Türkiye’de öğretim üyesi yetiştirme politikası bağlamında "35. Madde" Uygulaması. *Mülkiye*, 31(256), 187-218. Retrieved from <https://dergipark.org.tr/tr/pub/mulkiye/issue/256/1144>
- Kalaycıoğulları, İ. (2009). Darülfünun’dan üniversite’ye gelenek’ten araştırma’ya. *Ankara Üniversitesi, Dil ve Tarih-Coğrafya Fakültesi Dergisi*, 48(1), 43-59.
- Khan, K. S., Kunz, R., Kleijnen, J. and Antes, G. (2003). Five steps to conducting a systematic review. *J R Soc Med.*, 96, 118–121. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/014107680309600304>
- Kıcıroğlu, N. F. and Komsuoğlu, A. (2022). Türk yükseköğretiminde üniversite yeniden yapılıyor “İlmi Yurda Götürmek”: Üniversite haftaları örneği. *Yakın Dönem Türkiye Araştırmaları*, (41), 1-29. Retrieved from <https://dergipark.org.tr/tr/pub/iuydta/issue/70864/1091301>
- Korkmaz, A. H. (2021). Darülfünun dönüm noktası: 1930 Hitler Almanyası’ndan Türkiye’ye gelen bilim insanlarının iktisat bilimine katkıları üzerine bir inceleme. 4. International Izmir Economics Congress, September 11-12, 2021, Izmir, Türkiye
- Kurtdaş, E. M. Ö. (2016). Osmanlı’nın modernleşme sürecinde eğitimin rolü. *Hikmet Yurdu*, 9(18), 77-191. Retrieved from https://www.researchgate.net/publication/306084828_OSMANLI_NIN_MODERN_LESME_SURECINDE_EGITIMIN_ROLU
- Lewis, K. G. (1996). Faculty development in the United States: A brief history. *International Journal for Academic Development*, 1(2), 26-33. Retrieved from <https://doi.org/10.1080/1360144960010204>
- Linnenluecke, M. K., Marrone, M. and Singh, A. K. (2020). Conducting systematic literature reviews and bibliometric analyses. *Australian Journal of Management*, 45(2), 175–194. doi: <https://doi.org/10.1177/0312896219877678>
- Lupton, K. L. and O’Sullivan, P. S. (2020). How medical educators can foster equity and inclusion in their teaching: A faculty development workshop series. *Academic Medicine*, 95(12), 71-76. doi: [10.1097/ACM.0000000000003687](https://doi.org/10.1097/ACM.0000000000003687)

- Marchesani, L. S. and Adams, M. (1992). Dynamics of diversity in the teaching-learning process: A faculty development model for analysis and action. *New directions for teaching and learning*, 52(Winter), 9-20. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.37219925203>
- Mcdowell, B. (2013). *Historical research: A guide for writers of dissertations, theses, articles and books*. New York: Routledge.
- Moon, J. A. (2010). *Using Story: In Higher Education and Professional Development*. New York: Routledge.
- Müller, H. (1998). German librarians in exile in Turkey, 1933-1945. *Libraries & Culture*, 33(3), 294-305. Retrieved from <https://www.jstor.org/stable/25548642>
- Namal, Y. (2012). Türkiye'de 1933–1950 yılları arasında yükseköğretime yabancı bilim adamlarının katkıları. *Yükseköğretim ve Bilim Dergisi*, (1), 14-19. Retrieved from <https://dergipark.org.tr/tr/pub/higheredusci/issue/61477/917985>
- Neumark, F. (2000). *Boğaziçine sığınanlar*. İstanbul: Kopernik Kitap.
- Ouellett, M. L. (2010). Overview of faculty development: History and Choices. In K. J. Gillespie and D. L. Robertson (Eds.), *A guide to faculty development*. San Francisco: Jossey-Bass.
- Öncü, A. (2002). Akademisyenler: Üniversite reformu söyleminde batı. In U. Kocabaşoğlu (Ed.), *Modernleşme ve Batıcılık* (pp. 521-536). İstanbul: İletişim Yayınları.
- Park, R. (1979). Faculty Development: An historical perspective. *POD Quarterly: The Journal of the Professional and Organizational Development Network in Higher Education*. 7. Retrieved from <https://digitalcommons.unl.edu/podqtrly/7>
- Reed, H. A. (1975). Hacettepe and Middle East Technical Universities: New universities in Turkey. *JSTOR Minerva*, 13(2), 200–35. Retrieved from <http://www.jstor.org/stable/41820228>
- Sağlam, M. (2005). Avrupa birliğine giriş sürecinde Türk yükseköğretiminin kısaca değerlendirilmesi. Cumhuriyet Dönemi Eğitim Politikaları Sempozyumu, 07-09 Aralık 2005. AKDITYK Atatürk Araştırma Merkezi.
- Seçkin, Z., Elçi, A. and Doğan, O. (2022). Digital mentoring via emerging technologies: A case study on graduate students. In M. Loureiro, A. Loureiro, & H. Gerber (Eds.), *Handbook of Research on Global Education and the Impact of Institutional Policies on Educational Technologies* (pp. 130-153). IGI Global. doi: <https://doi.org/10.4018/978-1-7998-8193-3.ch007>
- Sherman, D. and Salisbury, J. (2010). *The West in the World, Renaissance to Present* (Vol. 3). New York: McGraw-Hill Higher Education.

- Sorcinelli, M. D. (2023). Evaluating the impact and outcomes of faculty development: A 50-Year retrospective. In A. Elçi (Ed.), *Öğretim Elemanlarının Kriz Sırası ve Sonrasında Mesleki Gelişimi. Professional Development of Faculty Members During- and Post-Crisis State* (pp. 45-48). Erzurum: Atatürk Üniversitesi Yayınevi.
- Sorcinelli, M.D., Austin, A.E., Eddy, P.L. and Beach, A.L. (2006). *Creating the future of faculty development: Learning from the past, understanding the present*. Bolton: Anker Publishing Company.
- Stummvoll, J. (1935). Yeni Türkiye'de kütüphanecilik. *Ayın Tarihi*, 23, 325-329.
- Tiberius, R. G. (2002). A brief history of educational development: Implications for teachers and developers. *POD To Improve Academy*, 20(1), 20-37. Retrieved from <http://dx.doi.org/10.3998/tia.17063888.0020.004>
- Türk Tarih Kurumu (1932). *Birinci Türk Tarih Kongresi*. Ankara: T.C. Maarif Vekaleti, 1932. <https://www.ttk.gov.tr/kongreler/i-turk-tarih-kongresi-02-11-temmuz-1932-ankara/>
- Ulutin, O. N. (2007). *Ord. Prof. Dr. Erich Frank'ın Dünya Tıbbındaki Yeri ve Türk Tıbbına Katkıları*, İstanbul: İstanbul Üniversitesi İstanbul Tıp Fakültesi.
- Uman L. S. (2011). Systematic reviews and meta-analyses. *Journal of the Canadian Academy of Child and Adolescent Psychiatry = Journal de l'Academie canadienne de psychiatrie de l'enfant et de l'adolescent*, 20(1), 57-59. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3024725/>
- Uymaz, T. (2019). Epistemic Migration after 1933 and Conflicts of Communities: An Evaluation in Terms of Ankara University and Vienna University. *Felsefe ve Sosyal Bilimler Dergisi*, 27, 377- 392. Retrieved from <https://dergipark.org.tr/tr/download/article-file/720866>
- Widmann, H. (2000). *Atatürk ve üniversite reformu*. İstanbul: Kabalcı Yayınevi.
- Yazar, T. and Averbek, E. (2018). 1933 üniversite reformundan günümüze Türkiye'de üniversitelerin tarihsel gelişimi. *Turkish Studies*, 13(4), 1341-1360. doi: <http://dx.doi.org/10.7827/TurkishStudies.12711>
- Yıldıran, G. (2012). Cumhuriyet Döneminde Eğitim ve Eğitim Kurumları. *Boğaziçi Üniversitesi Eğitim Dergisi*, 29(2), 1-26. Retrieved from <https://dergipark.org.tr/tr/pub/buje/issue/3836/614092>
- Zaim, S. (1987). The development of educational system in Türkiye (The impact of westernization on the education). *İstanbul Üniversitesi İktisat Fakültesi Mecmuası*, 45(1-4), 490-518. Retrieved from <https://dergipark.org.tr/tr/pub/iuifm/issue/835/9197>
- Zürcher, E. J. (2004). *Türkiye: A modern history*. New York: I.B.Tauris.
- _____ (1933). "Ecnebi profesörler için dün üniversitemizde tanışma merasimi yapıldı." *Milliyet*, November 5.
- _____ (1946). *Cumhurbaşkanları, Başbakan ve Milli Eğitim Bakanlarının Milli Eğitimle ilgili söylev ve demeçleri*. Ankara: Milli Eğitim Basımevi.

Appendix 1. Data Resources used in Systematic Review

N o	Author(s) and year	Language	New Faculty	Mentoring	FLC	Community Services	Scholarly Writing	T&L
1	<u>Akbaba, Y. (2019).</u>	Turkish	X				X	X
2	<u>Arslan, A. (2005).</u>	Turkish	X					X
3	<u>Arslan, M. (2005).</u>	Turkish						X
4	<u>Aslan, R. (2016).</u>	Turkish	X			X		X
5	<u>Ata, B. (2001).</u>	Turkish				X		X
6	<u>Bayşu, N. (1998).</u>	Turkish	X		X			X
7	<u>Buyse, Ö. (1939).</u>	Turkish	X			X		X
8	<u>Cunbur, M. (1992).</u>	Turkish	X				X	
9	<u>Demirci, S. (2022).</u>	Turkish	X	X	X	X	X	X
10	<u>Demirtaş, A. (2018).</u>	Turkish	X			X		X
11	<u>Doğramacı, İ. (1985).</u>	Turkish	X	X	X	X	X	X
12	<u>Elçi, A. (2023).</u>	Tr & Eng	X	X				X
13	Milliyet Editorial (1933).	Turkish	X					
14	<u>Erdem, A. R. (2012).</u>	Turkish	X					X
15	Fortna, B. C. (2003).	English	X					
16	Fuchs, T. (1986)	English	X	X	X	X	X	X
17	<u>Gökmenoğlu, T. and Kondakçı, Y. (2015).</u>	Turkish						X
18	<u>Grothusen, K. D. (1981).</u>	Turkish		X			X	X
19	<u>Güçlü, M. & Şahan, A. (2018).</u>	English	X	X			X	
20	<u>Güçlüol, K. (1988).</u>	Turkish	X	X				
21	<u>Hänlein, A. (2006).</u>	Turkish	X	X				X
22	<u>Hesapcioğlu, M. (2009).</u>							X
23	<u>İçke, A. (2013).</u>	Turkish	X	X				
24	İnan, Afet. (1981)	Turkish						
25	<u>Kadercan, P. (2012).</u>	English	X	X	X	X	X	X
26	<u>Kahraman, L. (2007).</u>	Turkish	X	X		X		X
27	<u>Kalaycioğulları, İ. (2009).</u>	Turkish						
28	<u>Kemal, G. M. (1963).</u>	Turkish						
29	<u>Kıcıroğlu, N. F. and Komsuoğlu, A. (2022).</u>	Turkish				X		X
30	<u>Konuk, K. (2010)</u>	English	X	X	X		X	X
31	<u>Kurt, K., Keser, A. and Ataç, A. (2013)</u>	English	X			X	X	X
32	<u>Linnenluecke, M. K., Marrone, M. and Singh, A. K. (2020).</u>	English						
33	<u>Malche, A. (1939)</u>	Turkish						
34	<u>Müller, H. (1998).</u>	English						
35	<u>Namal, Y. and Karakök, T. (2011).</u>	Turkish	X				X	X
36	<u>Namal, Y. (2012).</u>	Turkish					X	X
37	<u>Neumark, F. (2000).</u>	Tr Trans	X	X	X	X	X	X
38	<u>Okçu, A. (1999).</u>	Turkish	X			X		X
39	<u>Okur, M. (2005).</u>	Turkish			X			X
40	<u>Öz, İ. and Laloğlu, P. (2018).</u>	Turkish	X	X		X	X	
41	<u>Özteke, F. (2019).</u>	Turkish		X		X	X	
42	<u>Reed, H. A. (1975).</u>	English	X	X				X
43	<u>Soysal, Ö. (2018).</u>	English					X	
44	<u>Spitzer, L. (1934).</u>	Turkish	X	X	X		X	X

Appendix 1. Data Resources used in Systematic Review (continues)

N o	Author(s) and year	Language	New Faculty	Mentoring	FLC	Community Services	Scholarly Writing	T&L
45	<u>Spitzer, L. and Atak, T. (2011).</u>	English	X	X	X		X	X
46	<u>Uymaz, T. (2019).</u>	English				X		X
47	<u>Üstün, C. and Özçiftci, S. (2023).</u>	Turkish	X					X
48	<u>Taşdemirci, E. (1999).</u>	Turkish	X			X		X
49	<u>Yavuz, E. and Mehmet, G. (2021).</u>	Turkish	X	X	X	X	X	X
50	<u>Yazar, T. and Averbek, E. (2018).</u>	Turkish	X			X	X	X
51	<u>Yıldırım, G. (2012).</u>	Turkish	X					X
52	<u>Zaim, S. (1987).</u>	English						X
53	<u>Zurcher, E. J. (2004).</u>	English	X				X	X
			35	19	11	19	21	38

Genişletilmiş Özet

Amaç

Türkiye Cumhuriyeti kuruluşunda yükseköğretimde eğitim gelişimine verilen önem, Atatürk önderliğinde tam teşekküllü bir modernleşme hareketi kapsamında üniversitelerde başlattığı reformlarda görülmektedir. Bu çalışmanın amacı, 1923-1946 yılları arasında Üniversite Reformu sürecinde yükseköğretim sisteminde dönüşümü gerçekleştirme misyonu verilen, siyasi nedenlerle ülkelerinden kaçan Almanca konuşan göçmen profesörlerin eğitim gelişimi girişimlerini incelemektir.

Tasarım ve Yöntem

Tarihsel araştırma yöntemleri ve sistematik derleme araştırma tasarımı birlikte kullanılmıştır. Sistematik derleme, araştırma sorusunu yanıtlayan ve uygunluk kriterlerine uyan çalışmaları içerir. Tarihsel araştırmalarda belgeseller/biyografiler/sözlü-tarihler/arşivler kullanır. Anahtar kelimeler kullanılarak yapılan alan yazın taramaları sonucunda bulunan 110 yayından eğitimsel gelişimi kapsamında değerlendirilebilen 52 yayın araştırmaya dahil edilmiştir.

Bulgular

Ele alınan alan yazında vurgulanan eğitim gelişimi çalışmaları: öğrenme/öğretmeye ilişkin programlar/yöntemlerin güncelleştirilmesi; öğretim elemanlarının işe alınması, geliştirilmesi/yetiştirilmesi; bilimsel yayınların artırılması, kütüphanelerin güçlendirilmesi; öğretim elemanları arasında mentörlük hizmetinin yapılması; topluma hizmet amacıyla yapılan konferanslar ve öğretim elemanları topluluk oluşturma çabalarıdır.

Sınırlılıklar

Cumhuriyet döneminden başlayarak yapılan eğitim reformlarını ele alan çok sayıda çalışma bulunmaktadır. Erişilemeyen birincil kaynaklar veya erişildiği halde gözden kaçan eğitim gelişimine ilişkin başka çalışmalar olabilir.

Öneriler (Kuramsal, Uygulama ve Sosyal)

Bulgular, yüksek öğretim kurumlarında eğitim gelişimi yöntemlerini günümüze uyarlayarak Yapay Zekanın eğitime destek olarak kullanılması ile birlikte farklı bir boyuta geliştirmek için kullanılabilir. Yükseköğretim politika yapıcıları ve yöneticileri, Türkiye'de çalışmak ve araştırma yapmak için yurt dışından göçen akademisyenlerin çalışmalarını daha etkin hale getirebilir. Sosyal açıdan, o dönemde üniversite-halk işbirliğini sağlayan Üniversite Günleri yapılarak araştırma ve uygulama alanlarının kesişimini sağlayarak eğitim gelişimini başka bir boyuta taşımak mümkün olabilir.

Özgün Değer

Üniversite Reformu genelde eğitim, özelde ise yükseköğretim alanında yapılan çok sayıda araştırmada değerlendirildiği halde, tarihsel çizgide eğitimsel gelişim alanına çok daha az önem verilmiştir.

Araştırmacı Katkısı: Alev ELÇİ (%50), Pelin TELSEREN KADERCAN (%50).

Acknowledgment: We appreciate the time and effort expanded by our editors and reviewers. The authors would like to extend their heartfelt gratitude to the Editor and Anonymous reviewer(s) for their invaluable contributions. The offered thoughtful insights, and constructive critiques have significantly enriched the content and rigor of our work. Thank you!